

1986 EMS Instructor Course

INTRODUCTION

This instructor Lesson Plans document is one of three documents prepared for the Emergency Medical Services (EMS) Instructor Training Program. It was prepared for the course instructors. As such, it contains a detailed outline of course content and guidance for teaching each lesson. Two other documents complete the training package: A *Course Guide* which contains planning and management information required by the instructor, course administrator or coordinator to manage the training program and a *Student Study Guide* which provides an overview of the objectives and content of each course lesson and includes study suggestions to aid trainees in achieving course objectives.

The training course covers all instructional techniques currently considered to be within the responsibilities of an entry level EMS instructor. The training program is designed under the assumption that each student is competent in the clinical knowledge and skills in the area of EMS he will instruct in, e.g. basic EMT. This training program focuses on the instructional and training methods which will allow the new instructor, once s/he has completed this training, to impart that clinical competence to his or her students. This course develops skills in instructional design, delivery and evaluation. It also provides an orientation to the structure and design of NHTSA EMS training materials.

The purpose of the training is to ensure individual competency in each student by the successful completion of each objective. The course consists of 12 lessons involving 40 hours of instruction and participation. Within that time frame 10 hours is allowed for the students to prepare, deliver and receive corrective feedback on two mini presentations. Those times are calculated on the first session (lesson 7) including one three minute presentation and five minutes allowed for review and critique. The second session (lesson 11) is scheduled for a ten minute presentation and ten minutes of review and critique for 12 students. Times will have to be adjusted accordingly to accommodate larger or smaller groups of students. The titles and times required for each of the 12 lessons are provided on page VI of this guide.

Additional modifications to this training program may be necessary to meet specific certification requirements within individual States. The course administrator should check with the respective State EMS agency or office for the specific requirements. It is expected that such modifications will be in the form of supplemental information and that the essential information covered in this curriculum will be presented.

COURSE LESSONS

Lesson 1. Principals of Adult Learning. (2hrs.) The student is introduced to general learning theory and the specific principals of adult education (andragogy).

Lesson 2. Student Learning Styles. (3hrs.) The student is provided with information relating methods by which specific individuals learn and retain information and skills. The student is shown various styles and techniques used by a variety of instructors which enhance student learning rates and retention.

Lesson 3. Development and Utilization of Instructional Objectives. (3hrs) The student learns techniques of developing and utilizing instructional objective4s as the foundation for sound instructional design. The three components of measurable objectives are stressed and examples are drawn from the student's expected content area, e.g., First Responder.

Lesson 4. Preparing and using Lesson Plans. (4hrs.) The essential components of a lesson plan are discussed in general and the format utilized within the DOT/NHTSA EMS curricula packages are reviewed in detail.

Lesson 5. Preparation and Use of Instructional Aids. (4hrs.) General principals of audio visual presentations and the use of other instructional aids is presented. Specific instruction is presented in how the student can prepare his/her own aids if none are available or are cost prohibitive.

Lesson 6. Class Participation Techniques. (4hrs.) Methods of encouraging student participation in the instructional process are introduced. Techniques of fielding questions and creating a positive learning environment are presented.

Lesson 7. Mini Presentation One. (4hrs.) The student prepares and delivers a 3 to 5 minute presentation on a non-EMS related topic which does not include skill instruction. Peer and faculty evaluation is provided. This session serves as a baseline for subsequent review of the candidates' skills during the mini presentation in lesson 11.

Lesson 8. Practical Skill Instruction. (4hrs.) Specific instructional technology used in psychomotor skill acquisition such as task analysis are discussed and practiced. The importance of skill acquisition and maintenance in EMS programs is stressed.

Lesson 9. Providing Student Feedback. (2hrs.) The principles and techniques of corrective feedback as a instructional method are discussed. The broader spectrum of analyzing performance problems is introduced.

Lesson 10. Evaluating Student Performance. (3 hrs.) Methods of evaluating cognitive and psychomotor objectives are presented. The student is introduced to both formal and informal evaluation process.

Lesson 11. Mini Presentation Two. (6hrs.) As an evaluation of the student's ability to instruct, each student prepares and presents a 10 minute segment of a lesson specific to the content area in which he will be teaching and evaluation is provided to each student by the faculty and peers. Videotape may be used for self evaluation.

Lesson 12. Orientation to DOT/NHTSA Format and Materials. (1hr.) The curricula packages available for EMS instruction from DOT/NHTSA are introduced. Specific review of the content area in which the students will be teaching is completed and local resources will be discussed. State, regional and local policies relative to EMS training programs are discussed as applicable.

Specific performance objectives are reproduced at the beginning of each lesson plan.