



UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT BATESVILLE

## **LESSON PLAN**

### **EMSP-Instructor 2026**

#### **Introductory EMS Instructor Course**

#### **Foundations for EMS Educators**

This lesson plan is designed for entry-level EMS educators, covering essential theoretical knowledge and practical skills from the "National Guidelines for Educating EMS Instructors" and other education sources. The goal is to prepare participants for effective teaching and improving student outcomes in emergency medical services.

#### **Schedule**

**JUNE 4<sup>th</sup>, 5<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup>, 12<sup>th</sup> 2025**

**Beginning 0830 and ending 1700 each day**

# Five-Day 40-hour Course Lesson Plan:

Thursday, June 4<sup>th</sup>

## Day 1: Introduction to EMS Education & Foundational Concepts

### Morning Session (4 hours)

- **Topic:** Introduction to EMS Educator Guidelines & Curriculum Development
  - **Objectives:**
    - Understand the purpose and scope of the National Guidelines for Educating EMS Instructors.
    - Identify the collaborative organizations involved in developing the curriculum and scope. (State, NHTSA, NREMT, NAEMSE)
    - Explain the importance of a coherent approach to EMS education and national standards.
    - Describe the modular structure of the curriculum and its outcome-based design.
  - **Activities:**
    - Welcome and Introductions.
    - Overview lecture on the guidelines' history and intent.
    - Group discussion: "Why are national standards important in EMS education?"
    - Review of the curriculum's modules and the concept of outcome-based education.

### Afternoon Session (4 hours)

- **Topic:** Professional Attributes & Skills of EMS Educators
  - **Objectives:**
    - Identify key professional attributes and skills required for entry-level EMS educators.
    - Discuss the commitment to adult learners and understanding diverse learning preferences.
    - Explain the importance of continuous improvement and engagement with the broader EMS community.
  - **Activities:**
    - Interactive lecture on professional attributes.
    - Role-playing scenarios demonstrating commitment to adult learners.
    - Small group activity: "What does 'professional development' look like for an EMS educator?"
    - Discussion on modeling ethical behavior.

**Friday, June 5<sup>th</sup>**

## **Day 2: Legal, Ethical, and Learning Environment Essentials**

### **Morning Session (4 hours)**

- **Topic:** Legal Considerations for EMS Instructors & Policies and Procedures
  - **Objectives:**
    - Define legal liability, negligence, and risk management in EMS education.
    - Identify the four elements of negligence.
    - Discuss potential liabilities (discrimination, harassment, student/patient injury).
    - Understand the importance of confidentiality (Buckley Amendment).
      - The "Buckley Amendment" is another name for the Family Educational Rights and Privacy Act (FERPA), a US federal law designed to protect the privacy of student education records.
    - Explain where to find information on policies and procedures (federal, state, local).
  - **Activities:**
    - Lecture and case studies on legal liabilities.
    - Q&A session on common legal pitfalls for instructors.
    - Group exercise: "How do we ensure compliance with policies in a practical lab setting?"

### **Afternoon Session (4 hours)**

- **Topic:** Ethical Frameworks & Creating a Positive Learning Environment
  - **Objectives:**
    - Explore the significance of ethics in EMS education and modeling ethical behavior.
    - Identify and discuss at least three moral theories (e.g., Utilitarianism, Duty Ethics, Virtue Ethics).
    - Describe characteristics of a positive learning environment (free from harm, discrimination).
    - Identify desirable and undesirable student behaviors and strategies to manage them.
    - Discuss the importance of classroom arrangement and physical space.
  - **Activities:**
    - Interactive discussion on ethical dilemmas in the classroom (plagiarism, falsifying documentation).
    - Brainstorming session: "How can we foster creativity and questioning in our classrooms?"
    - Developing classroom rules and discussing consistent application.

**Tuesday, June 9<sup>th</sup>**

## **Day 3: Understanding Learners & Lesson Planning Fundamentals**

### **Morning Session (4 hours)**

- **Topic:** Understanding Learning Styles & Domains of Learning
  - **Objectives:**
    - Define various learning styles (auditory, visual, kinesthetic, social, independent).
    - Explain the importance of assessing one's own learning style to avoid bias.
    - Describe the three domains of learning: cognitive, psychomotor, and affective.
    - Explain how activities should target all three domains for comprehensive education.
  - **Activities:**
    - Learning styles inventory/self-assessment.
    - Small group work: designing a short activity that caters to multiple learning styles.
    - Lecture on Bloom's Taxonomy applied to EMS (cognitive levels).
    - Discussion on the progression of skill development in the psychomotor domain.

