



UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT BATESVILLE

**EMS Program
Emergency Medical Technology**

**Foundations of EMS Instruction
EMSP-Instructor 2025**

**Introductory EMS Instructor Course
(40-hour course content)**

University of Arkansas Community College at Batesville

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COURSE DESCRIPTION

INTRODUCTORY INSTRUCTOR COURSE

Program:	EMSP-Instructor
Course Title:	Foundations of EMS Instruction
Course Number:	To be assigned by ADH

This introductory course is designed to equip aspiring EMS instructors with the fundamental knowledge and skills necessary to effectively plan, deliver, and evaluate educational programs in emergency medical services. Participants will explore adult learning principles, instructional design, teaching methodologies, assessment strategies, and classroom management techniques specific to the EMS environment.

Credit Hours: College Non-credit offering

Contact Hours: 40 contact hours

Instructor: Thomas L Lemon and Larry Robinson

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Office Phone: 870.612.2061

Office Hours: M-Th 0800-noon, best if by appointment

Class Location: UACCB on-campus at Batesville, AR
Nursing and Allied Health building room 909

The University of Arkansas Community College at Batesville Emergency Medical Technology Paramedic program is approved by the Arkansas Department of Health, Section of Emergency Medical Services and accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP: <https://www.caahep.org>) upon the recommendation of the Committee on Accreditation of Educational Program for the Emergency Medical Services Professions (CoAEMSP: <https://coaemsp.org>).

This course is intended as an in-person and hands-on learning experience designed to meet or exceed the preparatory requirements for new EMS instructors set by the Arkansas Department of Health, Section of EMS.

REQUIRED TEXTBOOKS AND MATERIALS

- **Primary Textbook:**

- There is no Primary Textbook
- Various PDF materials to be provided
 - ADH section of EMS, Rules for Emergency Medical Services
 - National Emergency Medical Services Education Standards
 - National EMS Scope of Practice Model
 - National Guidelines for Educating EMS Instructors

- **Required Equipment:**

- Access to Laptop/tablet with internet
- Note pad and pen
- Appropriate attire

COURSE REQUIREMENTS

Becoming an EMS instructor in Arkansas requires meeting specific criteria set by the Arkansas Department of Health, Section of EMS. Here's a breakdown of common requirements and what you can expect:

General Requirements for Arkansas EMS Instructors:

- **Current EMS Licensure:** You must hold a current license or certification as an EMT, AEMT, or Paramedic in Arkansas. Instructors may not teach content or skills they are not credentialed to perform.
- **Experience:** Relevant field experience as a provider at the level you wish to instruct (EMT, AEMT, Paramedic) is required with a minimum of two years of continuous EMS provider experience.
- **Knowledge of Standards:** You must be knowledgeable in the subject matter being instructed and follow current National EMS Education Standards.
- **Affiliation:** You will need to be affiliated with an Arkansas Department of Health-approved EMS training site and submit a letter of affiliation from the program director of an accredited EMS education program with your application.
- **AHA Instructor:** ADH also requires you to be certified as a BLS instructor to instruct at the EMT and AEMT levels and also requires you to be an ACLS instructor for Paramedic level.

Important Notes:

- **Arkansas Department of Health (ADH):** The Arkansas Department of Health, Section of EMS, is the primary regulatory body for EMS certifications and training sites in Arkansas. It's crucial to consult their official rules and regulations for the most up-to-date and complete requirements.
- **Accreditation:** Paramedic training sites in Arkansas are generally required to be accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).
- **Program Specifics:** Individual EMS education programs or colleges may have additional preferences or requirements for their instructors (e.g., a Bachelor's degree in a related field, specific instructor certifications like PALS instructor).

COURSE GOALS

GOALS STATEMENT

This EMS Instructor Course is designed to cultivate highly competent, knowledgeable, and effective educators who will shape the next generation of emergency medical service professionals. Upon successful completion of this program, graduates will be equipped with the essential skills, subject matter expertise, and professional attributes required to deliver high-quality EMS education in diverse learning environments.

Overall Program Goal: To prepare proficient and professional EMS instructors capable of designing, delivering, and evaluating engaging and effective educational programs that meet national and local EMS standards, thereby enhancing patient care and public safety.

