

EMS Subspecialty Certification Review Course

2.3.2 Education

2025



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Learning Objectives

Upon the completion of this program participants will be able to:

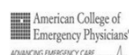
- Summarize the **essential educational documents** and aspects relating to the **EMS Subspecialty**
- Explain the **role of the Medical Director's Involvement** based upon the various documents of the educational domain
- Speak to the difference between **education and training**
- Describe aspects of **curriculum development**
- Define the attributes of the **Adult Learner**



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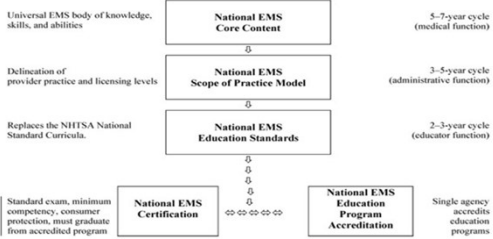
Introduction

- Medical Directors have **significant roles and responsibilities** in numerous aspects of EMS education
- It is important that Medical Directors are well versed with the various **national educational documents** (a sampling follows)
 - Prior National Standard Curricula
 - Current National EMS Educational Standards
 - EMS Educational Agenda for the Future: A Systems Approach



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EMS Education Agenda for the Future



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Medical Director Involvement in Core Content

- A basis for all EMS Education
- Historically guided by the *National EMS Education and Practice Blueprint*
- A foundational document addressing the content of all levels of EMS
 - It becomes **what we teach**
 - States may develop their own content
- Research guides the content



https://www.dhs.gov/content/dhs/certification_40-2001010



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Medical Director Involvement in EMS Scope of Practice Model

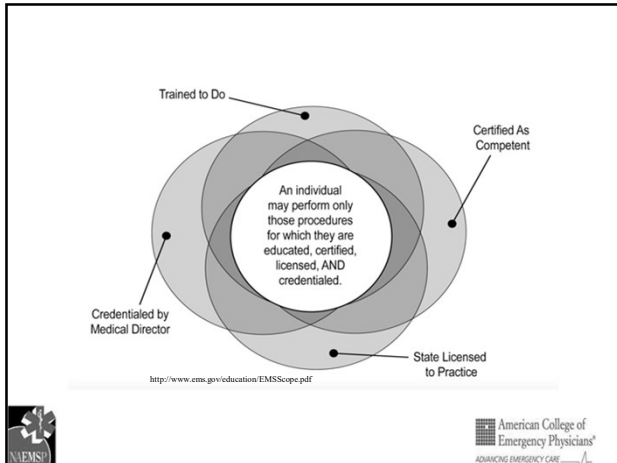
- The National EMS Scope of Practice Model **defines the national levels of EMS providers:**
 - EMT, EMT, AEMT and Paramedic
- Defining local scope of practice for EMS providers
 - States rights to define the levels
 - Knowledge that is expected at the four levels of EMS
 - Skills that can be performed at those levels
 - Attitudes that should be fostered



[http://www.nceh.gov/docs/1781104/National EMS Scope of practice](http://www.nceh.gov/docs/1781104/National%20Scope%20of%20Practice)



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Medical Director Involvement with the National EMS Education Standards

- National Standard Curricula
 - History of EMS educational materials
- National EMS Educational Standard
 - Current documents guiding EMS education
- Medical Director – **signs off** on educational materials
- **Assuring compliance** with EMS educational standard in primary and continuing education



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NAEMSP / ACEP Position Paper (1997)

Medical Director's Role in EMS Education

- Approve
 - Medical and academic qualifications of the faculty
 - Accuracy of the medical content
 - Accuracy and quality of the instruction by the faculty
- Review
 - Student performance and progress
 - Attest to each student's competence prior to graduation
- Significant Role
 - Faculty selection
 - Curriculum development
 - Assuring faculty are teaching established medical practices



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Medical Director Involvement in National EMS Certification

- **Signing off** on EMS providers for initial and continued certification
- Playing an **expected role** in the evaluation process of students in the EMS domain



