

Advanced Instructor Orientation Curriculum

Overview of the Alaska EMT-2 and 3 Curriculum-(2 hours)

At the end of this presentation, the EMT Instructor Candidate will be able to:

1. Identify the modules of instruction in the core and optional content of the EMT-2 and/or 3 curricula.
 2. Identify the Alaska EMT-2 and/or 3 objectives and the number of required hours for an approved course.
 3. Describe the importance of the Medical Director in assuring high quality of EMS care/education.
 4. Describe one method of ensuring that the core content of the curriculum is taught.
 5. Advocate continuing education as an integral component of the EMT 2 and/or 3 curriculum educational process.
 6. Identify the value of using the EMT curriculum in the development of lesson plans.
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1. Identify the modules of instruction in the core and optional content of the EMT-2 and/or 3 curricula.
 - I. Refer to EMT 2 and 3 curricula.
 2. Identify the Alaska EMT-2 and/or 3 objectives and the number of required hours for an approved course.
 - I. Refer to EMT 2 and 3 curricula.
 - II. Refer to 7 AAC 26.050 (c) (6), EMT-2.
 - III. Refer to 7 AAC 26.050 (d) (6), EMT-3.
 3. Describe the importance of the Medical Director in assuring high quality of EMS care/education.
 - I. Refer to medical director responsibilities; training courses regulations (7 AAC 26.660)
 - II. Discuss medical director responsibilities.
 - III. Medical director sponsorship required to be able to practice at the EMT-2/3 level.
 - IV. The Course Medical Director of the EMT-2 and/or 3 program should be a local physician with emergency medical experience who will act as the ultimate medical authority regarding course content, procedures, and protocols.
 - V. The Course Medical Director, Course Coordinator and the Primary Instructor should work closely together in the preparation and presentation of the program.
 - VI. The Course Medical Director can assist in recruiting physicians to present materials in class, settling questions of medical protocol and acting as a liaison between the course and the medical community.
 - VII. The Course Medical Director can assist in recruiting physicians to present materials in class, settling questions of medical protocol and acting as a liaison between the course and the medical community.
 - VIII. This Course Medical Director or a designee is responsible to verify student competence in the cognitive, affective and psychomotor domains.
 - IX. The Course Medical Director can review all examinations.
 - X. The Course Medical Director may also serve as an Instructor.
 4. Describe one method of ensuring that the core content of the curriculum is taught.
 - I. Test questions based on curriculum objectives.

- II. Lesson plans developed directly from objectives.
 - III. Direct observation of core psychomotor objective skills.
5. Advocate continuing education as an integral component of the EMT 2 and/or 3 curriculum educational process.
- I. Continuing Education and Its Importance in Lifelong Learning
 The EMT-2 and/or 3 curricula were designed to provide the student with the essentials to serve as an entry level EMT-2 and/or 3. The time constraints of these programs necessitate the need for enrichment and continuing education in order to bring the student to full competency. We strongly urge EMS provider agencies to integrate new graduates into specific orientation training programs. It is important to understand that these curricula do not provide students with extensive knowledge in hazardous materials, blood-borne pathogens, emergency vehicle operations or rescue practices in unusual environments. These areas are not core elements of education and practice as identified in the *National EMS Education and Practice Blueprint*. Identified areas of competency not specifically designed within the EMT-2 or 3 curricula should be taught in conjunction with these programs as a local option.
 (Adapted from EMT-Basic National Standard 1994 Curriculum)
6. Identify the value of using the EMT curriculum in the development of lesson plans.
- I. Ensure that objectives are met.
 - II. Ensure that all material is taught.

ALS Regulations -(1 hour)

At the end of this presentation, the EMT Instructor Candidate will be able to:

