Methods of Teaching-Emergency Medical Service (EMSP 2300)

CREDIT
3 Semester Credit Hours (3 hours lecture, 0 hours lab)

MODE OF INSTRUCTION
Online

PREREQUISITE/CO-REQUISITE:
EMT Basic or Advanced
EMSP 1501
EMSP 1260

COURSE DESCRIPTION
Focuses on instructional preparation, presentation, and evaluation, also essential knowledge, skills, and practices required to provide quality EMS educational programs applicable to the adult learner.

Course Objectives:
Upon completion of this course, the student will be able to:
- Apply adult learning methodologies
- Develop lesson plans
- Present material using various education styles
- Demonstrate use and analysis of student performance instruments

INSTRUCTOR CONTACT INFORMATION

Instructor:	Dustin Sites
Email:	dsites@lit.edu
Office Phone:	409-247-4833
Office Location:	MPC 254
Office Hours:	Upon Request

REQUIRED TEXTBOOK AND MATERIALS
Textbook: Foundations of Education: An EMS approach (3rd edition) ISBN: 9781284145168
National Association of EMS Educators

Approved: 12/2024

PARTICIPATION POLICY
Students must log onto Blackboard and access this course a minimum of three times per week.
DROP POLICY
If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

COURSE CALENDAR

DATE	TOPIC	READINGS (Due on this Date)	ASSIGNMENTS (Due on this Date)
3/23-3/27	Introduction Roles and responsibilities	Module 1 Module 1	Syllabus test DUE 3/27
3/23-3/27	Admin Issues legal issues in EMS education	Module 1 Module 1	Assignment 1: DUE 3/29
3/23-3/27	Ethics	Module 1	Assignment 2: DUE 3/29
3/30-4/3	The Learning Environment Learning Styles	Module 2 Module 2	Assignment 3: DUE 4/5
4/6-4/10	Domains of Learning Goals and Objectives Lesson Plans Presentation Skills	Module 2 Module 2 Module 2 Module 2	Assignment 4: DUE 4/12
4/13-4/17	Evaluation Techniques Facilitation Techniques	Module 3 Module 3	Assignment 5: DUE 4/19
4/13-4/17	Communication and Feedback Motivation	Module 3 Module 3	Assignment 6: DUE 4/19
4/20-4/24 4/27-5/1	Teaching Thinking Skills Teaching Psychomotor Skills Affective Domain Discipline	Module 4 Module 4 Module 4 Module 4	Assignment 7: DUE 5/3 Assignment 8: DUE 5/3
5/4-5/8	Remediation Culture Awareness Teaching Resources Research	Module 5 Module 5 Module 5	Assignment 9: DUE 5/10
5/11	Final	Final	Due 5/11 @ 11:59pm

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Assignments   80%
Final Exam   20%

GRADE SCALE

90 – 100   A
84 – 89   B
75 – 83   C
70 – 74   D
0 – 69   F

TECHNICAL REQUIREMENTS

For the latest technical requirements, including hardware, compatible browsers, operating systems, etc., review the Minimum Computer and Equipment Requirements on the LIT Online Experience page. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at Special Populations - Lamar Institute of Technology (lit.edu).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

STARFISH
LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION
1. No late assignments will be accepted.
2. Tests. Students that miss a test are not allowed to make up the test. Students that miss a test will receive a grade of '0'.
3. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
4. Additional class policies as defined by EMS Program Student Handbook.

Course Outline:

Instructor Roles and Responsibilities:

- Identify educator attributes that motivate student to be lifelong learners.
- Discuss characteristics of an educational philosophy that empower student success.
- Define strategies that support fair and accurate assessment of student achievement.
- Define student rights that contribute to a positive learning environment in classroom, lab, clinical, and field environments.
- Discuss the value of inclusion in a diverse culture of student that promotes trust and advocacy.
- Identify the value or mentoring by implementing strategies to facilitate student learning and professional growth.
- Discuss the challenges associated with effective mentoring that affective student-centered learning opportunities.
- Compare and contrast positive and negative professional attributes of an educator that improve or inhibit students' outcomes.
- Identify strategies that promote student curiosity to learn by embracing creative approaches to content delivery.
- Discuss the advantages of identifying a career pathway that identifies a personal vision for professional growth.
- Compare and contrast the responsibilities of a medical director program director lead instructor clinical coordinator and contract/adjunct faculty in primary or continuing education sessions.
- Identify the student expectations of faculty in the learning environment.
- Discus the importance of organizational and leadership skills in the planning of primary and continuing education sessions
- Identify the administrative responsibilities of the primary and or lead instructor in the development of the syllabus, budget, assessment tools, policies/procedures, curriculum objectives, clinical and field rotation, documentation, and records to support positive outcome.
- Describe the advantages of networking with peers, advisory councils, medical directors, and professional associations in the development of programs.
- Identify the institutions of accountability by the program director and/or lead instructor at the local, state, and national levels of emergency medical services (EMS) education.

