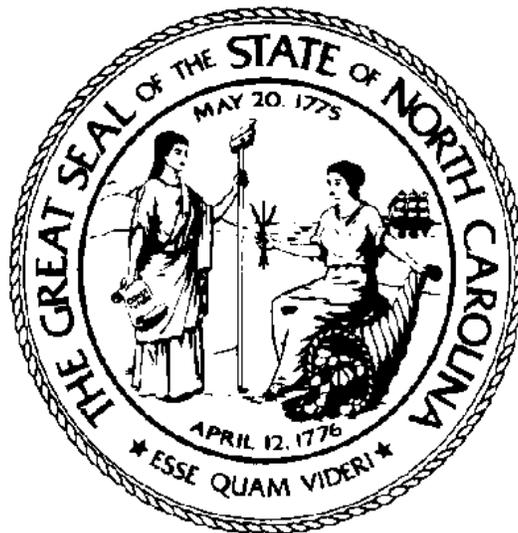


EMS Instructor Methodology Course Approval Requirements, Explanation of Approval Process and Application Materials



July 19, 2002

Course Purpose and Overview

The purpose of this course is to provide students who are clinically competent in a specific EMS content area with the instructional knowledge, resources, and skills to effectively deliver quality EMS education. The course presents educational concepts, practices, and resources across a wide range of educational topics, from the basic psychology of learning, to classroom management, to ethical issues in education, to student and course evaluation. The course focuses on instructional preparation, presentation and evaluation, and represents consensus among professional EMS educators as to essential knowledge, skills, and practices required to provide quality EMS educational programs.

At the conclusion of the course, students will, at minimum, be able to:

- Organize and prepare materials for presentation;
- Prepare instructional aids;
- Determine the equipment and materials needed to teach specific curriculum courses;
- Evaluate student performance and provide corrective feedback to improve subsequent student performance;
- Develop a mechanism for evaluating the effectiveness of an EMS educational program;
- Select curriculum materials appropriate to the level of course being taught, and
- Effectively deliver each lesson contained in an EMS curriculum, as measured by overall student performance on course objectives.

Course Description:

The U.S. Department of Transportation's *EMS Instructor Training Program: National Standard Curriculum Course* (1995) is the official course meeting the Instructor Methodology Course requirement for credentialing as a Level I Instructor. Any other course used to meet this requirement must be submitted to the appropriate EMS Regional Office for review and approval/disapproval.

The course consists of three components. These three components combine to provide an instructor methodology course that assures that instructor candidates are reasonably prepared to enter an instructor internship.

The **didactic component** provides fundamental information about:

- Instructor Roles and Responsibilities
- Legal Issues/Implications
- Theories on Adult Learning
- Creating an Effective Learning Environment
- Developing and Designing Learning Objectives
- Design and Development of Effective Evaluation Measures/Instruments
- Instructional Strategies and Methods
- Media
- Lesson Plan Development

The **EMS technical scope of practice component** assesses the ability of students to perform EMS skills. This component exposes students to the scope-of-practice process, evaluation requirements and related evaluation instruments and techniques. This is an important component of this course as it ensures that students can proficiently perform the technical skills that they will be teaching in the classroom. As a requirement to completing this course, all students must perform and successfully pass a skills evaluation using a scope-of-practice evaluation instrument approved by NCOEMS and conducted under the direction of the educational institution's medical advisor, or his/her designee.

Students who have completed an approved scope-of-practice evaluation within the last year may have this requirement waived at the discretion of the educational institution's educational medical advisor.

For course auditing purposes, Educational Institutions must maintain records for each student indicating the:

- Scope-of-practice skills evaluated;
- Evaluation results (for each skill evaluated and overall assessment results);
- Name(s) of individual(s) conducting the evaluation, and
- Date and place of evaluation.

