

UMBC UGC Instructions for Change in Existing Course Form (Revised 4/2016)

Course number & title: Enter the current course number and title of the course at the top of the page.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester that the change will be effective, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures.) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course information: Provide all of the current information for this course. Check the "change" column for aspects of the course that will be changed by this proposal and provide the specific changes. Unchanged fields may be left blank under the "proposed" column. *Note: all 300- and 400-level courses must have prerequisites or recommended preparation.*

Course number: For cross-listed courses, provide all the numbers for the course.

Transcript title: Limited to 30 characters, including spaces. Leave the current transcript title blank if this is not known.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

of credits: To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Current catalog description: Provide the course description as it appears in the current undergraduate catalog or since the last UGC-approved change.

Proposed catalog description: If this proposal involves a change in the course description, provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course descriptions should be a) no longer than 75 words, b) stated in complete sentences, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Leave blank if this proposal does not change the course description. Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description).

Rationale including a pedagogical justification to any changes in course level: Provide a brief explanation for the need for the proposed changes.

Cross-listed courses: Requests to change cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics cannot be cross-listed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC Change in Existing Course: EHS 360 Instructional Issues in Emergency Health Service

Date Submitted: 05/16/2017

Proposed Effective Date: Fall 2018

	Name	Email	Phone	Dept
Dept Chair or UPD	Dr. J. Lee Jenkins	jleejenkins@umbc.edu	5-3216	EHS
Other Contact	Crista Lenk	clenk@umbc.edu	5-3781	EHS
Other Contact	Dr. Jeffrey Mitchell	jmitch@umbc.edu	5-3777	EHS

COURSE INFORMATION: (please provide all information in the "current" column, and only the information changing in the "proposed" column)

change		current	proposed
<input type="checkbox"/>	Course Number(s)	EHS 360	
<input checked="" type="checkbox"/>	Formal Title	Instructional Issues in Emergency Health Service	Instructional Concepts in Emergency Health Services
<input checked="" type="checkbox"/>	Transcript Title (≤30c)	Instructional Issues in EHS	Instructional Concepts in EHS
<input type="checkbox"/>	Recommended Course Preparation	NONE	
<input checked="" type="checkbox"/>	Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	NONE	EHS 102 OR EHS 202 with a "C" or better.
<input type="checkbox"/>	# of Credits Must adhere to the UMBC Credit Hour Policy	3	
<input type="checkbox"/>	Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Max. Total Credits	3	Max. Total Credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
<input type="checkbox"/>	Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail	<input type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

CURRENT CATALOG DESCRIPTION:

This course prepares the student to make educational and/or informational presentations to a wide range of adult audiences including emergency services personnel, administrators, and the public. The focus of the course is on perspectives and methods of adult audience reception with communication, media, and interpersonal communication.

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences): leave blank if no changes are being proposed to the catalog description. NOTE: information about prerequisites should NOT appear in the catalog description.)

RATIONALE FOR CHANGE:

Within the healthcare field you are exposed to many different cultures, attitudes, and differing perspectives. Effective communication, both written and orally, is required to get the presentation of your information or ideas across correctly. This course has been restructured to include updated class materials and expands on teaching methodologies in Oral and Written Communication for diverse populations. This course will incorporate the use of technology-assisted audio/visual presentations to effectively communicate educational and/or informational presentations to a wide range of adult audiences. The purpose of this class is to increase effective organization, including incorporating research principles and newly developed technologies into presentations to enhance a student's ability to communicate to a wide variety of audiences.

This course would be offered during both Fall & Spring semesters. It is the hope that this course would also obtain the GEP – Arts & Humanities designation.

Since this course deals with written and oral communication, information literacy, and the required use of technology to present a student's work to diverse cultures and make presentations accessible for all aspects of the public, this course could be useful to a variety of different degrees. Including, but not limited to, our science majors, education majors, public administration, social work, HAPP, and others who have an interest within the various healthcare and/or education settings.

