



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**TRAINING OFFICER I  
EMS5678 1 Credit Hour**

**Student Level:**

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

**Catalog Description:**

**EMS5678 - TRAINING OFFICER I (1 hr)**

Upon completion of the course, students will have an understanding of the roles and responsibilities of the training officer, medical control, EMS educational resources, single provider continuing education programs, development of quality improvement programs, evaluation, laws governing training officers, and psychomotor education.

**Prerequisites:**

Kansas EMT or paramedic certification. This course is open only to Kansas certified EMTs or paramedics who fully complete the application process and obtain sponsorship from their organization to complete the course.

**Controlling Purpose:**

This course is designed to provide EMTs or paramedics with a basic understanding of the duties of a training officer.

**Learner Outcomes:**

Upon completion of the course, students will have an understanding of the roles and responsibilities of the training officer, medical control, EMS educational resources, single provider continuing education programs, development of quality improvement programs, evaluation, laws governing training officers, and psychomotor education.

**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 I: ROLES AND RESPONSIBILITIES OF THE TRAINING OFFICER</b>						
Outcomes: The student will have an increased awareness of the roles and responsibilities of the training officer.						
A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Select, from a list, the roles of a training officer
						Select, from a list, the responsibilities of a training officer
						State the definition of a training officer as defined in K.A.R. 109-1-1
						Discuss the importance of the training officer in presenting a positive role
						Discuss how development of personal and professional growth will assist the training officer in carrying out their roles
						Discuss why it is important for the training officer to know and understand the state regulatory requirements governing continuing education programs
						State the importance of selecting qualified instructors to present lessons within the continuing education programs
						Discuss the importance of maintaining the State required instructor to student ratio for laboratory training sessions
						Discuss the importance in providing the required equipment to student ratio for laboratory sessions
						Discuss the importance of assuring the faculty meets the training objectives
						Discuss the importance in providing an effective learning environment
						Discuss the importance of ensuring the training equipment is clean and functional
						Discuss the importance and benefits of evaluating the continuing education programs

**Unit II: MEDICAL CONTROL AND UTILIZATION OF RESOURCES**

**Outcomes:** The student will learn the importance of medical control and how to utilize educational resources.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Describe the role of the medical advisor in continuing education programs
						Defend the medical advisor's role in the training program
						Discuss ways to determine what resources are available for a variety of types of EMS training

**Unit III: COORDINATION OF CONTINUING EDUCATION PROGRAMS**

**Outcomes:** The student will learn how to develop and manage continuing education programs.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Identify, from a list, those elements that are necessary to consider when planning a training program
						Given a list, select those items that should be considered when selecting facilities
						List at least five common resources for facilities and audiovisual equipment that may be available to you
						List four common resources for procuring training equipment and supplies
						Given a list of a variety of subjects, select appropriately credentialed instructors to deliver the subject matter
						List three purposes of a syllabus
						List components of a syllabus
						Discuss common concerns a Training Officer has during the implementation phase of the training program
						Identify the student to equipment ratio as required by Kansas Administrative Regulations
						Identify the student to equipment ratios required by Kansas administrative regulations
						List at least three different evaluation methods that could be used to ensure competency of faculty and students

**Unit IV: DEVELOPING QUALITY IMPROVEMENT PROGRAMS**

**Outcomes:** The student will learn how to develop and manage quality improvement programs.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Describe the relationship between evaluation factors and student performance
						Describe what information may be gathered while measuring student progress
						Discuss the need to provide outcome data and evidence to make program changes regarding instructional methods in EMS training programs
						Discuss the need to provide outcome data and evidence to unmake program changes regarding student evaluation in EMS training programs
						Discuss the need to provide outcome data and evidence to unmake program changes regarding proficiency attainment in EMS training programs
						Discuss the need of EMS training programs to met regulatory requirements set forth by the Board of EMS
						Explain the importance of a continuous evaluation plan for improving an EMS training program
						Discuss the five components of a training program that have a direct effect on quality

### Unit V: EVALUATING STUDENT PERFORMANCE

Outcomes: The student will learn how to evaluate student performance.

A	B	C	D	F	N	Specific Competencies
						The student will 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 the cognitive domain
						Evaluate a skills checklist used to assess a psychomotor performance
						Explain why evaluation is important to the total quality control of an EMS system
						Explain why formative and summative evaluations are both important in the evaluation process

**Unit VI: STATE LAWS GOVERNING CONTINUING EDUCATION AND SINGLE PROVIDER APPROVAL**

Outcomes: The student will understand all the applicable laws that affect continuing education single program providership.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Discuss the terminology used to describe various elements and procedures in the continuing education approval process
						Describe the differences between 'KSA' and 'KAR'
						Describe the process for single program approval
						Outline the record keeping requirements for continuing education training sessions
						Demonstrate an understanding of the statues and regulations governing EMS continuing education
						List the continuing education requirements for individuals at various levels of attendant certification

**Unit VII: TEACHING SKILL LABS**

Outcomes: The student will learn how to teach skills in the laboratory setting.

A	B	C	D	F	N	Specific Competencies
						The student will 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
						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
						Recognize the need to check for understanding when giving students information
						Describe facilitated learning
						Demonstrate proper facilitation technique when demonstrating EMS skills
						Demonstrate the proper use of corrective feedback during a skill demonstration

						Create a skill session lesson that maximizes student practice time
						Create a skill session lesson that enhances realism
						Demonstrate the proper use of positive and negative feedback in a counseling scenario
						Model body language that is recognized as open, interested and positive
						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
						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

**Projects Required:**

As assigned.

**Textbook:**

Contact Bookstore for current textbook.

**Materials/Equipment Required:**

None.

**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.