The **educational methods scope of practice component** assesses the ability of students to develop and effectively teach EMS content material. The purpose of this component is to have students demonstrate that they can “put it all together” to construct and deliver sound educational presentations. The educational scope of practice consists of two required activities:

- A 15-minute (at a minimum) demonstration of a selected EMS skill or technique.
- A 45-minute (at a minimum) presentation to include:
 - Developing a standard lesson plan based on educational objectives from an approved EMS curriculum (this should be at the curriculum level for which the student is applying for Level I credentialing);
 - Utilizing educational methods and media presented in the course, and
 - Developing an evaluation instrument consistent with lesson objectives.

Lead course instructors must formally evaluate and grade student performance during both sessions using an OEMS approved educational scope-of-practice check sheet. Student performance during this evaluation must be included in the final end-of-course student evaluation/grade and be used to determine whether a student successfully completes course requirements.

A “Student Presentation Evaluation Form” is located on page 659 in **Appendix B** of the *EMS Instructor Training Program: National Standard Curriculum Instructor Guide* available for download from the OEMS web site at: www.ncdhr.gov/dhrs/EMS/pdf/emsinstr.pdf or click on “National Standard Curriculum EMS Instructor Guide.”

Appendix B of this document contains an additional OEMS approved educational scope of practice evaluation form. Lead Course Instructors may use either form in their formal educational methods scope-of-practice evaluation of their students.

This course is supported by two documents:

EMS Instructor Training Program: National Standard Curriculum Instructor Guide – an instructor manual containing detailed lesson plans, instructional contents, requirements and guidance for teaching each lesson.

EMS Instructor Training Program: National Standard Curriculum Student Guide – a student manual containing the lesson plans and content material contained in the Instructor Guide, but without the Instructor notes and activity materials (e.g., answer keys and role-play, scenarios) contained in the Instructor Guide.

NOTE: the *EMS Instructor Training Program: National Standard Curriculum Instructor Guide* and the *EMS Instructor Training Program: National Standard Curriculum Student Guide* are available for download and use from the NCOEMS website (<http://www.ncdhhs.gov/dhsr/EMS/educred.htm>) The documents are in Adobe Acrobat format and are located under the Credentialing and Compliance banner from the NC-OEMS Home page. Click on the Instructor or Student manuals. Copies of these documents are also available on compact disk from your Regional OEMS office.

Although these guide documents provide a structured format for the delivery of an EMS Instructor Methodology course, they are not intended to be stand-alone documents. Rapid changes occurring in both the EMS profession and EMS education should prompt Lead Course Instructors to supplement the material contained in the course guides with current materials and technology as they become available.

Similarly, the Lead Course Instructor should utilize a variety of content experts in the presentation of the materials covered in this course.

The course is designed to provide students with ‘hands-on’ experience and practice in preparing and presenting educational materials and should be formatted and delivered to include active student participation in course activities.

Approval Requirements to Teach the EMS Instructor Methodology Course

This course is often the only systematic training that EMS Level I Instructors have in the area of educational methods and practices. Instructors and educational institutions must meet specific requirements in order to be approved to teach this course.

Student Qualifications

Required:

Students enrolled in this course must:

- Be currently credentialed in North Carolina as an EMT, EMD, EMT-D, EMT-I, or EMT-P;
- Have 3 years of equivalent field experience at their scope of practice credential level;

- ❑ Hold a High School Diploma, or General Education Development (GED) certificate, and
- ❑ Verify or demonstrate their ability to read and write at a 10th-grade proficiency level.

Recommended:

Students enrolled in this course should:

- ❑ Demonstrate effective oral and written communications skills.

Instructor Qualifications :

The Lead Course Instructors for this course must:

- ❑ Hold a current EMS credential, and
- ❑ Have five (5) years of formal educational experience, which includes demonstrable ability in teaching, developing lesson/course materials, managing classroom resources and managing and evaluating students.

Auxiliary instructors used to teach specific content areas of the course must have demonstrable experience/expertise in the area(s) they will be teaching.

Institutional Qualifications :

Institutions offering the EMS Instructor Methodology course must be an NCOEMS-approved Educational Institution. In addition, the institution must:

- ❑ Schedule appropriate facilities, and
- ❑ Provide equipment and supplies (both educational and medical) to adequately support the course.