- 1. List the requirements outlined in the regulations for initial certification as an EMT-2 and EMT-3 Instructor (7 AAC 26.030 (e) / (f)).
 - 2. List the requirements outlined in the regulations for recertification as an EMT-2 and EMT-3 Instructor (7 AAC 26.110 (d)).
 - 3. Describe the scope of certified activities for persons certified by the department at the EMT-2 and/or EMT-3 levels (7 AAC 26.040(b) (c)).
 - 4. Give two examples of skills outside the scope of certified activities for each level of Emergency Medical Technician (7 AAC 26.040).
 - 5. Describe the steps necessary to have the Medical Director add skills and/or medications to the scope of certified activities for an EMT-2 or EMT-3, as outlined in (7 AAC 26.670).
 - 6. Calculate the expiration date of an EMT-3 certificate based on course completion dates of May 23 and November 3 of the current year (7 AAC 26.100).
 - 7. Calculate the expiration date of an EMT-3 recertification based on an expiration date of March 31st of the preceding year.
 - 8. List the requirements outlined in the regulations (7 AAC 26.050) for student enrollment in an EMT-2 or EMT-3 Training Program.
 - 9. List the qualifications for EMT-2 and EMT-3 certification (7 AAC 26.030).
 - 10. List qualifications to be able to provide ALS care.
- 1. List the requirements outlined in the regulations for initial certification as an EMT-2 and EMT-3 Instructor.
 - I. Refer to 7 AAC 26.030 (e)/(f).

2. List the requirements outlined in the regulations for recertification as an EMT-2 and EMT-3 Instructor.
 - I. Refer to 7 AAC 26.110 (d).
3. Describe the scope of certified activities for persons certified by the department at the EMT-2 and/or EMT-3 levels.
 - I. Refer to 7 AAC 26.040(b) (c)
4. Give two examples of skills outside the scope of certified activities for each level of Emergency Medical Technician.
 - I. Refer to 7 AAC 26.040.
5. Describe the steps necessary to have the Medical Director add skills and/or medications to the scope of certified activities for an EMT-2 or EMT-3.
 - I. Refer to 7 AAC 26.670.
6. Calculate the expiration date of an EMT-3 certificate based on course completion dates of May 23 and November 3 of the current year.
 - I. Refer to 7 AAC 26.100.
7. Calculate the expiration date of an EMT-3 recertification based on an expiration date of March 31st of the preceding year.
 - I. Refer to 7 AAC 26.100(6).
8. List the requirements for student enrollment in an EMT-2 or EMT-3 Training Program.
 - I. Refer to 7 AAC 26.050.
9. List the qualifications for EMT-2 and EMT-3 certification.
 - I. Refer to 7 AAC 26.030.
10. List qualifications to be able to provide ALS care.
 - I. Under sponsorship of a medical director.
 - II. ALS Standing Orders supporting.
 - III. Currently certified.

Medical Direction for EMS-(0.5 hour)

At the end of this presentation, the EMT Instructor Candidate will be able to:

1. Describe the role of the course medical director in an EMT-2 or EMT-3 Training Program. (7 AAC 26.660)
 2. Define “direct supervision.” (7 AAC 26.999 (18))
 3. Define “indirect supervision.” (7 AAC 26.999 (18))
 4. List the medical control requirements outlined in the Medical Director Regulations for services (7 AAC 26.650), advanced life support providers (7 AAC 26.640), and for EMT-2 and EMT-3 training programs(7 AAC 26.660).
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1. Describe the role of the course medical director in an EMT-2 or EMT-3 Training Program.
 - I. Refer to 7 AAC 26.660.
 2. Define “direct supervision.”
 - I. Refer to 7 AAC 26.999(18).
 3. Define “indirect supervision.”
 - I. Refer to 7 AAC 26.999(18).
 4. List the medical control requirements outlined in the Medical Director Regulations for services (7 AAC 26.650), advanced life support providers (7 AAC 26.640), and for EMT-2 and EMT-3 training programs (7 AAC 26.660).
 - I. Refer to cited regulations.

Infection Control and Training-(0.5 hour)

At the end of this presentation, the EMT Instructor Candidate will be able to:

1. Discuss Needle stick and sharp injury protection for healthcare workers (AS 18.60.880).
 2. Discuss safety issues related to ALS training procedures.
 3. Discuss the value of hepatitis B vaccination for EMT-2/3 students.
 4. Discuss need to follow local post-exposure evaluation and reporting requirements.
 5. List minimum infection control equipment and supplies needed for teaching ALS skills.
 6. Explain common safety breaches in the classroom.
 7. Explain procedures for appropriate biohazardous waste disposal.
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1. Discuss Needle stick and sharp injury protection for healthcare workers.
 - I. Refer to AS 18.60.880.
 - II. Refer to ***Guide for EMTs in Alaska***.
 2. Discuss safety issues related to ALS training procedures.
 - I. Sharps protection.
 - II. IV complications: catheter shear, blood spills, infiltration, aseptic technique, sharps handling.
 - III. Horseplay.
 - IV. Defibrillation: electrical safety.
 - V. Medication: storage, handling, DEA control, use during training.
 3. Discuss the value of hepatitis B vaccination for EMT-2/3 students.

