

Basic Instructor Orientation Curriculum

Overview of the Alaska EMT-1 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 content of the EMT curriculum:
 - Preparatory
 - Airway
 - Patient Assessment
 - Medical/Behavioral/
OB/ Gynecology
 - Trauma
 - Infants and children
 - Operations
 - Elective: Advanced airway
 - Appendices
 2. Identify the three categories of objectives used in the modules.
 3. Identify the three levels used in the modules.
 4. Identify the correlation between National EMT-B objectives and textbook objectives.
 5. Identify the Alaska EMT-1 objectives and the number of required hours for an approved course.
 6. Describe the importance of the Medical Director in assuring high quality of EMS care/education.
 7. Describe one method of ensuring that the core content of the curriculum is taught.
 8. Advocate continuing education as an integral component of the educational process.
 9. Identify the value of using the EMT curriculum in the development of lesson plans.
 10. Identify the breakdown of each lesson plan:
 - Objectives
 - Preparation
 - Presentation
 - Application
 - Evaluation
 - Remediation
 - Enrichment
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1. Identify the modules of instruction in the core content of the EMT curriculum:
 - Preparatory
 - Airway
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OB/Gynecology
 - Trauma
 - Infants and children
 - Operations
 - Elective: Advanced
airway
 - Appendices
 - I Refer to EMT-1 curriculum.
 2. Identify the three categories of objectives used in the modules.
 - I. Cognitive (C).
 - II. Psychomotor (P).
 - III. Affective (A).
 3. Identify the three levels used in the modules.
 - I. Knowledge (1).
 - II. Application (2).
 - III. Problem solving (3).
 4. Identify the correlation between National EMT-B objectives and textbook objectives.
 - I. Examine textbooks: Textbooks often list objectives at beginning of each chapter.
 - II. Textbooks may have additional objectives (Nice to know, supplemental,...)
 - III. Alaska specific objectives will not be identified in textbooks but may be covered.
 5. Identify the Alaska EMT-1 objectives and the number of required hours for an approved course.
 - I. Minimum hours: 120 + CPR+ additional topics.
 - II. Refer to 7 AAC 26.050(b)(4)(8), approved training courses.
 - III. Refer to EMT-1 curriculum.

6. Describe the importance of the Medical Director in assuring high quality of EMS care/education.
 - I. Quality assurance/improvement.
 - II. On-line, off-line medical control.
 - III. Run-review.
 - IV. Development of Standing Orders.
 - V. Approval of continuing education program.
7. 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.
8. Advocate continuing education as an integral component of the educational process.
 - I. Maintain skills/knowledge.
 - II. Practice for mastery.
 - III. Keeping up with new information.
 - IV. Recertification requirement.
 - V. 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)

9. 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.
10. Identify the breakdown of each lesson plan:
 - Objectives
 - Preparation
 - Presentation
 - Application
 - Evaluation
 - Remediation
 - Enrichment
 - I. Refer to introduction to EMT curriculum.

Instructing EMT-I 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. Explore the use of a video camera for improvement in the skills performance.
 6. List two ways to demonstrate a skill:
 - a. Lecture-demonstration
 - b. Demonstration-performance
 - c. Whole-Part-Whole
 7. List materials and equipment necessary to effectively teach patient assessment:
 - a. ***State of Alaska Skill Sheets***
 - b. Moulage
 - c. Medical equipment
 8. Identify the learning stages that students go through when mastering skills.
 9. Review the roles that instructors need to play during skill practice sessions.
 10. Discuss safety issues involved when teaching practical skills.
 11. Describe feedback techniques during skills acquisition.
 12. Discuss use of secondary instructors during skills labs.
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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 is responsible for ensuring 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
- a. Process based
 - (1) Skill components
 - (2) Compliance with skill sheets
 - (3) Simple scenarios
- XV. End Product
- a. How well can they do it?
 - (1) Complex scenarios
 - (2) 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 opportunity
 - 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

Teaching Assessment Based Patient Management Through Scenarios-(3.5 hour)

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

1. Explain the value of the five components of patient assessment and how they relate to patient management.
2. List and examine at least three published books of prepared scenarios.
3. Design a scenario.
4. Understand the role and value of case studies in the classroom.
5. Name three reasons why an instructor should use scenarios in teaching.
6. Name three things students learn from scenarios and case studies.

7. Discuss the value of scenarios for teaching the affective domain.
 8. Develop an evaluation tool for your scenario.
 9. Implement your scenario and: coach all participants, evaluate and critique the student performance, receive critique for your overall performance.
1. Explain the value of the five components of patient assessment and how they relate to patient management.
 - I. Refer to Medical and Trauma Assessment skill sheets.
 - II. Discuss role of each step in patient assessment/care.
 - III. Discuss the concept of assessment vs. diagnosis based care.
 - IV. Discuss the importance of immediate intervention when a life threatening condition is discovered.
 2. List and examine at least three published books of prepared scenarios.
 - I. State document: *EMT-1 Scenarios for Training*
 - II. Commercial publications: *Street Scenarios, Paramedic Refresher and Review* (A. Dalton, Brady Publishing), *Wilderness Medicine Workbook, Ambulance Calls,...*
 3. Design a scenario. (Quick & Dirty Scenarios)
 - I. Student small group activity:
 - II. Break students into small groups.
 - a. Each student assigned to create 1 scenario complete with:
 - (1). Tone out scenario.
 - (2). Scene Size Up.
 - (3). Patient injuries/illness signs & symptoms.
 - (4). Moulage needs.
 - (5). Care expected and results.
 - b. Develop evaluation sheet.
 - c. Victim briefing.
 - d. Equipment & props list.
 - e. Using calls that they are familiar with as a basis of design.
 - f. Once scenarios are done group runs each others scenarios.
 - (1). Student roles: instructor, student, patient
 - (2). Run scenario.
 - (3). Instructor critiques student.
 - (4). Instructor trainer critiques instructor.
 4. Understand the role and value of case studies in the classroom.
 - I. Tying training together.
 - II. Application of acquired skills in realistic situation.
 - III. Develops critical thinking skills.
 - IV. Elevation from knowledge level to application and analysis level.
 - V. Instructor evaluation of student progress.
 - VI. Ability to evaluate affective aspects of patient care.
 5. Name three reasons why an instructor should use scenarios in teaching.
 - I. See 5.
 6. Name three things students learn from scenarios and case studies.
 - I. See 5.
 7. Discuss the value of scenarios for teaching the affective domain.
 - I. See 5.