The student:

- Identify the function of various structures in the brain that stimulate long term memory.

- Compare and contrast the structures in the limbic system that involve short term memory, and executive function that impact learning.
- Discuss classroom strategies that engage the brain in and stimulate learning for successful student outcomes.
- Describe current research by neuroscientists that describes the benefits of physical activity and active participation in a classroom and lab environment that stimulate the brain during learning.
- Describe the benefits of developing creative classroom strategies that blend theory with application to encourage student understanding and relevance of content.
- Compare and contrast the adult learning theories of pedagogy and andragogy to understand how to best facilitate the learning process.
- Identify characteristics that are unique to the adult learner that inspire creative development of learning opportunities.
- Identify physiological variables in the learning environment that impact the learning process.
- Identify psychosocial variables in the learning environment that impact the success of student outcomes.
- Describe strategies that motivate students to learn that can be applied to the classroom, lab, clinical, and field experience environments.
- Compare and contrast intrinsic and extrinsic motivational principles that contribute to student learning and professional growth.
- Identify intrinsic and extrinsic barriers for adult learners that can inhibit positive outcomes.
- Discuss the theory of margin in relationship to an adult learner's ability to balance personal and professional lives during the learning process.
- Discuss the importance of the role of the educator as a facilitator during experiential learning activities.
- Identify examples of applying the theory of contest-based learning in the classroom and lab experiences
- Based on Maslow's hierarchy of needs, explain how intrinsic and extrinsic motivation can assist a student's professional growth
- Identify the strategies that can minimize the effects of instructor-generated load to improve a student motivation to learn.
- Discuss how emotion and empathy attached to learning experiences impact memory.
- Identify activities that involve learning for long term memory.
- Identify how sensory input in the classroom environment stimulate curiosity, attentiveness, and retention.
- Compare and contrast strategies to motivate students with auditory, kinesthetic, and visual learning preferences.
- Identify characteristics of the global versus analytical learning styles that impact the classroom and lab learning environment.

- Identify characteristics of the social versus independent learning styles that impact the classroom and lab learning environment.
- Compare and contrast the converger, diverger, assimilator, and accommodator experiential learning styles and how they impact the types of learning experiences in the classroom, lab clinical and field setting.
- Identify various resources that assist the educator in assessing student learning preferences.
- Discuss the importance of evaluating the educators' learning preferences and how those preferences impact student learning in the classroom and lab.
- Identify classroom and lab strategies that balance the various student learning styles for active learning and long-term memory.
- Recognize the dimensions of culture.
- Define cultural competency and cultural humility.
- Describe how instructor biases can impact student outcomes.
- Outline the many ways in which students can be different from one another.
- Distinguish between equity and equality.
- List ways to incorporate classroom strategies that embrace student differences.
- Describe how to develop a culturally sound curriculum.

Education Essentials:

- Define the characteristics of a student-centered learning environment.
- Describe how the learning environment affects learning outcomes.
- Explain the importance of establishing academic and professional expectations.
- Explain safety concerns in the learning environment.
- Describe three physical environment considerations that contribute to a conducive learning experience.
- Describe three psychological environment considerations that contribute to a conducive learning environment.
- Describe three virtual environments variables that are different than those of the traditional classroom.
- Explain three considerations of the lab and clinical environments that are not concerns in the lecture classroom.
- Differentiate between the three domains of learning.
- Understand the revisions within the cognitive domain of learning.
- Describe the levels of mastery within each domain of learning.
- Compare and contrast objective assessment tools appropriate for each domain of learning.
- Differentiate between goals and objectives.
- Discuss the components of goals and objectives.
- Explain the importance of developing goals and objectives.
- Discuss the relevance of Bloom's taxonomy in education.