Institutions must also:

- ❑ Maintain a record-keeping system that tracks required student performance indicators, and
- ❑ Issue students who successfully complete the course documentation of having done so.

Course Requirements :

Courses approved by the NCOEMS must meet the following requirements:

- ❑ Be coordinated and taught by qualified instructors;
- ❑ Follow, at a minimum, the educational objectives as identified in the NHTSA *EMS Instructor Training Program: National Standard Curriculum Instructor Guide*;
- ❑ Have all appropriate equipment and resources needed to sufficiently teach material contained in the course curriculum;
- ❑ Have a process for verifying student qualifications, and
- ❑ Have a formal student evaluation procedure which includes:
 - Assessing student performance at selected points during the didactic component of the course. The purpose of these periodic assessments should be to evaluate student mastery of specific course materials and should be the basis for determining whether students are allowed to continue on through the course; whether they should receive remediation before being allowed to proceed to the next area, or

whether they should not be allowed to continue through the course. Assessments may include written tests, student activities, group projects, or written assignments. Examples of some student evaluation methods/checksheets are provided in the EMS Instructor Training Program: National Standard Curriculum Instructor Guide.

- Assessing student mastery of course content/instructor proficiency through a final written course exam. Final course exams should be referenced to the course objectives contained in the DOT instructor curriculum guide.
 - Evaluating student teaching proficiency through an educational methods scope-of-practice assessment. This must be done using an OEMS approved scope-of-practice evaluation instrument.
- Provide an end-of-course student grade that reflects a weighted performance assessment across both the didactic content and educational scope-of-practice components of the course.

NOTE: In order for this course to be credited toward meeting NCOEMS' Instructor Methodology Course requirements for credentialing as a Level I Instructor, students **must obtain at least 85% on their cumulative course evaluation grade.**

Approval Process:

1. After obtaining the “EMS Instructor Methodology Course Approval Requirements, Explanation of Approval Process and Application Materials.” Review the document and call the appropriate NC-OEMS Regional Office. Speak with the Educational Liaison who discuss the document and requirements with you and answer any specific questions. (Contact names and addresses for the regional Educational Liaisons are listed below.)
2. Develop a detailed written plan describing how the EMS Methodology course requirements will be satisfied. The format and content requirements for the plan are presented in Appendix A of this document.
3. Schedule a technical assistance visit with the Educational Liaison to review the plan.
4. Make any necessary revisions to the plan.
5. Submit the final “Course Approval Application” and “Course Plan” to the appropriate OEMS Regional Office for official approval.

Once approved, the EMS Educational Institution may offer subsequent EMS Instructor Methodology courses without additional approval, as long as the process in the initial course approval form remains essentially the same. If substantial modification is to be made in future course plans, the OEMS Regional Office must be contacted for revised course approval. If the course remains substantially the same, the EMS Educational Institution need only submit a completed first page of the “EMS Instructor Methodology Course Approval Application.” The application must be submitted to the appropriate OEMS Regional Office at least 30 days prior to the start of the course.

OEMS Regional Office Contacts:

OEMS Eastern Regional Office	OEMS Central Regional Office	OEMS Western Regional Office
<p><u>Educational Liaison:</u> Michael Cobb 404 St. Andrews St. Greenville, NC 27834 (252) 355-9026 e-mail address: Michael.Cobb@ncmail.net</p>	<p><u>Educational Liaison:</u> Eddie Jordan 2717 Mail Service Center Raleigh, NC 27699-2717 (919) 855-3960 e-mail address: Eddie.Jordan@ncmail.net</p>	<p><u>Educational Liaison:</u> John Tartt Building #14 932 Old HWY. 70-West Black Mountain, NC 28711 (828) 669-3381 e-mail address: John.Tartt@ncmail.net</p>

Appendix A

Plan Format and Content Requirements

I. Lead Course Instructor Qualifications:

Describe the qualifications (including educational background, credentials and degrees, teaching experience, and EMS professional experience) of the Lead Course Instructor.

