

EMS Education Committee Report

January 2013

Review from September 2012 report: Educational challenges for EMS

What to teach: Individual program development of entry level and CE curricula based on National EMS Education Standards and local needs assessments including objectives for all three domains of learning. EMS practitioners are expected to practice across the life-span including a greater emphasis on older adult and end of life care. They must also demonstrate competencies in leadership, interprofessional collaboration and teamwork, cultural sensitivity, and professionalism.

How to teach: Incorporating methodologies and strategies that reduce reliance on instructor-centered passive learning methods such as lecture and incorporate active, student-centered learning activities

Where to teach (venues and locations): College, hospital, or agency-based programs? Determining what portions of a class can be done as distance learning (telecast, teleconferenced, webinar or pod-cast formats; chat rooms; or independent study) vs. time students are required to be present in a classroom.

Who should teach: EMS must build a commitment to using competent and qualified educators who have the skill sets to effectively facilitate and measure learning

How to measure student and program achievement of objectives and practitioner competency: Moving forward, “technician” has been removed from a paramedic’s professional title. They will not be defined so much by what they do as how they are able to use clinical judgment and critical reasoning to assess, problem solve, and react using evidence-based practice guidelines in complex situations. EMTs and Advanced EMTs similarly must be able to use higher order thinking skills to determine a patient’s problem and intervene appropriately within their scope of practice reducing reliance on a “cook-book” mentality that ignores patient or situational variations.

EMS practitioners must be able to recall and effectively apply cognitive concepts and psychomotor skills in real time in both education and practice. Referred to as knowledge management, this requires an EMT or paramedic to rapidly access knowledge as it is needed using new tools and strategies. Digital natives will find this transition effortless and easy. Older learners may find it difficult and daunting.

Educators must prepare entry level students as well as seasoned veterans for this new reality by building the links between knowledge, clinical reasoning, and practice. The curriculum must emphasize competent performance and be able to use validated assessment tools to verify that competence for each domain (cognitive, psychomotor, and affective) in a variety of settings and showing the progression of improved performance over time. Students will be expected to build **portfolios** and programs will be held to creating valid and reliable formative and summative measurement tools including quizzes, exams, and multi-directional evaluations.

Continued work on State exam banks – **huge thanks to the faithful item writers!**

From April 2012 to January 2013, the item writing committee addressed all content areas and existing items in the State Exam bank for EMTs and started work on the Paramedic level.

EMT bank:

- 2028 questions reviewed
- 1129 questions revised
- 592 questions reaffirmed and validated
- 307 questions dropped

All items were cited to a minimum of three current textbooks. The majority of the questions were cited to five sources, including the latest editions of:

- Prehospital Emergency Care by Mistovich and Karren
- Emergency Care by Limmer and O’Keefe
- Mosby’s EMT-Basic Textbook by Walt Stoy
- Emergency Care of the Sick and Injured by AAOS
- Emergency Medical Technician by Barbara Aehlert

Review of existing paramedic bank items began during sessions in Nov. '12 (2 days), Dec. '12 (2 days) and Jan. '13 (2 days).

During these sessions, ~700 items were reviewed and either cited to text, revised and cited to text, or dropped. The text books the items were cited to have all been updated to the new National EMS Education Standards. A full count of those items dropped, revised and receiving current citation will be available once Dr. Rogers compiles the information. The 1/24-25/13 sessions successfully completed the remaining 221 current items needing review, revision, or elimination.

At the completion of the session on 1/25, Dr. Rogers stated he is going to conduct a gap analysis of current items and submit a matrix of new items needed to complete the exam. Once he completes the matrix, each Region will be given subject area and number of new items required for the amended exams. These will then be reviewed during subsequent sessions with appropriate citation and revision as required, to remain compliant with the National Education Standards.

When this is completed the paramedic exam will be ready for statewide rollout pending legislative approval of the new National EMS Education Standards. The gap analysis and allocation of new items needed to complete the process should be available sometime during the week ending 2/3/13. Each region shall be notified via email and given specific information regarding the number of new items, as well as subject area the items will be

Upcoming dates for item writing committee meetings



EMT Exam rollout

All review, revision and new items have been submitted and approved. The revised exam (based on the old DOT Curriculum but with better questions) should be ready for rollout in late spring (according to Dr. Rogers) with the items required by the new National EMS Education Standards added after IL legislative approval and implementation of the new Rules.

EMT-I / Advanced EMT

According to Dr. Rogers, the current bank of items in this exam draws heavily from existing EMT-B and paramedic items. It may be surmised therefore, that due to the transition from EMT-B to EMT, the items will most certainly be outdated; if not inaccurate pending review and revision. This would also be true of and paramedic items.

The EMT-I / Advanced EMT items need review and revision, gap analysis, and matrix revision, and new items pending further discussion and agreement as to the scope of practice of existing EMT-Is and the new AEMTs.

EDUCATION COMMITTEE MEETING DATES - 2013

In keeping with our standing meeting dates and times; the State EMS Education committee will meet on the following dates and times in 2013:

January 28, 2013	10:30 am	Host site: ICEP offices with 3 remote sites
April 22, 2013	10:30 am	"
July 22, 2013	10:30 am	"
October 28, 2013	10:30 am	"

Lead Instructor Course Dates for 2013:

IC1	April 26-28	Springfield – need a site
IC2	May 18-12	Bloomington?
IC1	June 21-23	Moline?
IC1	October 11-13	Elmhurst