- Apply the taxonomy table when writing learning objectives.
- Identify the components of performance alignment.
- Describe how a well-constructed lesson plan contributes to student goal achievement.
- Discuss the variety of resources that are available to assist with lesson plan development.
- Identify the components of a well-constructed lesson plan.
- Discuss the importance of identifying the equipment list and supplies in the lesson plan.
- Identify the information that will be considered prior to the development of a lesson plan.
- Compare and contrast the depth and breadth of content in a lesson plan between an emergency medical technician vs a paramedic.
- Describe the relevance of delivery of the declarative content in a logical sequential format.
- Discuss the relevance of inclusion of cognitive, psychomotor, and affective domain objectives in every lesson plan.
- Discuss the versatility of lesson plans that will support online learning management systems.
- Understand the importance of lesson plans for all training sessions led by emergency medical services lead and lab instructors, field training officers, and continuing education instructors.

Delivering the Message:

- Explain the difference between teacher centered and student-centered learning strategies.
- Describe the role of the educator in a student-centered classroom environment.
- Describe the role of the student in a student center classroom environment.
- Explain strategies that promote collaboration and teamwork in a student-centered classroom.
- Describe student centered classroom strategies that empower and motivate students for self-discovery and lifelong learning.
- Describe the importance of developing goals and objectives when creating student centered learning activities.
- Identify challenges for the educator when implement student centered learning strategies in the classroom.
- Explain effective strategies for the facilitation of small group activities.
- Compare and contrast various methods to resolve conflict in small group work settings.
- Identify the levels of conflict resolution that assist with de-escalation of conflict in a group.

- Describe and example of using the Socratic method of questioning that promotes higher level of thinking.
- Compare and contrast questioning techniques that build student confidence and foster critical thinking skills.
- Describe the fire core elements of facilitation that support successful and experiential learnings.
- Compare and contrast the difference in factual, conceptual, procedural, and metacognitive types of knowledge.
- Understand the difference between working memory, long term memory, and metacognition.
- Compare and contrast the progressive learning components of the cognitive domain and how they relate to student outcomes.
- Compare and contrast the progressive learning components of skills development in the psychomotor domain and how they relate to student outcomes.
- Compare and contrast the progressive learning components of the affective domain and how they relate to student outcomes.
- D3escrive the whole part whole method of teaching psychomotor skills
- Describe strategies to improve acquisition of psychomotor skills during skills lab sessions.
- Describe how interrater reliability affects the assessment of skills acquisition.
- Describe the role of self-regulated learning in student success.
- Apply learning theory to assist students in becoming self-regulated learners.
- Discuss how utilizing reflective practice in the classroom builds student confidence and lifelong learning.
- Use an evidence-based approach when advising students toward improving performance through individualized strategies.
- Describe key elements of learning in a small group.
- Describe the benefits and disadvantages of small group learning.
- List the steps to assign groups for formal and informal activities and short vs long term assignments.
- Distinguish characteristics of cooperative vs collaborative group activities
- Outline key elements of small group learning techniques including problem-based learning, tutorials and seminars, case discussions, role plays, peer review activities, and simulations.
- Describe the advantages and disadvantages of teaching large groups.
- Describe the advantages and disadvantages of lecture as a teaching strategy.
- Outline the process for developing an effective lecture.
- List strategies for effective presentation to a large group.
- Describe the use of effective questioning to promote learning.
- List benefits of audience feedback systems
- Outline small group strategies to use within large group settings.
- Describe the concept of the flipped classroom.

- Understand the historical foundations of technology in education.
- Categorized the use of educational technologies using the SAMR model.
- Evaluate a technology to determine if it is suitable to use in the EMS classroom using a rubric.
- Distinguish advantages and disadvantages of selected presentation software tools.
- Recognize how apps another technology can be used to enhance case-based learning.
- Outline the advantages of digital assignments.
- Describe strategies and tools to promote learning in Web enhanced classrooms.
- Discuss the role of social media in education.
- List the elements of online learning that make it ideal for student centered learning
- Describe strategies for collaborative online learning.
- Differentiate between synchronous and asynchronous distance education
- Distinguish between benefits and potential barriers of distance learning
- Outline the process to design an online EMS course
- Describe online strategies to assess learning in each domain.
- Define simulation
- Outline the benefits of simulation
- List elements needed in the preparation phase of simulation including briefing
- Describe the process to develop objective for simulation
- Discuss considerations of the conditions of the simulation
- Outline essential elements of scenario design to achieve learning objectives
- Describe the role of standardized patients in simulation
- Describe considerations related to equipment used during simulation
- Discuss the facilitator role during simulation
- Outline the elements of an effective simulation debriefing process.
- Describe the role of the clinical educator and field preceptor in the students experiential learning process
- Describe the importance of the clinical educator and field preceptor in the determination of a student's entry level competency
- Explain the importance of the clinical and field experiences to prepare students for the capstone field internship experience
- Explain differences in the clinical and field experiences between EMR EMT AEMT and paramedic students
- Explain the benefits of experiential learning in the clinical and field settings
- Describe the attributes of an effective clinical educator
- Identify the job requirements and training for an effective clinical educator and field preceptor
- Describe the importance of the roles of the clinical educator and field preceptor in the students learning process
- Compare and contrast clinical teaching strategies that promote critical thinking skills for students in clinical and field experiences

