



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**EMS INSTRUCTOR/COORDINATOR  
EMS5247 6 Credit Hours**

**Student Level:**

This course is open to students on the college level in either the freshman or sophomore year.

**Catalog Description:**

**EMS5247 - EMS INSTRUCTOR/COORDINATOR (6 hrs)**

This course is designed to help the student increase his or her knowledge concerning the instruction and coordination of EMS initial courses of instruction and continuing education programs. This course meets the requirements of the Kansas Board of EMS to gain certification as an Instructor/Coordinator, and is modeled on the National Guidelines for Educating EMS Instructors as developed by the NAEMSE for NHTSA. At the completion of the course, the student-instructor will demonstrate the knowledge, skills, and behaviors appropriate for an entry level Instructor/Coordinator.

**Prerequisites:**

- Certification or licensure for one year as an EMT, EMT-I, paramedic, professional nurse or physician
- One year field experience with an ambulance service
- A letter from a certified I/C verifying his or her commitment to supervise and evaluate the applicant on the competencies of the assistant teaching experience
- Current CPR-Instructor certification at the professional level
- Previous instructional experience of 15 or more clock hours
- Three professional letters of recommendation
- Three character reference letters

**Controlling Purpose:**

This course is designed to help the student increase his or her knowledge concerning the instruction and coordination of EMS initial courses of instruction and continuing education programs. This course meets the requirements of the Kansas Board of EMS to gain certification as an Instructor/Coordinator, and is modeled on the *National Guidelines for Educating EMS Instructors* as developed by the NAEMSE for NHTSA. At the completion of the course, the student-instructor will demonstrate the knowledge, skills and behaviors appropriate for an entry level Instructor/Coordinator.

**Learner Outcomes:**

The goal of the EMS Instructor/Coordinator course is to produce competent, entry level Instructor/Coordinators to serve in career and volunteer positions in the United States.

*Cognitive*

At the completion of the program, the student-instructor will demonstrate the ability to comprehend, apply, and evaluate information relative to his or her role as an entry level Instructor/Coordinator.

*Psychomotor*

At the completion of the program, the student-instructor will demonstrate technical proficiency in all skills necessary to fulfill the role as an entry level Instructor/Coordinator in the United States.

*Affective*

At the completion of the program, the student-instructor will demonstrate personal behaviors consistent with professional and employer expectations for the entry level Instructor/Coordinator.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following defines the minimum core content not including the final examination period. Instructors may add other content as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student’s achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

<b>UNIT 1: ROLES AND RESPONSIBILITIES</b>						
Outcomes: The student will gain and understanding of the roles and responsibilities of the EMS instructor.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Use their own words to provide a descriptive definition of the Primary and Secondary EMS Instructor

						Describe the differences between the Primary and Secondary Instructor
						Describe the duties of a Primary Instructor providing the majority of instruction during the entirety of an EMS course
						Describe the duties of a Secondary Instructor assisting a Primary Instructor
						Describe the importance of professional development through continuing education, conference offerings and formal academic coursework for the EMS instructor
						Describe sources for locating relevant educational and research materials
						Describe the relationship between the instructor and the student, assistant instructor, program director and medical director
						Describe the role of the course syllabus and lesson plan in course management
						Describe the major components of the syllabus and lesson plan
						Defend the importance of continuing professional development for the professional educator
						Value the role of the instructor in the EMS classroom
						Serve as a role model for other educators in the EMS setting
						Assess personal attitudes and demeanor that may distract from professionalism
						Value the variety of the classroom culture
						Appreciate the importance of the teacher-student relationship
						Value the need to provide fair, timely and constructive feedback to students
						Exhibit professional behaviors in the following areas: integrity, empathy, self-motivation, appearance and personal hygiene, self-confidence, communications, time management, teamwork, diplomacy, and respect
						Explain the value of serving as a mentor
						Value the importance of mentoring in the development of a professional EMS Instructor

**UNIT 2: ADMINISTRATIVE ISSUES**

Outcomes: The student will gain an understanding of administrative issues in EMS education.