### **Afternoon Session (4 hours)**

- **Topic:** Goals, Objectives, Learning Outcomes & Components of a Lesson Plan
  - **Objectives:**
    - Differentiate between goals, objectives and outcomes, and explain the "ABC" (Audience, Behavior, Condition, Measurement) of objectives.
    - Understand how well-defined objectives assist in test question development and content coverage.
    - Identify all essential components of a comprehensive lesson plan (needs assessment, goal, objectives, motivation, equipment, schedule).
    - Explain the importance of needs assessment for tailoring lesson plans.
  - **Activities:**
    - Group exercise: Conducting a mini needs assessment for a hypothetical EMS course.
    - Workshop: Writing clear, measurable learning objectives for a given EMS topic.
    - Lecture and template review of a sample lesson plan.

## Thursday June 11<sup>th</sup>

### Day 4: Instructional Strategies & Assessment Methods

#### Morning Session (4 hours)

- **Topic:** Instructional Styles & Presentation Techniques
  - **Objectives:**
    - Compare and contrast various instructional styles (traditional lecture vs. active learning).
    - Explain the benefits of role-playing, collaborative activities, and distance education.
    - Discuss how incorporating diverse presentation techniques enhances learning.
    - Identify strategies for motivating adult learners (intrinsic vs. extrinsic).
  - **Activities:**
    - Interactive demonstration of different teaching techniques (e.g., short lecture, facilitated discussion, quick group activity).
    - Case study: "Addressing student disengagement in a traditional lecture."
    - Discussion on creating challenges and allowing student input to foster motivation.

#### Afternoon Session (4 hours)

- **Topic:** Assessment & Evaluation in EMS Education
  - **Objectives:**
    - Explain the difference between formative and summative evaluation.
    - Describe the purpose of formal vs. informal evaluations.
    - Identify various evaluation types (written exams, practical assessments, observational reports).
    - Understand the importance of aligning test items with course objectives.
    - Discuss guidelines for constructing effective test items (multiple choice, true/false, essay).
  - **Activities:**
    - Lecture on assessment principles.
    - Workshop: Analyzing sample test questions for effectiveness and alignment with objectives.
    - Group discussion: "Challenges in evaluating affective domain learning."
    - Micro-Teaching Presentations based on lecture plans

**Friday, June 12<sup>th</sup>**

## **Day 5: Psychomotor Skills & Professional Conduct**

### **Morning Session (4 hours)**

- **Topic:** Psychomotor Skills in EMS: Development & Teaching Methods
  - **Objectives:**
    - Explain the critical role of psychomotor skills for patient care and team safety.
    - Outline the five levels of psychomotor skill acquisition (imitation, manipulation, precision, articulation, naturalization).
    - Describe the "whole-part-whole" teaching technique for psychomotor skills.
    - Identify strategies for enhancing psychomotor skill practice (realistic equipment, ample time).
  - **Activities:**
    - Lecture and video examples of psychomotor skill progression.
    - Demonstration and practice of a simplified "whole-part-whole" technique (e.g., tying a knot, basic first aid skill).
    - Discussion on setting up effective skills labs.

### **Afternoon Session (4 hours)**

- **Topic:** Managing Classroom Behavior & Professional Development & Certification
  - **Objectives:**
    - Identify causes of unacceptable classroom behaviors and strategies for prevention and response.
    - Understand the academic honesty policy (plagiarism, penalties).
    - Discuss the Student Code of Conduct violations and consequences (classroom disruption).
    - Explain procedural protections for students in disciplinary actions.
    - Discuss the importance of ongoing professional development and certification requirements for EMS educators.
  - **Activities:**
    - Role-playing scenarios: addressing disruptive behavior in the classroom.
    - Review of academic honesty policy and disciplinary process.
    - Discussion on maintaining professional appearance and adherence to dress codes during clinical experiences.
    - Overview of NREMT examination and ADH-EMS continuing education expectations.
    - End of Course Exam: a comprehensive examination of course concepts
    - Course Wrap-up and Q&A.

**Note:** This lesson plan provides a structured framework. Instructors may adapt the content and activities based on the specific needs and prior knowledge of their participants.