II. Course Outline/Schedule:

Provide an outline of the proposed course schedule, including dates and times that classes will be held, lessons/activities to be covered during each class and length of each class. (Samples of possible course outlines/schedules are presented in Appendix A of the *EMS Instructor Training Program: National Standard Curriculum Instructor Guide*).

III. Course Format:

Provide a description of how the proposed course will be structured and delivered. This should include:

- Describing what methods and activities that will be used to deliver course material, including a discussion of types of educational media to be presented and used in the course;
- Describing the process for selecting and using auxiliary instructors to deliver specialty topics; and
- Describing student participation in course activities.

IV. Course Evaluation Standards/Procedures and Course Completion Requirements:

Provide a description of the evaluation process to be used to assess student performance. This should include:

- Describing how and when students will be evaluated during the course to ensure content mastery of lesson material. This should include a description of the formal and informal evaluation methods/techniques to be used; how often, and on what materials students will be evaluated on; course policies toward student performance requirements and retaking of tests/exams; course remediation policy and procedure;
- Describing the measures (tests/exams, attendance, homework, classroom activities, etc.) to be used to evaluate students; distribution of evaluation measures in determining final course grade, and grading scale, and
- Describing the evaluation procedures to be used to assess instructor performance.

V. Description of EMS technical *Scope-of-Practice* evaluation process and instrument:

Provide a description of the process and methods that will be used to assess and verify students competencies in performing the required EMS skills at their scope-of-practice level. This should include:

- ❑ Describing the process that will be used to assess/verify EMS technical scope-of-practice competencies as a requirement for successful completion of the course. If this assessment component is planned as part of the course, describe when and how it will be conducted. If completion of this requirement will be a course prerequisite, or be required to be completed outside of the regularly scheduled course, this must be noted in this section;
- ❑ Referencing the scope-of-practice evaluation instrument that will be used to assess student proficiencies;
- ❑ Describing the qualifications and selection process of evaluators that will be used to evaluate students' EMS technical *Scope-of-Practice* skills; and
- ❑ Describing evaluation standards and policies, such as cut-off-points/grades that will be used to determine skills proficiency, number of allowable retakes and consequence of failing the EMS technical scope-of-practice component.

VI. Description of educational methods *Scope-of-Practice* evaluation process and instrument:

Provide a description of the process and methods that will be used to assess and verify students' competencies in effectively teaching EMS educational topics/skills. This should include:

- ❑ Describing the format of the “*teaching experience*” that students must successfully complete and when students ‘*teaching experiences*’ will be scheduled during the course;
- ❑ Referencing the scope-of-practice evaluation instrument that will be used to assess student proficiencies and describing the evaluation measures and scale that will be used to assess student performance; and
- ❑ Describing evaluation policies for student re-take and failure.

Appendix B

Educational Methods Scope-of-Practice Evaluation Form

Candidate Name: _____ Print name Evaluator Name: _____ Print name

SKILLS PRESENTATION EVALUATION

Each criterion listed below should be evaluated on a scale from 0 to 3, according to reasonable expectations of an instructor candidate and the scale given below. Use the comments beside each criterion to justify your ranking.

RATING SCALE

3 Exceeded expectations 2 Satisfactory presentation/performance 1 Incomplete 0 Not performed

CRITERIA	3	2	1	0	COMMENTS
PREPARATION					
Did the instructor have everything ready (lesson plan, objectives, etc.)?					
PRESENTATION					
Did the instructor introduce himself?					
Did the instructor keep the introduction brief, yet interesting?					
Did the instructor demonstrate and/or present one important piece of information at a time?					
Was the material presented in an organized fashion?					
Did the instructor check to make sure that the student learned the material?					
Did the instructor respond to the learners' questions appropriately?					
Did the instructor adhere to the time limit?					
SKILLS					
Did the instructor point out each step required to complete the skill?					
Did the instructor correctly perform the skill?					
Did the instructor give directions while the learner did the skill?					
Did the instructor correct errors properly?					
COMMUNICATION					
Did the instructor speak clearly, distinctly, and with sufficient volume?					
Did the instructor speak at an appropriate pace?					
Did the instructor avoid distracting habits (such as excessive hand gestures or words like "um" or "okay")?					
Did the instructor maintain adequate eye contact with the group?					
OVERALL RATING					
Give an overall rating for the presentation.					