A prerequisite of EHS 102 or EHS 202 is added to this course so our students will have been exposed to at least one class that talks on broad terms of people with differing attitudes, beliefs, and social expectations within the healthcare setting and empowers our students to become certified in CPR. This course expands on the CPR certification, moving towards certification as a CPR Instructor, which in turn allows our students to give back to the community through instruction to a wide variety of culturally diverse and at-risk populations so they too may obtain basic CPR certification – a boon for not only UMBC but for communities at large. (This is an optional certification students may obtain.) The course will be kept as an upper-level course to assist our students in achieving the 45 upper-level requirement, especially our transfer students who may struggle with that requirement.

ATTACH COURSE SYLLABUS (mandatory):

EHS 360
Instructional Concepts in Emergency Health Services
Sherman Hall 305
Tues: 2:30 p.m. – 5:00 p.m.
Fall 2018

Course Title: Instructional Concepts in Emergency Health Services

Course Description:

This course prepares the student to make educational and/or informational presentations to a wide range of adult audiences including emergency services personnel, administrators, and the public. The course focuses on the key perspectives, theories, principles, and practices of adult education. Students learn the characteristics of adult audiences. They concentrate on the basic theories and methodologies of educating adults. A primary aim of the course is to enhance the student's skills in classroom communications, the use of various forms of media, and interpersonal communications. In this course, students gain insights into cultural, generational, and professional

issues that impact the delivery of adult education. They also learn the importance of incorporating research principles and newly developed technologies with a variety of audiences. Students will also learn how to organize effective presentations and informational talks by developing appropriate behavioral objectives and lesson plans to enhance the adult audience's reception of the information. Students hone their presentation delivery skills by providing several practice teaching sessions. Some student presentations are planned others are spontaneous.

Prerequisites for the course include EHS 102 or 202 (Current EMS providers will be permitted with permission)

Instructors: *Jeffrey T. Mitchell, Ph.D., CCISM*, Clinical Professor,
Department of Emergency Health Services.
Walk-in office hours on Mondays and Tuesdays or by
appointment at (410) 455 3775 (do **not** leave messages)
jmitch@umbc.edu
Back up email: jeffreymitchell@hotmail.com
cell phone (443) 864 7886 (leave messages here)

Crista Lenk, MA, EMTP, Clinical Assistant Professor and
Director, PACE program, Department of Emergency Health Services. Office hours by appointment
at (410) 455-3781.
E-mail: clenk@umbc.edu

Note: Dr. Mitchell handles all administrative matters related to this course. Students should direct questions related to the course delivery, excuses, absences, grades, and etc. to his attention. Crista Lenk should only be contacted when Dr. Mitchell is not available.

Important: What if ?

The instructor reserves the right to alter the course schedule, requirements, and / or the method of course delivery. In all likelihood, should a "worst case" situation significantly interfere with normal class schedules at UMBC, the Black Board system will be used to present a substantial portion of this course.

Textbook/Online Portion:

AHA BLS Instructor Manual
ISBN: 978-1-1-61669-406-7

AND

American Heart Association E-Learning AHA BLS-Instructor Essential Online
ISBN: 978-1-61669-660-3

***if wish to order from Bookstore to use financial aid funds, please see Lisa Kakavas**

AND

BLS Instructor Candidate Workbook
(Available for download thru Blackboard under course materials; you must have for use during the AHA sessions)

Course Objectives:

At the conclusion of this course, the students will be able to:

1. Write a minimum of 4 behavioral objectives for at least one specific instructional or informational program.
2. Write a course title, description, and an appropriate lesson plans for a specific informational or instructional program.
3. Describe the qualities of an excellent instructor
4. Describe the characteristics of an adult learner.
5. Describe the use of lesson plans in adult education.
6. Develop a detailed lesson plan for material to be presented in class.
7. Present one or more 3-5-minute impromptu classroom lectures.
8. Use at least one form of audio-visual enhancement for a classroom presentation.
9. Present at least one 3-5-minute classroom lecture for an instructor chosen topic.
10. Develop a complete presentation package including a title, objectives, a lesson plan, a handout, a sample test, and a media package for a 10 (15 minute MAX) student chosen topic.
11. Develop a set of behavioral objectives for the 10-15-minute student chosen topic.
12. Develop a brief handout for distribution to fellow students during the final course presentation.
13. Develop a brief test as part of the package of material for the student's final presentation.
14. Present a 10 (15 max) minute lecture on a topic chosen by the student.