- I. Reinforce concepts of infection control when handling sharps and blood products.
4. Discuss need to follow local post-exposure evaluation and reporting requirements.
 - I. Refer them to local exposure plans.
5. List minimum infection control equipment and supplies needed for teaching ALS skills.
 - I. Gloves, gowns, goggles, sharps boxes, airway barrier devices, tarp, disinfectant, soap and water, biohazard bags.
6. Explain common safety breaches in the classroom.
 - I. Not paying attention while doing sticks.
 - II. Not washing hands.
 - III. Flipping off gloves.
 - IV. Contaminating IV sites.
 - V. Inadequate disinfection.
 - VI. Air in IV line.
 - VII. Contaminating equipment.
 - VIII. Not putting needles in sharps box immediately.
7. Explain procedures for appropriate biohazardous waste disposal.
 - I. Sharps box use and disposal.
 - II. Appropriate incineration of biohazard bags.
 - III. May arrange with local hospital for disposal.

Instructing Practical Skills-(1.5 hours)

At the end of this presentation, the EMT Instructor Candidate will be able to:

1. Cite the basic criteria for successful skill performance.
 2. Identify the need for the instructor to demonstrate the skill before student practice.
 3. List steps involved in skill presentation
 - a. Full skill demonstration
 - b. Step by step demonstration
 - c. Supervised and unsupervised practice sessions
 - d. Evaluation of the skill
 4. Identify and define the role that realism plays in skill stations.
 5. List two ways to demonstrate a skill:
 - a. Lecture-demonstration
 - b. Demonstration-performance
 - c. Whole-Part-Whole
 6. List materials and equipment necessary to effectively teach skills.
 - a. State of Alaska Skill Sheets
 - b. Moulage
 - c. Medical equipment
 7. Identify the learning stages that students go through when mastering skills.
 8. Review the roles that instructors need to play during skill practice sessions.
 9. Discuss safety issues involved when teaching practical skills.
 10. Describe feedback techniques during skills acquisition.
 11. Discuss use of secondary instructors during skills labs.
1. Cite the basic criteria for successful skill performance.

- I. Refer to EMT-1 Skill Sheets.
- II. Refer to Sample Skills Check Off sheet.
- III. Discuss practical exam station criteria.
2. Teaching Practical Skills

(From "Instructional Methods in Emergency Services" McClincy, W. 1995, Prentice Hall)

 - I. Safety
 - a. Instructor responsible for ensuring a safe learning environment and modeling safe practices
 - b. Liability limited by AS 18.08.086
 - c. Infection Control
 - d. Safety Officer
 - e. Safe Scenarios
 - f. Safety Word
 - II. The formula
 - a. Skill = Speed x Accuracy x Form x Adaptability (Singer, *Motor Learning and Human Performance*)
 - b. Factor personality traits
 - III. Setup
 - a. Takes time
 - (1) planning
 - (2) cleanup - may be educational
 - b. Equipment availability
 - c. Realism
 - d. Briefing
 - (1) instructors
 - (2) students
 - IV. Stress principles not specifics
 - V. Modeling/Imprinting
 - VI. Your demonstration sets future performances
 - a. Do it right
 - b. Be complete
 - c. No "in real life I would..."
 - VII. Skill Presentation
 - a. Introduction
 - b. Real time demo
 - c. Step by step demo
 - d. Supervised practice
 - e. Indirect Supervision
 - f. Independent Practice
 - VIII. Introduction
 - a. "I am going to demonstrate..."
 - b. "Open your skill sheets to page..."
 - c. "Move so you can see/hear"
 - d. "This skill is similar to..."
 - IX. Real time demo