A	B	C	D	F	N	Specific Competencies Demonstrate the ability to:
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						Identify resources at the federal level for obtaining information on policies and procedures for EMS education programs and courses
						Identify resources at the state level for obtaining information on policies and procedures for EMS education programs and courses
						Identify resources at the local level for obtaining information on policies and procedures for EMS education programs and courses
						Describe the importance of understanding the policies and procedures put in place for EMS instructors for conducting EMS education programs and courses

**UNIT 3: LEGAL ISSUES IN EMS EDUCATION**

Outcomes: The student will gain an understanding of the legal issues in EMS education.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define liability, negligence and the standard of instruction
						Identify areas of legal liability for the instructor and the educational institution
						Identify risk management considerations for the student, instructor, and educational institution
						Explain the importance of confidentiality
						Identify applicable federal, State and local laws which affect the EMS teaching profession and the educational institution
						Explain legal considerations regarding copyright and intellectual property issues
						Value the importance of adhering to local, state, and federal laws governing the teaching profession and the conduction of EMS education programs

**UNIT 4: ETHICS**

Outcomes: The student will gain an understanding of ethics.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Use their own words to define ethics and morals
						Use their own words to identify and describe the basis of the six moral theories described in this module
						Describe one strength and one weakness for each of the six moral theories described in this module
						Identify sources of ethical mission statements for educational and emergency medical organizations
						Describe attributes of an ethical instructor

						List venues in education that should have ethical role models
						Describe ways in which ethics can be incorporated into the EMS curricula
						Given a lesson plan or session topic, describe an activity that incorporates an ethical lesson into that session
						Defend the need to model ethical behavior as instructors

**UNIT 5: THE LEARNING ENVIRONMENT**

Outcomes: The student will gain an understanding of the learning environment.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						State the importance of a positive learning environment
						List desirable behaviors for students in your classroom setting
						Identify unacceptable student behaviors
						Describe methods to engage students in the learning process through a positive learning environment
						Create a positive learning environment given a group of students in a classroom setting
						Role-play effective methods of engaging students in the learning process as described in this module
						Appreciate the importance of a positive learning environment and the overall impact that has on the success of a class
						Act as a role model for the positive behaviors expected in the classroom setting
						Discourage rude, offensive or distracting behavior and language in students

**UNIT 6: LEARNING STYLES**

Outcomes: The student will gain an understanding of learning styles.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Use his or her own words to define and describe "learning style" and "learning preference"
						List common learning styles found in adult learners
						Identify student needs, desires and preferences in instruction for each learning style
						Identify strengths and weaknesses inherent in each learning style
						Explain how learning styles impact classroom dynamics
						Given a lesson plan, describe activities that may be used to target a specific

						learning style
						Identify surveys and other tools used to classify learning styles
						Describe how his or her own learning style will affect instruction
						Create a lesson plan which utilizes a stimulating variety of teaching techniques, activities and breaks for the purpose of maximizing the various learning styles present in students
						Value the diversity found in the various learning styles
						Support the use of learning styles assessment in EMS education
						Support the use of a variety of teaching styles to reach all learning styles

**UNIT 7: DOMAINS OF LEARNING**

Outcomes: The student will gain an understanding of the domains of learning.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Use his or her own words to state a definition of cognitive, psychomotor and affective domains of learning
						Identify the domain of learning and level of depth for a correctly written objective
						Give examples of behaviors that exemplify the three domains of learning
						Within the context of an EMS call, identify knowledge and behavioral examples for cognitive, psychomotor and affective domains
						List classroom activities for each domain of learning
						State at least one appropriate evaluation method for each domain of learning
						Acknowledge the need to teach within the three domains of learning as identified within the National Standard Curriculum for any level of EMS course
						Support activities that teach and evaluate the three domains of learning
						Value all three domains of performance by the EMS professional

**UNIT 8: GOALS AND OBJECTIVES**

Outcomes: The student will gain an understanding of goals and objectives.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Use his or her own words to define and describe goal, objective and performance agreement
						Use his or her own words to identify and describe the ABCD parts of an objective
						Use his or her own words to describe each of the three domains of learning: cognitive, affective and psychomotor
						Use his or her own words to describe how to evaluate a planned learning

						activity (lecture, demonstration, etc.) to determine if there is performance agreement between the planned learning event and the course goals and objectives
						Determine the level (1-3) from the language of the objective based on ABCD elements
						Take objectives supplied by the instructor and identify the A, B, C, and D components
						Take incomplete objectives (lacking 1 or 2 of the ABCD components) and rewrite the objective to contain all of the necessary elements
						Take a goal provided by the instructor and write at least one ABCD objective for each domain of learning
						Compare goals and objectives provided by the instructor to determine if performance agreement exists
						Explain why goals and objectives are important to well designed learning
						Explain how the evaluation of goals and objective for performance agreement enhances quality
						Explain why understanding the three levels within each domain are important in planning and executing instruction