- Describe the benefits of preceptor training and how training affects student outcomes
- Compare and contrast the roles of the student as a team member vs a team leader in the clinical and field environment
- Discuss the challenges and solutions in training student experiences in the clinical and field environment.

Student Assessment and Remediation:

- Discuss how to assess student learning
- Describe how student assessment results may be used
- List types of assessment of learning
- Distinguish between formative and summative assessments
- Define reliability and interrater reliability
- Outline measures to increase assessment reliability
- Define Validity and its constituent aspects
- Outline strategies to ensure assessment validity
- List the steps to design a valid and reliable assessment
- Describe benefits and limitations of using written assessment tools in each domain of learning
- List steps to enhance reliability of written examinations
- Describe measures to improve written assessment validity
- Outline the steps to blueprint and examination
- Describe how to select appropriate items for an examination
- List effective test construction measures
- Distinguish between limited response and open response items
- Explain the principles of constructing effective limited response items
- Given an example of a poorly selected respond test items, edit to improve its measurement precision
- Describe strategies to construct effective distractor for multiple choice questions
- Differentiate advantages and disadvantages of short answer essay and fill in the blank question types
- Describe advantages of formative assessments
- Outline effective test administration strategies
- Describe strategies to analyze examination during a posttest review
- Distinguish between norm referenced and criterion reference grading
- Describe methods to set a cut score for examination
- Describe how item response theory is used to establish passing criteria for computer adaptive testing.
- Describe how to assess element of multiple intelligences during simulation
- List principles of constructing a sound oral examination
- Distinguish between skills assessment and situational assessment

- Outline the process to develop an effective performance checklist for a psychomotor assessment
- Describe best practices for developing and conducting an objective structured clinical examination
- List strategies to improve reliability and validity of performance examinations
- Describe hot to construct and use rubrics for affective domain assessment
- Outline the benefits of using a portfolio to assess student progress
- List advantages and disadvantages of global rating scales and other tools to assess student clinical performance.
- Define remediation
- Describe situations that may merit remediation
- List strategies for remediation
- Outline the steps in the remediation process
- Discuss the role of attribution in the remediation process
- List the elements of learning contract
- Given a student problem, develop a remediation plan based on the principles described in this chapter.

Administration:

- Outline national, state, and local documents that influence EMS program design and operation
- Outline the institutional infrastructure needed to operate an EMS program effectively
- Recognize key elements of formative and summative program evaluations
- Describe how to use program evaluation findings to shape program changes
- Detail the steps to develop an operational budget
- Discuss the role of the medical director
- Describe considerations in program director administrative issues such as instructor contracts, course syllabi, affective assessment, and academic dishonesty
- Describe elements for effective general classroom management
- Outline steps needed when planning a new educational program.
- Outline aspects of tort law that impact EMS educators
- Describe measures to manage risk within EMS programs
- Describe nondiscriminatory laws that can impact the EMS classroom
- Identify the potential liability concerns of poorly written policies procedures and affiliation agreements
- Discuss how EMS program policies and design can reduce legal risk
- Outline the requirements of FERPA as it relates to EMS education.
- List the principles and benefits of accreditation
- Describe the difference between institutional and programmatic accreditation
- Discuss the pillars of accreditation

- Describe the steps in the CAAHEP accreditation process
- Describe the relationship between CAAHEP and CoAEMSP
- Identify common citations in the accreditation process
- Identify multiple methods of program evaluation
- Locate tools to assist in developing and maintaining a quality program
- Describe the importance of outcome thresholds in higher education.