AHA BLS Instructor:

As part of the EHS 360 you will be completing the AHA BLS Instructor Course.

Please keep in mind this does NOT mean you will be an AHA BLS Instructor upon completion of the semester.

You WILL be required to complete additional steps to attain your instructor status.

What is the full process for becoming an AHA BLS Instructor?

To become an AHA BLS Instructor, instructor candidates must:

1. Be accepted by an AHA BLS Training Center and have a completed Instructor Candidate Application on file with the accepting Training Center (will be completed in class for those wishing to become an instructor)
2. Have a current AHA BLS Provider course completion card and be proficient in all BLS skills (**must provide copy of card by 2nd class session**)
3. Successfully complete the BLS Instructor Essentials Course, including both the online portion and classroom/hands-on session(s)
4. Successfully be monitored teaching within 6 months of completing the hands-on session of the BLS Instructor Essentials Course (Training Center Coordinators may require additional monitoring, if needed)

Also, all AHA Instructors must register and be confirmed on the AHA Instructor Network to receive their AHA Instructor ID #, which must be used to issue course completion cards.

*Maintenance of instructor status will be YOUR responsibility and NOT part of the course.

****Students that do NOT wish to become an instructor will only need to complete the online portion; the in-class sessions and nothing further.**

Students that are NOT monitored will NOT be considered for instructor status.

Possible schedule alterations: The course meets on Tuesdays from 2:30 p.m. until 5:00 p.m. A course schedule lists the dates, topics, reading assignments and the designated instructor for each class session. The instructors reserve the right to make changes to the schedule as necessary. On occasion, other professional commitments may cause instructors to cancel class sessions or to provide substitute instructors. Such changes will be infrequent and planned to have minimal impact on the outcome of the course.

Student Evaluation: Every attempt will be made to evaluate student performance in an objective and unbiased manner. Grades will be based on the point value of assignments and on course attendance. Although all planned course assignments are listed in the syllabus, the instructors reserve the right to make changes in the number, type, point value, format and style, and due date of all assignments. Any changes in assignments will be reflected in the computation of final grades. Consistent with applicable laws, the instructors will make every effort to maintain grade confidentiality.

Grading System:

A = 900 - 1000	- Exemplary
B = 750 - 899	- Above average
C = 600 - 749	- Average
D = 500 - 599	- Below average
F = below 500	- Failure

Students will be evaluated and a final grade determined based on the students compliance with the course regulations and requirements below and on the following:

Attendance (see regulations below)	50	points
Completion certificate from online Instructor Essentials	100	points
Case studies 3 @ 25 points each	75	points
Practice Teaching I	100	points
Lecture on a lecture	50	points
Presentation of current event	50	points
AHA Instructor examination	150	points
Copy of CPR card (submitted ON TIME)	25	points
Lesson plan * read below	50	points
Practice Teaching II	250	points
Final presentation packet ** read below	100	points

* **The lesson plan** for student presentation II (final presentation) includes:

1) presentation title, 2) description and objectives, 3) presentation outline (an outline includes all items that will be discussed. Points on an outline do not need to be whole sentences, instead include cue words that represent ideas. Each person should adapt their outline to match their presentation and train of thought.)

The draft lesson plan for the final presentation must be handed in by Nov 13, 2018 for review and feedback. Initial lesson plans will be returned to you with corrections and recommendations.

Your *improved* lesson plan must be handed in as part of your “Final Presentation Packet.” (see below) It should clearly show that you have made the corrections and followed the instructor recommendations.

