

EASTERN ARIZONA COLLEGE

EMS Instructional Strategies

Course Design
2015-2016

Course Information

Division Allied Health
Course Number EMT 180
Title EMS Instructional Strategies
Credits 2
Developed by Evelyn Hallford
Lecture/Lab Ratio 2 Lecture/0 Lab

Transfer Status

ASU	NAU	UA
Non Transferable	Elective Credit	Non Transferable

Activity Course No
CIP Code 51.0904
Assessment Mode Portfolio
Semester Taught Fall
GE Category None
Separate Lab No
Awareness Course No
Intensive Writing Course No

Prerequisites

Instructor approval

Educational Value

Development of strategies and methods as they pertain to the EMS learning environment.

Description

This course is conducted in cooperation with the Arizona Department of Health Services, Bureau of Emergency Medical Services (EMS). It follows National Emergency Medical Services Education Standards (NEMSES) set forth by the National Highway and Traffic Safety Administration (NHTSA). It is designed to prepare and make eligible the participant for approval as an EMT instructor in the State of Arizona.

Supplies

None

Competencies and Performance Standards

1. Acquaint self with the Standards and Guidelines of the United States Department of Transportation, Arizona Department of Health Services and the National Registry of EMT's.

Learning objectives

What you will learn as you master the competency:

- a. Utilize the U.S. DOT Basic EMT National Standard Curriculum to develop instructional material.
- b. Discuss in detail the role of the Arizona Department of Health Services as it relates to the Basic EMT instruction.

Performance Standards

Competence will be demonstrated:

- o by completion of a form necessary for conducting an EMT course
- o by completion of paperwork necessary for EMT certification
- o by utilizing curricula and standards in developing a lesson plan

Criteria – Performance will be satisfactory when:

- o learner describes the components of the U.S. DOT; Basic EMT—National Standard Curriculum
- o learner describes the role of the Arizona Department of Health Services in the Basic EMT instruction
- o learner discusses the ADHS Basic EMT certification requirements
- o learner discusses the role of the National Registry of EMT's in the certification process

2. Describe the principles of adult learning.

Learning objectives

What you will learn as you master the competency:

- a. Define pedagogy and androgogy.
- b. Define the three “Domains” of learning.
- c. Describe the characteristics of adult learners.
- d. Describe various learning styles.

Performance Standards

Competence will be demonstrated:

- o by matching various learning styles with the appropriate teaching style

Criteria – Performance will be satisfactory when:

- o learner defines Pedagogy and Androgogy
- o learner defines the “Domains” of learning
- o learner describes characteristics of adult learners
- o learner describes various learning styles

3. Describe the principle of instruction.

Learning objectives

What you will learn as you master the competency:

- a. Discuss various instructional strategies.

- b. Develop lesson plans.
- c. Discuss the components of curricula development.
- d. Describe the criteria for developing “learning objectives.”
- e. Describe the various forms of evaluations.

Performance Standards

Competence will be demonstrated:

- o by utilization of self-developed lesson plans
- o by development of an examination blueprint
- o by development of test items
- o by development of psychomotor skills evaluation
- o by presentation of a lesson on an assigned topic
- o by utilization of a least one multimedia component

Criteria – Performance will be satisfactory when:

- o learner describes various instructional strategies
- o learner can discuss the relationship of the learning domains in development of learning objectives
- o learner can adapt objectives from a curriculum into their lesson plans
- o learner identifies the appropriate use of various evaluation tools

4. Acquire classroom management skills.

Learning objectives

What you will learn as you master the competency:

- a. Design a physical classroom environment for a lecture presentation.
- b. Design a physical environment for a skills presentation.
- c. Discuss hypothetical responses to a variety of “classroom challenges and situations”.

Performance Standards

Competence will be demonstrated by:

- o by presentation of a lesson on assigned topic

Criteria – Performance will be satisfactory when:

- o learner responds to various presented scenarios entitled “what would you do, if ...?”

5. Discuss legal implications associated with EMS instruction.

Learning objectives

What you will learn as you master the competency:

- a. Discuss hypothetical responses to a variety of “legal challenges”.
- b. Compare the differences between administrative law and civil law as they relate to EMT training programs.
- c. Defend various instructional strategies against learner complaints.
- d. Discuss the implications of recent legal decisions against EMT training programs.

Performance Standards

Competence will be demonstrated:

- o by providing guidance and assistance to a simulated student relating to certifications

questions, paperwork requirements and complaints

Criteria – Performance will be satisfactory when:

- learner articulates the role of the Bureau of EMS in relationship to conducting Basic EMT courses.
- learner defends specific classroom management techniques against certain legal ascertains.

Types of Instruction

Classroom Presentation

Independent Study

Grading Information

Grading Rationale

Student will receive a grade of “P” based on complete submission of required assignments. Upon passing the course, student will receive a certificate of completion from the instructor making them an eligible candidate as an approved EMS instructor in the state of Arizona.

Grading Scale

P – All required assignments submitted; participation and successful completion of 32 hours class time.

F – Failure to submit all required assignments; less than 32 hours of participation and successful completion of class time

P/F – This course is appropriate for pass/fail grading.