



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**TRAINING OFFICER II  
EMS5679 2 Credit Hours**

**Student Level:**

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

**Catalog Description:**

**EMS5679 - TRAINING OFFICER II (2 hrs)**

This course is designed to provide the student with a basic understanding of the duties of a Kansas certified Training Officer II. Upon completion of the course, the student will have an understanding of principles of adult learning, teaching psychomotor skills, developing instructional goals and objectives, student learning styles, requirements of first responder (EMR) training, developing a course syllabus, the examination and certification process, and class participation techniques.

**Prerequisites:**

Current certification or licensure as an AEMT, EMT, EMT-D, EMT-I, EMT-P, paramedic, a physician, a physician assistant, or a professional nurse is required. The student must fully complete the application process and obtain sponsorship from their organization to complete the course.

**Controlling Purpose:**

This course is designed to provide the student with a basic understanding of the duties of a Kansas certified Training Officer II.

**Learner Outcomes:**

Upon completion of the course, the student will have an understanding of principles of adult learning, teaching psychomotor skills, developing instructional goals and objectives, student learning styles, requirements of first responder (EMR) training, developing a course syllabus, the examination and certification process, and class participation techniques.

**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: PRINCIPLES OF ADULT LEARNING</b>						
Outcomes: The student will gain an understanding of the principles of adult learning.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define "education" and "training".
						Differentiate between education and training.
						List and describe 3 theories of learning.
						List 5 characteristics of adult learners.
						Identify 3 roles of an instructor.

<b>UNIT 2: TEACHING PSYCHOMOTOR SKILLS</b>						
Outcomes: The student will gain an understanding 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.
						Demonstrate proper facilitation techniques when demonstrating EMS skills.

						Demonstrate the use of corrective feedback during a skills demonstration.
						Create a skill scenario which enhances realism.
						Value the need for students to practice until they attain mastery level.
						Model excellence in skill performance.

### UNIT 3: DEVELOPING INSTRUCTIONAL GOALS AND OBJECTIVES

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

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define and describe "goal", "objective" and "performance agreement".
						Describe each of the three domains of learning: affective, cognitive, and psychomotor.
						Describe the different components of an objective.
						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 learning domain are important in planning and executing instruction.

### UNIT 4: STUDENT LEARNING STYLES

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

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define and describe "learning style" and "learning preference".
						List common learning styles found in adult learners.
						Identify the following characteristics for each learning style: <input type="checkbox"/> Student needs, desires and preferences in instruction <input type="checkbox"/> Strengths and weaknesses inherent in that style
						Explain how learning styles impact classroom dynamics.
						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 5: REQUIREMENTS OF FIRST RESPONDER (EMR) TRAINING

Outcomes: The student will gain an understanding of the requirements of First Responder (EMR) training.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss the regulations governing First Responder (EMR) initial training courses.
						State the learning objectives that must be used for First Responder (EMR) initial courses of instruction.
						State the recordkeeping requirements of the Training Officer II.
						Describe how the Training Officer II may provide continuing education credit to the faculty and attendants auditing the course.
						State the maximum number of students per instructor for laboratory training sessions allowed per regulation.
						State the student to equipment ratio for laboratory training sessions allowed per regulation.
						Discuss the accountability of the program.
						State the time frame that course requests must be submitted to the Kansas Board of EMS.
						Discuss the competencies necessary to successfully complete a First Responder (EMR) course.
						State the required documents that must be submitted with the course request application to the Kansas Board of EMS.

### UNIT 6: DEVELOPING A COURSE SYLLABUS

Outcomes: The student will gain an understanding of the development of a course syllabus.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:

						Explain the importance of the course syllabus.
						Describe the elements to be included in the course syllabus.
						Explain the importance of the course description.
						List the requirements for a course syllabus according to Kansas Administrative Regulations.
						Describe how the course syllabus is a contract between the instructor and students in the course.
						Recognize the importance of the course syllabus to students in an EMS education program.

### UNIT 7: THE EXAMINATION AND CERTIFICATION PROCESS

Outcomes: The student will gain an understanding of the Kansas First Responder (EMR) examination and certification process.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss the criteria required to allow an individual to challenge the proscribed Kansas Board of EMS First Responder (EMR) examination.
						Discuss the testing cycle as it relates to course completion.
						State the recognized date used by the Kansas Board of EMS to determine the period of eligibility for certification as a First Responder (EMR).
						Describe the First Responder (EMR) practical skills exam.
						Discuss the role of the examiner in the examination process.
						Discuss the criteria to allow an individual to certify as a First Responder (EMR) in Kansas.

### UNIT 8: CLASS PARTICIPATION TECHNIQUES

Outcomes: The student will gain an understanding of class participation techniques.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						List three methods of increasing student participation in the learning process.
						List four common classroom arrangements, and describe one advantage and one disadvantage of each.

						Describe two methods of directing student discussion.
						List five general principles of questioning students.
						Demonstrate acceptable techniques for increasing participation in a “quiet” student and controlling an “over-participating” student.

**Projects Required:**

Per the Kansas Board of EMS Training Officer request for proposal:

- Practical skills and patient management skills evaluation practicum
- Mini-presentation (8-10 minute student presentation)

**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 which requires accommodations, contact the Disability Services Coordinator.