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Medical Director Involvement in Other Domains

- Educator
 - Teach
- Education Manager
 - Provide guidance
- Preceptor
 - One on one mentorship
- Skill Instructor
 - Instruction of practical skills
- Skill Evaluator
 - Determining competence
- Instructor Evaluator
 - Assuring quality of those providing instruction



<http://blogs.acep.org/blogs/acep/category/skills-education/>



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Education versus Training

- Education
 - Think more **theory** based aspects...
- Training
 - Think more **skills** based aspects...
- Training is not bad, however, not necessarily desired in EMS education
- Seeking to enhance instruction by the **education** (and when appropriate) the **training** of EMS personnel



<http://www.acep.org/acep/education/education-2>



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2.3.2.1 Theories of Adult Learning

- Conditions that **influence learning** by adults
 - Exploring attributes
 - Adult motivation
 - Those who **desire** vs. those who are **required**
- Disruptive students
 - Assisting with these students for **corrective measures**
- Screening students
 - Assuring the **“best”** students are selected



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2.3.2.1 Theories of Adult Learning

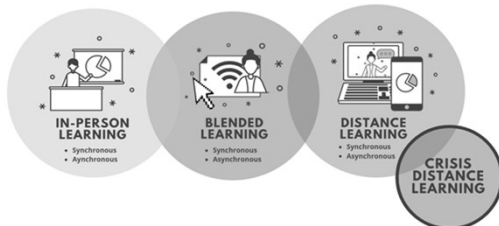
Andragogy: The Art and Science of Helping Adults Learn



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2.3.2.2 Educational Delivery Models

LEARNING DELIVERY MODELS



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Synchronous vs. Asynchronous

- Synchronous:
 - Educator, at least for Q and A portion, is immediately available to provide feedback/respond to student questions
- Asynchronous:
 - Session is recorded and is made available in on-demand style.
- NREMT requirements for CME have evolved somewhat regarding this amount of education that may be provided via these mechanisms.



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2.3.2.3.1 Initial Education

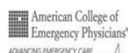
- Initial Education
 - Preliminary content to students
 - Establishing the foundation of the instructional material
 - Entry level minimally competent
- Defined by States
 - Most follow National Framework
- National Accreditation



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Continuing Education 2.3.2.3.2

- Continuing Education
 - Two perspectives
 - Maintenance of Certification/Re-education
 - Covering material student have been exposed to in the past
 - **Required for National Registry Recertification**
 - Continuing education
 - The provision of “new” information
 - Enhancing the knowledge and skills of EMS providers
 - Medical Director Involvement
 - Programmatic Approval (State vs External)



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2.3.2.4 National EMS Education Program Accreditation

- Programmatic Accreditation
- Required for NREMT Testing
- The role of the Medical Director in accreditation:
 - Ensure the program **meets the clinical practice standards**
 - Knowledge and skills
 - Accepted standards in instruction
 - Approval of curricula
 - Evaluation of students
 - Defined in Standards



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2.3.2.5 Remediation and Work Force Entry

- Remediation of EMS Providers
 - Predominantly used following an error event
 - Must be **educational and constructive**
 - Not designed to be a punitive event
- Work Force Entry
 - Determining the abilities for an EMS provider to meet the demands of the position
 - Should evaluate **knowledge and skills**
 - Keep educational records (primary and continuing ed) on all personnel
- State vs Local authorization

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Take-Home Points

What are the specific take home points for this lecture?

1. Numerous documents guide the educational process
2. Know your role as it relates to:
 1. National EMS **Core Content**
 2. National EMS **Scope of Practice Model**
 3. National EMS **Education Standards**
 4. National EMS **Education Program Accreditation**
 5. National EMS **Certification**
3. Take part in the additional domains
 1. Educator
 2. Education Manager
 3. Preceptor
 4. Skill Instructor
 5. Skill Evaluator
 6. Instructor Evaluator
4. Train and Educate – know the difference
5. Engage in curricula development
6. Know the attributes of adult learners

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