**Problem Identification**

- Small departments with low call volumes do not have adequate opportunities to perform skills or access their knowledge and ability.
- Training is required to stay proficient.
- Simulation training allows integration of these skills into real life scenarios allowing providers to test their knowledge base, and abilities.

**Needs Assessment**

- A survey based off a previously published methodology* was sent to the entire full-time EMS staff (BLS and ALS) of the fire district asking the importance of training in 12 individual areas, as well as comfort of ability levels in those areas.
- Additional information was requested about 11EMS staff (BLS and ALS) of the fire district asking methodology was sent to the entire full.
- A survey based training test their knowledge base, and abilities.
- Simulation training allows integration of these skills, that was viewed by the entire group and performed.
- Responses were used to determine which skills to include in the training, as well as guidance regarding scenario topics.

**Training Goals and Objectives**

- Recognize respiratory distress and demonstrate proper BLS and ALS airway techniques.
- Recognize tension pneumothorax and demonstrate proper technique and placement for needle decompression.
- Assess need for IO access and demonstrate proper placement of humeral and tibial IO catheter.
- Acknowledge indications for failed airway and demonstrate proper techniques for open and needle cricothyrotomy.
- Recognize need for TCP and perform properly.

**Educational Strategies**

- Didactics
  - Pre-course videos of all skills were sent for review prior to teaching dates.
  - Skills lab
  - Supervised assessment at each station.
  - Simulation training
  - Incorporation of skills into two realistic scenarios.

**Implementation**

- Personnel were split by crew to attend one of two sessions.
- They were further divided into small groups for each of the four proctored skills stations.
- After completing the skills stations, the participants were placed in their usual crews to perform a simulation scenario, utilizing those skills, that was viewed by the entire group and then debriefed in a safe environment.

**Evaluation**

- Direct observations of performance during skills and scenarios using a checklist.
- Performance of skills application during simulation scenarios with direct feedback.
- Participant evaluation form regarding effectiveness of the experience and recommendation for future opportunities.
- Planned reviews of ePRs and further scenarios to access learning and behavior changes.

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**Charts**

- Course Evaluation Likert Scale Responses
- Skills Confidence Levels
- Comfort Level with Knowledge and Abilities in Each Area
- Importance of Need for Training in Specified Areas

**Course Evaluation Questions**

1. I understood the learning objectives.
2. I learned the learning objectives.
3. The instruction level was appropriate for my learning goals.
4. The debriefing session was effective.
5. The instructor provided feedback in a non-threatening manner.

**Course Evaluation Likert Scale Responses**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**Educational Strategies**

- Basic Clinical Skills
- Medication and Drip Management
- Mass Casualty Incidents
- Trauma
- Teamwork/Decision Making
- Respiratory Emergencies
- Pediatric Care
- Maternal Health/Child Delivery
- Diabetes Management
- Communication
- Cardiac Care
- Behavioral

**Comfort Level with Knowledge and Abilities in Each Area**

- Very Comfortable
- Moderately Comfortable
- Slightly Comfortable
- Neither comfortable or Uncomfortable
- Very Uncomfortable

**Implementation**

- Basic Airway
- Needle Decompression
- Cricothyrotomy
- IO Placement
- Endotracheal Intubation
- Supraglottic Devices
- Basic CPR
- Defibrillation/Cardioversion
- Tension Pneumothorax
- Supraglottic Airway
- CPR
- Needle Decompression
- Cricothyrotomy
- IO Placement
- Endotracheal Intubation
- Supraglottic Devices
- Basic CPR
- Defibrillation/Cardioversion
- Tension Pneumothorax
- Supraglottic Airway
- CPR

**Evaluation**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree