

In-Station Education Program

DRAFT 2 SWOT Analysis 7/29/16

STRENGTHS	WEAKNESS
<ul style="list-style-type: none"> • Collaborative value-based program that presents contemporary content that is evidence-based with an emphasis on quality, contained cost, and service excellence for all members • Scheduling is somewhat flexible based on agency and educator requests • Accessibility: Number of visits offered provide opportunity for most to attend classes • Aligns with State and national laws and regulations and standards for CE content to meet relicensure/ recertification requirements for IDPH and NREMT • Expertise of educators that prepare and conduct classes • Innovative curricular design keys off of adult learning principles and uses student-centered interactive learning methods to encourage critical thinking as often as possible • Very positive evaluations from learners • Operates within the current budgetary plan 	<ul style="list-style-type: none"> • Due to on-duty nature of most classes, learners may be out of class for significant periods of time on calls, thus missing the live presentation; creating knowledge gaps. • Inconsistency in outcomes between intended teaching, actual teaching, intended learning and actual learning. • Inconsistency in content delivery between educators • Lack of evidence of enduring learning and effective application to practice across all practitioners • Static scheduling of classes may not meet all learner needs for flexibility • More content to be covered than hours allotted to the program • Multiple competencies that should be measured are not included in the program due to time limitations • Accountability for learning not fully transitioned to individual practitioners

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • <u>Design and sustain education and competency models that use program resources as efficiently as possible.</u> • <u>A transformative education model is essential even if it conflicts with traditional processes that have been in place for decades.</u> • <u>Ensure that all EMS professionals are working at the top of their license in all settings and eliminate non-value-added work.</u> • <u>Put programs and strategies into place that help learners become more self-directed.</u> • <u>Optimize use of technology:</u> Blended learning design incorporating some of the cognitive content on-line; expand on effective use of web-based; tele or video-conferencing; webinars; collaborative document preparation; • Create a clearing house of journal articles and textbook citations as a reference for evidence-based care and resources for agency educators • Updated System-wide needs assessment with respect to member opinions, wishes, and expectations of our educational resources • Redefine collaboration, delegation, and accountability measures between System educators and Agency Peer I-IV educators • Rework budget so each line item is understandable and costs are shared proportionately and equitably 	<ul style="list-style-type: none"> • Shrinking budgets and limited resources. Increased pressure to tightly manage total cost of education programs. • Multiple education priorities that must be met by Providers on the Fire and EMS side • Perception that we prioritize the program to paramedics; may need to provide additional support for EMTs. • Our own unwillingness to change and innovate as we are locked in tradition and former ways of doing things.

We need to focus on quality, affordability, access, and accountability.