** **What is in the Final Presentation Packet?**

There are 8 primary components of the packet. More material may be added by the student, but the 8 components listed below are the minimum that are to be handed in on the day you are presenting. The presentation packet applies only to the final student presentation. The final presentation packet does not apply to any other assignment in the course. It is a crucial part of the final Practice Teaching II presentation. It is a significant portion of the final presentation and weighs considerably on the final presentation grade. **It is due Dec 11, 2018.**

The packet should contain at least the following items:

1. Revised presentation a) title, b) intended audience

2. Objectives (Revised, if recommended)
3. Improved presentation description (a paragraph or two)
4. Presentation outline (bulleted outline of key course features in lesson plan)
5. Reworked detailed Presentation lesson plan. Remember, you were given feedback on the draft you handed in on **Nov.13, 2018**. (The revised and improved lesson plan should be more than just an outline. It must be sufficient to guide an instructor through the teaching of the course segment as if, theoretically speaking, you were not able to teach the program yourself. You must include times and resources required to deliver the program or presentation.)
6. Handout(s) (if any)
7. Hard copy of audio-visual portion of your presentation (print the actual slides; you can do 4 to a page)
8. Sample quiz (only for the packet and NOT to be given during presentation)

***** Important! Assignment due dates:**

- Copy of BLS Provider card **Due on Sept 11**
- Completion Certificate BLS Instructor Essentials (online) **Due on Sept 11**
- **BLS Instructor exam** **Sept 25 (in class)**
- Case study #1 (written assignment) **Due on Sept 18, 2018**
- **Teaching exercise on “Lecture on a Lecture”** **Oct 16, 2018**
 - (This student lecture requires you to be creative and give your classmates a lecture on how to give the best lecture in the world}
 -
- Case study #2 (written assignment) **Due on Oct 23, 2018**
- **Practice teaching I (pre-assigned topic)** **Nov 6, 2018**
 - (NOTE: Practice teaching I requires you to create Audio visual support program for your presentation)
- * **Lesson plans due for review and feedback** **Due on Nov13, 2018**
- Case study #3 (written assignment) **Due on Nov 20, 2018**
- **Teaching exercise on current events** **Due on Nov 27, 2018**
 - (Read a recent article on some current event and make a presentation on the topic in class to your fellow students. Be prepared to handle questions on the topic.)
- * **FINAL Presentation packets and Practice teaching II** **Due on Dec 11, 2018**

Course Regulations and Requirements:

- A. **Class Attendance is required.** Three (3) points will be deducted from a student's final grades for *each* unexcused absence. All students must attend both final presentation sessions. Absences on those days will result in a 10% reduction in the absentee's final grade.
- B. In most cases, only medically related and documented excuses will be considered for excused absences.
- C. Students must present, no less than one week prior to the potential absence, a written request in order to be excused from a specific future class. Documentation justifying an unexpected absence from class must be in the instructor's university mailbox within 24 hours of the missed class session.
- D. Unexcused absences occurring on quiz or test days, or on days when a major assignment is due, will result in a student losing five (5) points from the final grade score. Absence from the presentations of other students is unacceptable.
- E. Completion of the online portion of the AHA Instructor is **mandatory**. A certificate of completion must be presented in class on due date as outlined in assignments/schedule.
- F. Late assignments are not acceptable unless the instructor authorizes a delay in advance of the deadline.
- G. The classroom environment requires that interactions between the instructor and students, vice versa, and between students and each other should always be respectful. Inappropriate talking or reading in class, corresponding via email or using the worldwide web, working on assignments for other classes and sleeping in class are rude behaviors that indicate to the instructor that the student is not interested in taking responsibility for their education. Any student engaging in a behavior the instructor feels is disruptive to the learning environment will be asked to leave the class.
- H. In the last several years, some students have watched movies on their electronic devices during class time. Others have written tweets, emails, engaged in chat rooms, engaged in web surfing, or texted friends and family members. "Facebook" has been especially popular. Still others have purchased items, made flight reservations, conducted business operations, and played electronic games. All of these behaviors are rude and disruptive within the classroom environment. As a result, the following policy will be maintained within the EHS 360 classroom.
- I. **Electronic devices** - Students are expected to **turn off** all electronic devices such as beeping watches, pagers, ipads, ipods, radios, computers, and cellular phones. (Or, if a person is on-call for important work related reasons, the device may be placed on silent mode; NOT VIBRATE). Likewise, students should not leave the classroom to answer pages or calls unless prior arrangements are made and only when such interruptions are due to serious illness of family members. Cell phones with photographic capabilities are not permitted to be accessible during class sessions at any time. Computers (laptops) will not be permitted. The checking of email, text messages, and social network sites such as Facebook, Twitter, or MySpace, Snapchat, or web browsing is not acceptable by any electronic means in the classroom. Breaks will be provided in all classes so that students will have ample time to take care of personal business. You may use your electronic devices only during break times. Students who present documented evidence of a learning problem may use their computers in the classroom only for the purpose of note taking or for purposes DIRECTLY related to the course material. Permission of the instructor is required.
- J. **Recording of Class Sessions** - Audio and/or video recording of class sessions and lectures is strictly prohibited without the expressed permission of the instructor. Posting of class recordings on YouTube or other file sharing sites is prohibited and will result in removal from the course. Permission of the instructor is required in all cases.
- K. All computers, cell phones, pagers, radios and other electronic devices must be completely "off" during quizzes and exams.
- L. Laptop computers may not be used for any other purpose than note taking for the specific class that is in progress in the classroom at the time. Permission of the instructor is required.
- M. Cell phones may not be used in class to handle calls, pages or text messages and must be turned off or in the silent mode during class time.
- N. Five (5) points will be deducted from the final grade score for students who are consistently late for class.

