MODERN PATHWAYS to a PROSPEROUS FUTURE

DEPARTMENT of EDUCATION
Louisiana Believes

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RAISING CANE'S RIVER CENTER
BATON ROUGE, LA

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High School EMS Programs

The field of Emergency Medical Services (EMS) is evolving at a rapid pace… Likewise, EMS education is evolving to keep pace.

Louisiana is recognized as leading the way by advancing policies that encourage innovative education practices and state-of-the-art programs.

This session will review recent policy updates, provide guidance on program development, and discuss options that support best practices.

This session will prove beneficial for schools/districts who have EMR/EMT courses or may be considering them in the future.

High School EMS Programs

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High School EMS Program Goals

- Medical License NOT a library card!
- Program Goals
- Need exists for QUALIFIED & COMPETENT EMTs

2018-2019 Data

- 2019 White Paper:
  - ADDRESSING THE NEED: Best Practices in Implementing High School EMS Programs
- Over 110 EMR & 11 EMT programs in 2019 (1/3 of high schools)
  - Over 2000 high school EMR licenses
  - 97 successfully completed Emergency Medical Technician (EMT) course
- Past 2 years, 5 students have begun employment as EMTs immediately following graduation from high school

2018-2019 Data

- A strong demand does not exist in EMS for the EMR license. However, there remains a very strong demand for EMTs
- The Louisiana EMR license is a state-recognized license, not a nationally/internationally accepted certification
- The state of Louisiana does not offer secure and proctored examinations for the EMR level
- There is no evidence the EMR licenses earned in high school contributes to the Louisiana EMS workforce

High School Programs

- High School Program Manual
  - Address immediate issues
  - Serve as a single resource
    - Intended for both teacher and admin
  - Written, developed by practitioners
  - Policy went into effect 7/1/18
    - To be updated for 2020-2021
- New EMS State Policy Manual implemented in 2019!

Quality Assurance

- Quality Assurance
  - Site Visit for Approval
  - Site Visits
  - Scholastic Audits
  - Investigations
- Common Findings
  - Instructor Criteria
  - Medical Direction
  - Student Eligibility

Course Management

- Students Own Account
  - No School Email
  - Keep a log
  - Do not do it for students
- Licenses
  - License after course completed
- FERPA & HIPPA apply for BEMS

EMR → EMT

- Effective for 2020-2021:
  - EMT programs require application and approval
  - EMT instructors should have relevant experience
    - Partner with local services
  - Site Visits required for all EMT program applications
    - Facility/Equipment requirements
  - EMR will be a PREREQUISITE for high school EMT admission
  - Clinical ride times required
  - State portfolio required
  - NREMT exams for licensure

EMT Costs

- INVESTMENT IN TEACHER:
  - A high school teacher must be EMT-certified to teach an EMT course. The course takes approximately 3-4 months to complete, depending on the education program chosen
  - Estimated total cost of tuition and equipment for EMT Class - $2,612*

** Represents Start-up Costs*

EMT Program Costs

- INVESTMENT IN CLASSROOM:
  - Estimated total cost of startup supplies for EMT Course - $7,000*
  - Estimated total cost of yearly supplies for EMT Course - $734
  - Estimated total cost of 20 student textbooks ($115) - $2,300*
  - Estimated total cost of fees and certifications ($390) for 20 students - $7,800
- ESTIMATED STARTUP COST WITH 20 STUDENTS - $11,912*
- ESTIMATED ANNUAL COST OF EMT PROGRAM WITH 20 STUDENTS - $8,534

- FIRST YEAR EXPENDITURE: $20,000*

Innovations in EMS Education

- New Scenario Testing Methodologies
- Use of Skill Portfolios
- Focus on Quality & Competency!
- Instruction to Facilitate Critical Thinking, Self-Reliance, and Life Long Learning

SITUATION: Traditional EMS Education

- Utilized traditional education methodologies
- Traditional education methodologies included projecting “slides”
- Textbook publishers provide a comprehensive “slide” presentations
- Students sit in class and absorb the information
- The instructor spends most of their time lecturing
- Student is then left to figure out
- CRITICAL THINKING?

PAIN: The Problems with EMS Education

- EMS education evaluates 3 domains of learning:
  - Didactic (Also known as Cognitive or Thinking)
  - Psychomotor (referred to as Doing)
  - Affective (referred to as Feeling)
- The Didactic phase involves evaluating the student's knowledge
- The Psychomotor phase of evaluation involves the student performing manual technical tasks
- The Affective phase of evaluation involves the student's attitude, emotions, behavior, and feelings

PAIN: The Problems with EMS Education

- Traditional education methodologies placed the instructor in the position of facilitating the lower levels of Bloom's Taxonomy
- EMS professionals are required to be proficient in critical thinking
- Traditional education methodologies left students to develop higher level learning skills on their own
- Students are expected to take the new information provided by the instructor and figure out how to use this information in a practical way

ACTION: Innovate to Foster Critical Thinking

- Didactic information in EMS remains consistent
- We propose to make short video lessons with the information a student needs to be successful in their field of study. Students are expected to consume requisite information prior to class
- The instructor then provides activities to help facilitate learning
- Instructor can now focus on assisting student higher order thinking

ACTION: Innovate to Foster Critical Thinking

- How to implement the “flipped” learning methodology:
  - Create quality content that a student can access anytime from anywhere
  - Develop projects to help the student begin applying and analyzing core concepts in the material
  - Finally, conduct short small group facilitated discussions in person or in a live online environment
- Other support and resources for student directed learning
  - Small Group Peer Discussions
  - Online Discussion Boards, Online Question Forums, and Online Frequently Asked Questions (FAQs)

RESULTS: Students Responding

- Based on the initial data, we are experiencing very positive results
- Traditionally, we had a 65-70% retention rate in an Emergency Medical Technician Class
- From the students successful in our courses, our EMT national registry Pass rates averaged 88 – 94% utilizing traditional education methodologies
- Since implementing this new education methodology in an online – hybrid environment, our first EMT class had a retention rate of 86% with a 92% national registry pass rate

RESULTS: Students Responding

- Just-in-Time Education is the way students want to learn and consume information
- Creating an environment for students to take responsibility for their education and providing them with the resources they need is key to the student's success
- Allowing students to learn at their own pace and take responsibility for their own education provides the instructor with more time and resources to focus their attention on students

Q & A

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