Please include ADDITIONAL COMMENTS on the next page.

Candidate Name: _____ Evaluator Name: _____
Print name Print name

Additional feedback for the Instructor candidate:

Compute the candidate's presentation score by taking a simple average of the scores for each criterion marked. The candidates should earn a minimum overall score of **2.0** for recommendation as a Level I instructor.

Candidate name: _____ Score: _____

Evaluating instructor: _____ Date: _____
Signature

Candidate Name: _____
Print name

Evaluator Name: _____
Print name

FINAL PRESENTATION EVALUATION

Each criterion listed below should be evaluated on a scale from 0 to 3, according to reasonable expectations of the instructor candidate and the scale given below. Use the comments beside each criterion to justify your ranking. Use the “NA” ranking if the criterion does not apply to the presentation.

RATING SCALE

3 Exceeded expectations 2 Satisfactory presentation/performance 1 Incomplete 0 Not performed

CRITERIA	3	2	1	0	NA	COMMENTS
PREPARATION						
Were equipment and materials all in place or ready?						
Rate the quality of the objectives.						
Rate the quality of the test questions.						
Rate the completeness of the lesson plan.						
PRESENTATION						
Did the instructor introduce himself?						
Did the instructor tell the group enough about the lesson to make it interesting yet keep the introduction brief?						
Did the instructor find out what the group knew about the presentation at hand?						
Did the instructor demonstrate and/or present one important piece of information at a time?						
Was the material presented in an organized fashion?						
How well did the instructor stress the key points?						
Did the instructor summarize the information at various points during the presentation?						
Did the instructor explain the information clearly and completely?						
Did the instructor summarize the entire presentation?						
Did the instructor follow the lesson plan?						
Did the instructor adhere to the time limit (40—45 minutes)?						
QUESTIONING						
Did the instructor use questioning to spot-check his instruction or stress important points?						

Candidate Name: _____
Print name

Evaluator Name: _____
Print name

Did the instructor encourage active participation by the use of questions?						
Did the instructor encourage the student who supplied a wrong answer?						
CRITERIA	3	2	1	0	NA	COMMENTS
INSTRUCTIONAL MEDIA						
Did the media have a direct relationship with the topic?						
Did the instructor present the media at an appropriate time for the learner to understand its relationship to the subject?						
Did the instructor use the media effectively (proper introduction and summary of videotape, audio tape, etc.)						
Was the media used with little or no disruption of the presentation (was the media preset, was equipment working properly, etc.)?						
COMMUNICATION						
Did the instructor use positive communication in the verbal presentation (did the instructor avoid making excuses for the topic, apologizing, etc.)?						
Did the instructor speak clearly, distinctly, and with sufficient volume?						
Did the instructor speak at an appropriate pace?						
Did the instructor avoid distracting habits (such as excessive hand gestures or repeating words like "um" or "okay")?						
Did the instructor maintain adequate eye contact with the group?						
APPEARANCE						
Did the instructor appear at ease?						
Was the instructor neatly attired?						
OVERALL IMPRESSION						
Please give your rating for the presentation as a whole.						

Please include ADDITIONAL COMMENTS on the next page.

Candidate Name: _____ Evaluator Name: _____
Print name Print name

Additional feedback for the Instructor candidate:

Compute the candidate's presentation score by taking a simple average of the scores for each criterion marked. Criteria marked as "N/A" should not be included in the average. For an evaluation to be considered, the evaluator must rank at least 80% of the criteria. The candidates should earn a minimum overall score of 2.0 for recommendation as a Level I instructor.

Candidate name: _____ Score: _____

Evaluating instructor: _____ Date: _____
Signature