## UNIT 9: LESSON PLANS

Outcomes: The student will gain an understanding of lesson plans.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define a lesson plan
						Define and describe the following components of a lesson plan: Needs assessment, overall goal of instruction, cognitive objectives, psychomotor objectives, affective objectives, lesson motivation, recommended list of equipment and supplies, and recommended schedule
						List and describe the components of a needs assessment used for preparing a lesson plan
						List and describe the items to consider when evaluating the intended audience during needs assessment
						Discuss the methods for determining the depth to which the content will be covered in a prepared lesson plan
						Discuss the process of aligning objectives of the curriculum with the specific objectives of the lesson plan
						Discuss how to use a lesson plan to present course content
						Discuss methods to evaluate the effectiveness of lesson plans, to include the following: <ul style="list-style-type: none"> <li>Formative evaluation strategies</li> </ul>

						<ul style="list-style-type: none"> <li>• Summative evaluation strategies</li> <li>• Written testing instruments</li> <li>• Practical skills demonstrations</li> </ul>
						Use the information described in this module as a template and evaluate a supplied lesson plan for completeness and accuracy
						Conduct a needs assessment with a group of EMS students using the parameters discussed in this module
						Take a goal of instruction and supporting objectives supplied by the instructor and write a brief lesson plan that includes all of the elements presented in this module
						Support the use of lesson plans in guiding the planning and presentation of instruction
						Defend the need to perform a complete and thorough needs assessment prior to the development of a lesson plan

### UNIT 10: INSTRUCTIONAL STYLES

Outcomes: The student will gain an understanding of instructional styles.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe four different instructional styles
						Describe the proper use of instructor presence in the classroom setting
						List types of media available for classroom use
						List criteria for successful classroom presentations
						List strategies that can be used to augment classroom presentations
						Demonstrate a brief presentation in each of the following methods: <ul style="list-style-type: none"> <li>• Lecture</li> <li>• student centered activity like a role playing scenario, simulation or game</li> </ul>
						Demonstrate how to gauge students response to your presentation
						Explain how different classroom presentation strategies enhance learning
						Describe the importance of including varying learning styles in each lesson plan
						Value the importance of diversity in the types of media used to deliver subject matter

### UNIT 11: EVALUATION TECHNIQUES

Outcomes: The student will gain an understanding of evaluation techniques.

A	B	C	D	F	N	Specific Competencies



						Demonstrate the ability to:
						Define evaluation, formative evaluation and summative evaluation
						Distinguish between formal and informal evaluation
						Identify various types of evaluation, and the advantages and disadvantages of each
						Understand specific types of test items and the advantages and disadvantages of each
						Understand general guidelines for test construction
						Define reliability
						Define content validity
						List several examination resources
						Develop two examples of correctly constructed test items for cognitive evaluation in each of the following categories: <ul style="list-style-type: none"> <li>• Multiple choice</li> <li>• True/false</li> <li>• Matching</li> <li>• Completion</li> <li>• Essay</li> </ul>
						Develop a skills checklist to evaluate a psychomotor skills performance
						Explain why evaluation is important to the total quality control of an EMS program
						Explain why formative and summative evaluations are both important in the evaluation process

**UNIT 12: FACILITATION TECHNIQUES**

Outcomes: The student will gain an understanding of facilitation techniques.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Use his or her own words to provide a description of facilitated learning
						Describe why motivating students is an important factor in an environment that promotes facilitated learning
						Identify classroom arrangements and formats that promote and enhance facilitation techniques
						Explain why the standard lecturing method does not provide a facilitated learning environment
						List methods to enhance the lecture method to make it a more facilitated learning experience