Lifelong Learning & Professional Development: Graduates will recognize the importance of continuous learning, self-assessment, and professional development to maintain competency and adapt to evolving healthcare practices.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

- Understand Adult Learning Principles: Explain and apply key principles of adult learning (andragogy) to EMS education.
- Analyze Instructional Design: Identify and describe the components of effective instructional design for EMS curricula, including needs assessment, goal setting, content selection, and evaluation.
- Develop Learning Objectives: Construct measurable, observable, and achievable learning objectives (cognitive, psychomotor, and affective) for EMS training programs.
- Master Presentation Techniques: Demonstrate effective presentation and communication skills, including public speaking, use of visual aids, and engaging delivery.
- Facilitate Practical Skills Sessions: Plan and conduct effective psychomotor skills stations, providing constructive feedback and ensuring safe practice.

- **Implement Classroom Management:** Apply strategies for effective classroom management, addressing student behaviors, and fostering a positive learning environment.
- **Provide Constructive Feedback:** Deliver clear, timely, and constructive feedback to students on their performance.
- **Comply with Regulatory Standards:** Identify and adhere to relevant local, state, and national regulations and guidelines pertaining to EMS education and instructor responsibilities.
- **Commitment to Professional Development:** Articulate the importance of ongoing professional development for EMS instructors.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to demonstrate the ability to:

- Create a detailed lesson plan for an assigned EMS topic, including specific learning objectives, teaching methods, activities, and assessment strategies.
- Deliver a clear, organized, and engaging presentation on an EMS topic to a peer group, effectively utilizing visual aids and responding to questions.
- Facilitate a psychomotor skills station (e.g., splinting, airway management) with a small group of learners, demonstrating proper technique and providing effective coaching.
- Provide written and verbal constructive feedback to a simulated student based on a given scenario of their performance.
- Identify and propose solutions for common classroom management challenges in an EMS training setting.
- Locate and interpret relevant state EMS education regulations pertaining to instructor qualifications and course delivery.
- Develop strategies to accommodate learners with different learning styles and cultural backgrounds within an EMS classroom.

EVALUATION METHODS

EVALUATION

This course will employ a variety of teaching methods to model effective instruction, including:

- Interactive lectures and discussions
- Small group activities and collaborative projects
- Case studies and problem-based learning
- Demonstrations and practical exercises
- Micro-teaching presentations by participants

Student performance will be evaluated through a combination of:

<u>Assessment Type</u>	<u>Weight</u>
• Participation _____	15%
○ Active engagement in discussions and activities	
○ Attendance and Professionalism	
• Lesson Plan Development _____	25%
○ Creation of a comprehensive lesson plan	
○ Plan based on an assigned EMS topic	
• Micro-Teaching Presentation _____	30%
○ Delivery of a short instructional segment	
○ Based on the developed lesson plan	
○ peer and instructor feedback.	
• End of Course Exam _____	30%
○ A comprehensive examination	
○ demonstrating understanding of course concepts	
<u>TOTAL</u>	<u>100%</u>

Note: A score of 70% is required on assessments and students must complete the end of course didactic examination with a **minimum score of 80%** and meet all other course requirements to pass this EMSP-Instructor course, Failure to meet this standard may result in course failure, regardless of overall grade.

GRADING SCALE

The following grading scale is used throughout the course. The Program will not round up grades.

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

ATTENDANCE POLICY

Active participation in discussions and hands-on activities is crucial for mastering the material.

- Students are expected to be on time for all classes. Chronic tardiness will be addressed, and students may be asked to leave.
- In the event of an unavoidable absence, students are responsible for notifying the instructor **prior** to the class session, obtaining notes from peers, and completing any missed assignments or material.
- Excessive absences of more than 15% of total contact hours will result in a failing grade for the course, regardless of academic performance.

Make-up opportunities for missed assignments, or exams are at the discretion of the instructor and may require documentation for excused absences.