- a. "Pay special attention to..."
- b. "Wait until I am done before asking questions"
- c. Do not interact with students during demo
- X. Step by step demo
 - a. Should immediately follow the real-time demo
 - b. Now is question time
 - c. Component parts
 - d. Repeated PRN
- XI. Supervised practice
 - a. Best immediately after step by step demo
 - b. Coaching-offer guidance and support
 - c. Gentle corrections after the practice
 - d. Sandwich method critique (The good, the bad, the good)
 - e. Encourage mental imaging
 - f. Enforce rest
 - g. Keep them on track
- XII. Indirect Supervision
 - a. Scenarios
 - b. Less over the shoulder
 - c. Safety is key
 - d. Horseplay is not tolerated
- XIII. Independent Practice
 - a. After satisfactory classroom performance
 - b. Fine tuning
 - c. Send home equipment
 - (1) Taking vitals
 - (2) Patient assessments on family
- XIV. Evaluation
 - b. Process based
 - (1) Skill components
 - (2) Compliance with skill sheets
 - (3) Simple scenarios
- XV. End Product
 - a. How well can they do it?
 - (4) Complex scenarios
 - (5) Throw curves
- XVI. Overlearning
 - a. Overkill
 - b. Non-productive time
 - c. May improve retention
 - d. Increase level of difficulty rather than repeat drills
- XVII. Communication
 - a. Students **need** objective performance feedback
 - b. The good and bad
 - c. How to improve
 - (1) Trust

- (2) Respect
- XVIII. Assistant Instructors
 - a. Double edged sword
 - b. Where to find
 - (1) CME carrot
 - c. Who to get
 - Not just anyone
- XIX. The ideal assistant
 - a. Proficient
 - b. Complimentary technique
 - c. Certified
 - d. Willing to learn
 - e. Ego
 - (1) Why are they there?
 - (2) Willing to be wrong
 - f. Good role model
 - g. Motivated
 - h. Available
 - i. Studies/listens to briefing
 - j. Understands instructional techniques
- XX. Phases of skill development
 - a. Discovery
 - (1) Beginner
 - (2) Step by step
 - (3) Rapid rise in skill
 - (4) Lots of errors
 - b. Plateau
 - (1) Intermediate
 - (2) Frustrating
 - (3) Repeat same mistakes
 - (4) Imaging helpful
 - c. Latency
 - (1) Advanced
 - (2) Indirect practice
 - (3) Small errors
 - (4) Increase speed and accuracy
 - (5) Adaptability introduced
 - d. Mastery
 - (1) Highly skilled
 - (2) Confidence
 - (3) Flawless
 - (4) Effortless
 - (5) Second nature
 - (6) Quite adaptable
 - (7) May not be reached in class
- XXI. Debrief

- a. After skill practice, scenario
 - b. Restate objectives
 - c. Note performance trends
 - d. Next time we'll
 - e. Cleanup plan
- XXII. Summary
- a. Safety is key
 - b. Setup takes time
 - c. Methods of instruction influence learning
 - d. Skills develop in stages
 - e. Any instructor is not necessarily a good instructor

Tips and Tricks-(1 hour)

At the end of this presentation, the EMT Instructor Candidate will be able to:

1. Discuss the importance of using a variety of interactive teaching methods to keep students involved.
 2. Defend using appropriate games in the classroom.
 3. Adopt proven classroom enrichment techniques.
1. Discuss the importance of using a variety of interactive teaching methods to keep students involved.
 - I. Discussion.
 - II. Games, scenarios, case studies, visual aids, moulage, props, role playing, discovery learning, etc.
 2. Defend using appropriate games in the classroom.
 - I. Review of previously learned material.
 - II. Informal evaluation of student knowledge/abilities.
 - III. Promote cooperation/teamwork/competition.
 3. Adopt proven classroom enrichment techniques.
 - I. Group facilitated discussion.
 - II. Role playing.

Equipment and Supplies for Training-(0.5 hour)

At the end of this presentation, the EMT Instructor Candidate will be able to:

4. Identify the equipment needed for each skill.
5. Using the *Guide for EMS Instructors and Certifying Officers in Alaska*, determine the equipment needed for practical test day.
3. State where an Instructor can obtain equipment when needed for his/her class.
4. Explain the value of following manufacturer's guidelines for: appropriate use, application and removal techniques, cleaning, decontamination, disinfection, inspection, maintenance, and repair of equipment.
5. Consider budgetary issues for disposable and rental equipment.