8. Develop an evaluation tool for your scenario.
 - I. See 4.
9. Implement your scenario and: coach all participants, evaluate and critique the student performance, receive critique for your overall performance.
 - I. See 4.

Curriculum Scavenger Hunt-(1.5 hours)

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

1. Locate assigned information in the EMT curriculum.
 2. Demonstrate familiarity with the structure of the EMT curriculum by completing the written assignment.
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1. Locate assigned information in the EMT curriculum.
 - II. Make sure all students have current EMT curriculum.
 - III. Brief on expectations.
 - IV. Establish due date.
 - V. Provide each student with Curriculum Scavenger Hunt handout.
 2. Demonstrate familiarity with the structure of the EMT curriculum by completing the written assignment.
 - I. Review student answers as a group discussion in class.

Equipment and Supplies for Training-(0.5 hour)

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

1. Identify the equipment needed for each skill.
 2. 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.
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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 Curriculum.
 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.

ETT-(1.0 hour)

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

- 1. Discuss the skill set of ETT.
 - 2. Discuss the course content/length of an ETT initial and refresher options.
 - 3. Describe the final evaluation process for ETT.
 - 4. List entry and completion requirements for ETT students.
 - 5. Discuss resources available for course setup and delivery of the ETT in the High School program.
 - 6. Using the Alaska EMS Regulations and policies, discuss administrative steps for course approval and completion at the ETT level.
 - 7. Describe the process for teaching an ETT to EMT Bridge Course.
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- 1. Discuss the skills set of ETT.
 - I. Refer to ETT skill sheets.
 - II. Not legislated or regulated but ETT instruction is regulated (7 AAC 26 Article 4).
 - 2. Discuss the course content/length of an ETT initial and refresher options.
 - I. Initial: 40 (7 AAC 26.450(b))
 - II. Reregistration: policy is 16 hours CME + current CPR credential.
 - 3. Describe the final evaluation process for ETT.
 - I. Written examination.
 - II. Demonstrate skills to instructor satisfaction.
 - III. Written exam distributed by CHEMS.
 - 4. List entry and completion requirements for ETT students.
 - I. Registration: 14 years old, refer to ETT instructor guide.
 - II. Satisfactory completion of 40 hour ETT class.
 - 5. Discuss resources available for course setup and delivery of the ETT in the High School program.
 - I. ETT in the High School Instructor Resource Guide.
 - a. Available from CHEMS website.
 - 6. Discuss administrative steps for course approval and completion at the ETT level.
 - I. Refer to 7 AAC 26.450(b).
 - 7. Describe the process for teaching an ETT to EMT Bridge Course.

- I. Refer to the ETT to EMT Bridge Course Guide.

Planning and Teaching Refresher Courses -(0.5 hour)

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

1. Using the Alaska EMS Regulations and policies, list recertification requirements for ETT and EMT-1.
 2. Using the Alaska EMS Regulations and policies, list the required components of an EMT 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-1.
 - I. Refer to 7 AAC 26.110
 2. List the required components of an EMT 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

Common Pitfalls-(0.5 hour)

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

1. Identify topics which are beyond the standard Alaska curriculum.
 2. Recognize that textbooks commonly include topics which are beyond the standard Alaska curriculum.
 3. Identify the importance of teaching factual, authenticated information.
 4. Appreciate that there is more than one correct way to do things.
 5. Recognize time must be added to the minimum hours in order to teach extra material.
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1. Identify topics which are beyond the standard Alaska curriculum.
 - I. IVs, nebulizers, non-patient nitroglycerin, hazardous materials course, entire BBP course, EKG interpretation, any topic not specifically listed in core curriculum.
 - II. If these topics are taught, time must be added to the curriculum.

- III. If topic is outside the scope of practice, as defined in 7 AAC 26.040, and students are expected at the end of this training to practice these procedures, approval must be obtained through CHEMS (7 AAC 26.670).
- 2. Recognize that textbooks commonly include topics which are beyond the standard Alaska curriculum.
 - I. Compare Alaska EMT objectives to the objectives listed in several textbooks.
- 3. Identify the importance of teaching factual, authenticated information.
 - I. Discussion.
 - II. Myths, mispronunciations, misspellings, outdated methods, local bias, etc.
- 4. Appreciate that there is more than one correct way to do things.
 - I. Discussion.
- 5. Recognize time must be added to the minimum hours in order to teach extra material.
 - I. Refer to 7 AAC 26.050(b) (2) (4).

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.
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- 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.