TOPIC OUTLINE

Introduction to EMS Education

- Role and Responsibilities of an EMS Instructor
- Overview of EMS Education Standards and Regulations
- Qualities of an Effective Instructor

Adult Learning Principles

- Andragogy vs. Pedagogy
- Motivation in Adult Learning
- Learning Styles and Preferences
- Creating a Conducive Learning Environment

Instructional Design

- Needs Assessment

- Developing Learning Objectives (Cognitive, Psychomotor, Affective)
- Curriculum Development Basics
- Lesson Plan Development

Teaching Methodologies

- Lecture and Discussion Techniques
- Small Group Activities and Case Studies
- Demonstration and Return Demonstration
- Scenario-Based Learning and Simulation
- Utilizing Technology in the Classroom

Assessment and Evaluation

- Purpose of Assessment in EMS Education
- Formative vs. Summative Assessment
- Developing Written Examinations (True/False, Multiple Choice, Short Answer)
- Designing Practical Skill Stations and Rubrics
- Evaluating the Affective Domain
- Providing Effective Feedback

Classroom Management and Communication

- Establishing Classroom Rules and Expectations
- Managing Challenging Behaviors
- Effective Communication Skills for Instructors
- Conflict Resolution in the Classroom

Legal and Ethical Considerations

- Instructor Liability
- Student Confidentiality (FERPA)
- ADA Compliance in Education
- Professionalism and Ethics in Instruction

Instructor Development and Professional Growth

- Self-Assessment and Peer Evaluation
- Continuing Education for Instructors
- Mentorship and Networking

ADDITIONAL INFORMATION

ACADEMIC INTEGRITY

All work submitted during this course must be your own. Any instance of academic dishonesty, including but not limited to plagiarism, cheating on exams, unauthorized collaboration, will result in severe disciplinary action, which may include a failing grade for the assignment/activity, a failing grade for the course, and/or dismissal from the program.

CLASSROOM EXPECTATIONS

- **Children are not allowed to attend any classroom lecture;** the nature of some lecture content may not be appropriate material for children and there is a potential for distraction to classmates.
- Prepare for class so that you can participate.
- Be ready to begin work when class is scheduled to begin—take care of all personal business (talking with peers, texting or web browsing, making phone calls, getting a drink, and/or using the bathroom) ahead of time.
- Pay attention. If you are distracted, sit quietly and do not disturb others. Your inability or unwillingness is no excuse for interfering with other students' learning.
- Do not engage in 'side' conversations while the instructor is speaking.
- You are encouraged to take an active role in discussions, ask relevant questions of the instructor and classmates and to answer questions yourself.
- Do not dominate class discussions; listening is every bit as important as talking.
- Taking notes facilitates concentration on the subject being taught and is encouraged.
- Remain in class until the scheduled ending time.
- Always demonstrate respect for your classmates and the instructor
- Do not engage in any disruptive classroom behavior. The faculty have a responsibility to protect students' rights to a productive learning environment. Repeat offenders can be dismissed from the class session.

EMERGENCY CLOSINGS AND NOTIFICATIONS

If on-site classes are cancelled due to inclement weather or other conditions, the school will notify students via text or group messaging and by email. Cancelled on-site classes do not alleviate the student of coursework requirements and responsibilities.

If on-site classes are cancelled, students will be prepared for possible announcements or assignments which will be in available no later than noon on the day of cancellation. Those not completing their work will be considered “absent” and that work considered a “late” submission.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The UACCB EMS Program complies with the Americans with Disabilities Act (ADA) and wants to ensure that all students receive a fair and unbiased opportunity to develop their knowledge, skills, and abilities. To ensure that each student receives a fair opportunity the Program offers reasonable and appropriate accommodation for persons with documented disabilities. The Program recognizes that each disability is unique to the individual and all decisions regarding reasonable accommodation are evaluated on a case-by-case basis.

INFORMATION DISCLAIMER

From time to time various regulatory, accreditation, public health, or other operational requirements make changes to Program information and policies necessary. This document can also be amended at any time at the discretion of the Program Director, the College administration or the Arkansas Department of Health, section of EMS.

If changes are made to the syllabus during an active course, those changes will be communicated appropriately to inform the students and faculty of the new or revised information. When this occurs, changes may be implemented during the course. In this situation, the staff will work with the students to meet and accommodate the new requirements when possible.

The course schedule may also be altered based on course needs, delivery methodologies, instructor schedules, or other factors.