						Explain the role of group work in a facilitated learning environment
						List tips or methods to facilitate a discussion in the classroom
						List tips for facilitating a practical (psychomotor) classroom session
						Describe methods to maintain classroom control when using a facilitated learning environment
						Apply the learning principles described in this module to facilitate a discussion of a small group (three-five participants) of student-instructors
						Apply the learning principles described in this module to facilitate a psychomotor classroom session
						Value the need for providing a facilitated learning environment for adult students
						Share techniques described within this module with other instructors to promote facilitated learning principles

### UNIT 13: COMMUNICATION AND FEEDBACK

Outcomes: The student will gain an understanding of communication and feedback.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe the process of active listening
						State the importance of timely feedback
						Compare and contrast counseling and evaluation
						Describe several unique types of questioning that could be used to solicit student responses
						Explain how body language affects one's verbal communication reception
						Recognize the need to check for understanding when giving students information
						State the benefits of honest communication in the education environment
						Demonstrate active listening during a role-play exercise in the classroom
						Employ the use of the pause when questioning students in a role-play exercise in the classroom
						Demonstrate the proper use of positive and negative feedback in a counseling scenario
						Demonstrate the use of questioning techniques to solicit student responses in a mock classroom environment
						Model body language that is recognized as open, interested and positive
						Support the need for positive communication in the learning environment
						Encourage open communication in one's classroom
						Value the need for honesty in academic communications

**UNIT 14: MOTIVATION**

Outcomes: The student will gain an understanding of motivation.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Use his or her words to define intrinsic and extrinsic motivation
						List intrinsic motivators of behavior
						List extrinsic motivators of behavior
						Given a description of behavior, identify the motivator for that student's behavior
						Describe techniques to increase motivation in different types of students
						Identify techniques to increase self-motivation for instructors
						Create and conduct an activity to identify motivational factors for students in a given class
						Demonstrate behaviors that motivate students
						Demonstrate how to create a classroom environment that is motivating to students
						Appreciate students have different motivations for participating in an EMS course
						Respect an individual's motivator for success
						Value the need to rejuvenate motivation as an instructor

**UNIT 15: TEACHING THINKING SKILLS**

Outcomes: The student will gain an understanding of the process of teaching thinking skills.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Differentiate between learning and knowing
						List activities that foster thinking skills
						Define high level thinking
						Describe how "critical thinking" effects the practice of prehospital medicine
						Describe the benefits of an active classroom or experiential learning
						Acknowledge the importance in developing good judgment and thinking skills in students
						Support activities that encourage high level thinking skills

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						Value the use of scenarios and simulations in the classroom
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**UNIT 16: TEACHING PSYCHOMOTOR SKILLS**

Outcomes: The student will gain an understanding of the process of teaching psychomotor skills.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define psychomotor skills
						Explain the relationship between cognitive and affective objectives to psychomotor objectives
						Describe teaching methods appropriate for learning a psychomotor skill
						Describe classroom activities used to teach and practice psychomotor skills
						List methods to enhance the experience of psychomotor skill practice in the classroom
						Demonstrate proper facilitation technique when demonstrating EMS skills
						Demonstrate the use of corrective feedback during a skill demonstration
						Create a skill session lesson plan which maximizes student practice time
						Create a skill scenario which enhances realism
						Acknowledge the need to teach the mechanics of a skill before students can apply higher level thinking about the process
						Value the need for students to practice until they attain mastery level
						Model excellence in skill performance

**UNIT 17: AFFECTIVE DOMAIN**

Outcomes: The student will gain an understanding of the affective domain of learning.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Use his or her own words to provide a definition of the affective domain of learning
						Give examples of student behaviors that illustrate desired behaviors or changes in behavior in the affective domain
						Within the context of EMS practice, identify examples of affective domain behaviors
						List classroom activities that support development of the student's affective domain
						Acknowledge the need to teach to the affective domain
						Support activities that teach and evaluate the affective domain

							Value the affective domain of performance for the EMS professional
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**UNIT 18: DISCIPLINE**  
 Outcomes: The student will gain an understanding of discipline as it relates to EMS education.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify unacceptable classroom behaviors
						Articulate the cost and consequences of uncontrolled classroom environments
						Discuss possible causes of behavior problems
						Describe three strategies for preventing unacceptable behavior
						Describe how to create a progressive discipline policy within institutional guidelines
						Given a behavior problem scenario describe an appropriate disciplinary action for the situation
						Appreciate the underlying causes of behavior problems
						Respect the student’s dignity when delivering discipline
						Value the need to apply discipline in a safe, fair and consistent manner