- O. Five points will be deducted off the final grade for any student who does not show up when his or her fellow students are presenting.
- P. All student work must be original and must not have been used in previous courses nor may they be for current courses.
- Q. Talking, looking around or at another's test paper or having open unauthorized books or notes open during a quiz or an examination is perceived as cheating and will be handled as such.
- R. The principles of academic integrity are always in effect during this course (no cheating, no plagiarism, no fabrication of material, and no careless or shoddy work). Academic integrity means that people show up for and complete class sessions and that they actively participate in the class program, discussions, and activities. Academic integrity also means that assignments are completed on time and to the best of one's abilities. One who has academic integrity will not participate in cheating activities or in the un-cited use of material that is some else's. Academic integrity means that, if you know someone else is cheating, you would challenge that student first and come to the instructor with such information if the student does not correct the behavior.

Diminished mental health can interfere with optimal academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. UMBC provides cost-free and confidential mental health services through the Counseling Center to help you manage personal challenges that threaten your personal or academic well-being.

Remember, getting help is a smart and courageous thing to do -- for yourself and for those who care about you. For more resources get the Just in Case mental health resources Mobile and Web App. This app can be accessed by clicking: <http://counseling.umbc.edu/justincase>

The UMBC Counseling Center is in the Student Development & Success Center (between Chesapeake and Susquehanna Halls). Phone: [410-455-2472](tel:410-455-2472). Hours: Monday-Friday 8:30am-5:00pm.

EHS 360
Instructional Issues in Emergency Health Services
Course Schedule
Fall 2018

(Course schedule subject to change)

<u>Date</u>	<u>Topic</u>	<u>Instructor</u>
9/4	Course overview, student introductions The characteristics of a good & bad lecturer Adult learners/ Diverse Audiences	Mitchell
9/11	In class AHA BLS Instructor Course Portion: Session #1 Lessons 1-6A Copy of CPR Provider card DUE Certificate of completion DUE <from BLS Essentials Online>	Lenk
9/18	Session #2 Lessons 7-12 Case study # 1 due	Lenk
9/25	Session #3 Lessons 13 – 17 AHA Instructor Exam	Lenk
10/2	Learning Environment and Domains Strategies and Lecturing in Domains	Mitchell
10/9	How to Prepare for a Lecture Picking a topic; Researching a Topic; Effective presentations; how to prepare, what to prepare	Mitchell
10/16	“Lecture on a lecture” teaching exercise (5 min)	Lenk
10/23	Anxiety/Overcoming fear of public speaking Adapting to your Audience/ Answering questions Case Study # 2 due	Mitchell
10/30	<i>No class session in lieu of time spent AHA online</i>	
11/6	Practice Teaching I (3-5 minutes each) <i>(Must be accompanied by some form of Audio Visual)</i>	Lenk
11/13	Impromptu/Summarize	Mitchell