1. Identify the equipment needed for each skill.
 - I. Refer to top of individual skill sheets.
 - II. Textbook Instructor Manual/Resources.
 - III. Alaska EMT-1, EMT-2, and/or EMT-3 Curricula.
2. Using the *Guide for EMS Instructors and Certifying Officers in Alaska*, determine the equipment needed for practical test day.
 - I. Locate list of equipment and personnel needs for test day.
3. State where an Instructor can obtain equipment when needed for his/her class.
 - I. Local EMS service.
 - II. Health aid clinics.
 - III. Regional EMS offices.
 - IV. Commercially purchased.
 - V. Other healthcare/rescue provider/instructional groups.
4. Explain the value of following manufacturer's guidelines for: appropriate use, application and removal techniques, cleaning, decontamination, disinfection, inspection, maintenance, and repair of equipment.
 - I. Liability issues.
 - II. Equipment is expensive to replace if not maintained in working order.
 - III. Similar looking equipment may work slightly differently.
 - IV. Look at manufacturer's instruction sheet for specific instructions.
5. Consider budgetary issues for disposable and rental equipment.
 - I. Per student costs.
 - II. How much are you going to need and when?
 - III. Schedule class to use and return rental equipment efficiently.

Manual Defibrillation Training-(0.5 hour)

At the end of this presentation, the EMT Instructor Candidate will be able to:

1. Recall qualifications to teach a manual defibrillation class (7 AAC 26.550).
 2. List the content and length of a manual defibrillator technician course (7 AAC 26.550).
 3. List the qualifications for defibrillator technician certification (7 AAC 26.530).
 4. Describe the testing of individuals for defibrillator technician certification (7 AAC 26.560).
 5. List the qualifications for certification and recertification for defibrillator technicians (7 AAC 26.530, 7 AAC 26.570).
 6. List three sources of training materials for defibrillator technician training.
 7. Calculate the expiration date of a manual defibrillator technician certificate based on course completion dates of an April 2 and October 30 of the current year (7 AAC 26.565).
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1. Recall qualifications to teach a manual defibrillation class.
 - I. Refer to 7 AAC 26.550(5)
 2. List the content and length of a manual defibrillator technician course.
 - I. Refer to 7 AAC 26.550(3)(4)
 3. List the qualifications for defibrillator technician certification.
 - I. Refer to 7 AAC 26.530.
 4. Describe the testing of individuals for defibrillator technician certification.
 - I. Refer to 7 AAC 26.560.

5. List the qualifications for certification and recertification for defibrillator technicians.
 - I. Refer to 7 AAC 26.530, certification.
 - II. Refer to 7 AAC 26.570, recertification.
6. List three sources of training materials for defibrillator technician training.
 - I. American Heart Association.
 - II. Major publishers.
 - III. Defibrillator retailers.
7. Calculate the expiration date of a manual defibrillator technician certificate based on course completion dates of an April 2 and October 30 of the current year.
 - I. Refer to 7 AAC 26.565.

Planning and Teaching Refresher Courses -(0.5 hour)

At the end of this presentation, the EMT Instructor Candidate will be able to:

1. Recall recertification requirements for EMT-2 and 3 providers and instructors.
 2. Using the Alaska EMS Regulations and policies, list the required components of an EMT-2 or 3 refresher class.
 3. Discuss the timeline for refresher course completion in relation to certification expiration date.
 4. Locate sample refresher class schedule.
 5. Locate resources available for determining the CME course approval process and those courses that are already approved.
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1. List recertification requirements for EMT-2 and 3 providers and instructors.
 - I. Refer to 7 AAC 26.110
 - II. Refer to 7 AAC 26.
 - III. Refer to 7 AAC 26.
 2. List the required components of an EMT-2 or 3 refresher class.
 - I. Refer to 7 AAC 26.999(54)
 3. Discuss the timeline for refresher course completion in relation to certification expiration date.
 - I. Refer to 7 AAC 26.
 4. Locate sample refresher class schedule.
 - I. CHEMS website under training.
 - II. Other instructors.
 - III. Regional offices.
 5. Locate resources available for determining the CME course approval process and those courses that are already approved.
 - I. *CME What Counts What Doesn't*
 - II. ***Guide for EMTs in Alaska***
 - III. *Specific Training Programs* handout