**UNIT 19: REMEDIATION**  
 Outcomes: The student will gain an understanding of the principles of student remediation.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Use his or her own words to define and describe remediation
						Describe the steps of the remediation process
						Describe the critical components to include when performing an assessment of a problem requiring remediation
						List skills critical to student learning success
						Value the need to assist student in becoming independent self-directed learners

**UNIT 20: CULTURAL AWARENESS**  
 Outcomes: The student will gain an understanding of cultural awareness in the context of EMS education.

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A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Use his or her own words to define and describe cultural awareness
						Understand various ethnic and religious values and traditions that may affect a student's behavior
						Explain the behaviors an EMS instructor can model to show awareness of cultural issues in their classroom
						Describe aspects of cultural awareness that are important to instill in students in the classroom setting
						Defend the need to consider cultural awareness issues when designing and developing instructional plans and curriculum
						Display behaviors that indicate consideration of cultural awareness issues when dealing with students
						Share your knowledge of cultural awareness by modeling cultural sensitive behaviors to your students in the classroom

## UNIT 21: TEACHING RESOURCES

Outcomes: The student will gain an understanding of teaching resources.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss the importance of mentors for the development of a professional EMS instructor
						Discuss the importance of working with various allied health personnel, including State EMS agency personnel, area hospital personnel (ER physicians, nurses, respiratory therapists, pharmacists, etc), non-hospital affiliated physicians and area paramedic program faculty (e.g., college and university)
						Discuss the importance of validity, utility and the effective use of resources in delivering content in a program
						Discuss the importance of attending professional development opportunities (e.g., EMS and education conferences and workshops)
						Discuss the usefulness of a library in developing educational content
						Discuss the importance of research for each of the following: <ul style="list-style-type: none"> <li>• When developed for a specific organizational need</li> <li>• Used when participating in larger multi-organizational projects</li> <li>• As a contribution to the body of knowledge</li> </ul>
						Discuss the importance of developing a support network with each of the following: <ul style="list-style-type: none"> <li>• local political officers (e.g., county council, mayor, city manager)</li> <li>• physicians</li> </ul>

						<ul style="list-style-type: none"> <li>• publishers</li> <li>• area EMS instructors</li> <li>• area paramedic program faculty (e.g., college and university)</li> <li>• other faculty within your agency</li> </ul>
						Discuss the importance of using community service as a means of developing teaching skills through presentations to public groups (e.g., scouts, schools, civic groups) and assisting with area EMS courses
						Given a specific EMS instructional setting (with audience, teaching site, and course type provided) the student-instructor should be able to take specific EMS course content resources (provided to them) and evaluate that resource for validity, utility and effectiveness in the described setting
						Use the resources described in this module to enhance lesson plan content
						Describe why it is important for EMS instructors to seek a mentor
						Explain the importance of critical evaluation of teaching resources
						Value the importance of developing methods designed to enhance personal growth and life-long learning

## UNIT 22: RESEARCH

Outcomes: The student will gain an understanding of research as it relates to EMS and EMS education.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe the nature and characteristics of research as it relates to the practice of EMS
						Understand the common types and methods of conducting research
						Distinguish between the different types of research commonly conducted in the EMS setting
						Understand how research studies are designed and conducted
						Describe methods used to read the research literature with understanding
						Identify sources for locating relevant research materials and findings
						Defend the importance of teaching research methods in the curriculum
						Value the importance of research in the clinical and educational settings of EMS
						Value the need to assist in the research process and data collection activities
						Explain the value of research to the EMS provider and the EMS Educator

### Projects Required:

Refer to the syllabus for a list of required projects.

**Textbook:**

Contact Bookstore for current textbook.

**Materials/Equipment Required:**

Refer to the syllabus for a list of materials/equipment required.

**Attendance Policy:**

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

**Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

**Maximum class size:**

Based on classroom occupancy

**Course Timeframe:**

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class and which requires accommodations, contact the Disability Services Coordinator.