Lesson plan due

11/20	Games for Educational Purposes/Tools to Enhance Learning Presentation Aids Case Study # 3 due	Mitchell
11/27	Current Event Presentation	Mitchell
12/4	Preparations for final presentation	Lenk
12/11	Practice teaching II – 10-15 minutes per student maximum (<u>All</u> students must attend) <u>FINAL Presentation Packets due</u>	Lenk

Case Study Number 1 Due Sept 18

You are the captain assigned to the training division for an average size metropolitan fire service. You have just been called to the training office and given the following assignment:

“Captain, we need to bring in a new group of instructors for the upcoming recruit class. We have 32 fire fighters and EMS providers eligible for the slots. I know not everyone will be interested, but because of the pay differential for instructors, I’m sure a fair number will apply. I need you to develop a criteria and check-off sheet for screening the candidates. After we apply this criteria, we can call in the successful candidates for an interview and practice teaching session. Have something on my desk by 1600 hrs. next Tuesday. And remember that the union and Human Resources will be reviewing each step of the process. You’ll have to justify each part of the criteria, so you might as well include that in the material you prepare. Understood? Any Questions?”

“No sir, I’ll have the criteria for you next Tuesday.”

Case Study Number 2 Due Oct 23

You are teaching a class of new volunteer EMS providers. Most of the students are doing well, especially with the written material, but a few are struggling with the practical skills. You have gone over the skills with the class and each of the students individually, but the same few just can’t seem to understand how to do the skill. You begin to think that you must be the problem – you can’t get through to the students. How could you determine if you are indeed the problem? How could you determine the best way to teach these problem students? [HINT: Think about how we process information.]

Case Study Number 3 Due Nov 20

You are the training manager for Acme Ambulance Service, a large commercial ambulance services that provides 911 and transport services. Your primary assignment since becoming the Communication Director has been educating the community about safety devices and use of your company’s services. The operations director has noticed a problem with on-scene coordination and management of personnel. She has instructed you to develop and teach a lecture/presentation on incident command to senior level supervisors. How would teaching this type of course differ from teaching the public? What things would you have to consider and adjust in order to reach the level of company’s senior level students? What would you do differently? What would you do in the same way as you would with the public?

Practice Teaching Topics: you will pick ONE topic

Topic #1 Job Related EMS Stress

Learning Objectives

- Upon completion of this course, you will be able to:
- Describe the effects of stress and the relief of stress on the human body.
- Identify the types of job stress common in healthcare workers.

Discuss the presentation and causes of burnout.
Summarize actions for responding to burnout.
Describe institutional and individual strategies to prevent burnout.

Topic #2 Preparing for Oral Presentations

Lesson Objectives

Identify strategies for conducting effective oral presentations.
Identify your own anxiety about public speaking and take steps to reduce your anxiety.
Prepare and deliver an oral presentation in a manner that effectively delivers the message and meets the needs of the target audience.
Identify personal action steps to improve your oral presentation skills

Topic #3 Communication Skills

Lesson Objectives:

Understanding how communications work
Gaining active listening and responding skills
Seeing things from other points of view
Managing your assumption more effectively
Understanding your own strengths
How others may see you
Looking at body language
Increasing confidence

Topic #4 History of EMS

Learning Objectives:

Discuss historical events that lead to EMS systems development and describe their basic building blocks/attributes.
Discuss the role of federal and state agencies within EMS systems, describe the functional components of EMS systems and understand the National Highway Traffic Safety Administration (NHTSA) statewide EMS evaluation components.
Describe historical factors that influenced the development of state/regional EMS systems and discuss their components, responsibilities and challenges.
Define medical oversight, explain importance of physician accountability and describe the aspects of online and offline medical direction including protocol development, quality assurance and education.
Explain the different EMS system models, describe integrated process and aspects of field response, explain integration of the EMS system with community and medical community and describe infrastructure support services functions.

END OF COURSE