Education Agenda for the Future: A Systems Approach, June, 2000
NASEMSO and the EMS Education Agenda for the Future

- NASEMSO led the national dialogue about EMS Education that spawned the EMS Education Agenda for the Future
- Now leading the nationwide effort to implement the Education Agenda
- This effort involves many national EMS stakeholder groups
- This is a *system* change to align EMS education with the approach of other allied health professions
- This effort is supported by NHTSA and a group of federal EMS partners
January 2010 Instructor Survey

- 222 BLS Instructor Responses
- 233 ALS Instructor Responses
- Available at http://www.nasemso.org/
- Click on graphic
- Click on tab for “Toolkit”
National Emergency Medical Services Education Standards
Summary Instructor Survey

- 68.4% of BLS and 70.5% of ALS instructors express confidence in understanding the *Education Standards*

- **BLS Instructors desire assistance with**
  - Pathophysiology, special patient pops, new skills

- **ALS Instructors desire assistance with**
  - A&P, pathophysiology, prep topics, special patient pops, new skills
Summary Instructor Survey

Most instructors express confidence with
- Writing clinical and field objectives
- Clinical, field, and affective evaluation
- Written exam development
Summary Instructor Survey

- Less confidence with use of Gap Analysis and measuring instructor competencies
Understanding CoAEMSP Process for Paramedic Programs

- Need some or a lot of assistance - 36.1%
- Need little or no assistance - 52.9%
Take-away Points Instructor Survey

- Most instructors don’t need help identifying new teaching materials or delivery methods
- Want help orienting instructors to new levels
- Clear preference for regional meetings, webinars, and written materials with explanations
NASEMSO Timeline for Implementation of the EMS Education Agenda--2010

National Association of State EMS Officials
201 Park Washington Court
Falls Church, VA 22046

January 4, 2010
Tasks for States

- Policy oriented, for example
  - state-adopted scope of practice levels
  - need for legislative/regulatory changes
  - reversion/progression policies for existing personnel who may wish to certify/function at a lower/higher level
  - reciprocity procedures
  - renewal, re-certification, or re-registration expectations for existing practitioners
Tasks for Educators

- Quality oriented, for example
  - checklist of instructor competencies
  - instructor orientation to assist transition
  - new teaching/education materials
  - 6-12 month re-evaluation process to measure instructional effectiveness
Tasks for EMS Programs

- Delivery oriented, for example
  - guidelines for clinical observations
  - depth and breadth of course information
  - delivery methods for content
  - methods to measure competency of cognitive, psychomotor and affective skills of the student
EMS Education Agenda: A Systems Approach
A report to the National EMS Advisory Committee (NEMSAC) on Statewide Implementation of the Education Agenda

May 25, 2010
National Association of State EMS Officials
201 Park Washington Court
Falls Church, VA 22046
II. State Tables – Scope of Practice Levels

States Using the National EMS Scope of Practice “Levels” as a Foundation for State Licensure

![Bar chart showing the percentage of states using the National EMS Scope of Practice “Levels” for EMR, EMT, AEMT, and Paramedic levels.]

Figure 1. Aggregate Data-States Using the National EMS Scope of Practice Models as a Foundation for State Licensure
II. State Tables – Testing Process

What Testing Process Are States Currently Using?

- NREMT 54%
- Combination NR/State 38%
- State 6%
- Other 2%

Figure 2. Aggregate Data: Current State Certification Process
What Testing Process Will States Be Using in the Future?

- NREMT: 56%
- Combination NR/State: 32%
- State: 6%
- Other/Unknown: 4%
- 2%

Figure 3. Aggregate Data: Future State Certification Process
II. State Tables – EMS Program Accreditation

Does/Will State Require National EMS Program Accreditation?

Present

Future

Figure 4. Aggregate Data: National EMS Program Accreditation
Figure 5. Biggest Challenge to States for Implementing Education Standards
Figure 6. Biggest Challenge to States for Implementing EMS Program Accreditation
Figure 7. Biggest Challenge to States for Implementing National EMS Certification
National Paramedic Program Accreditation-KAB Survey

- 2009 Survey on knowledge, attitudes and barriers (KAB) to Paramedic program accreditation
- Survey was performed by the National Registry of EMTs, NASEMSO, and CoA to help assess the feasibility of the current plan for 2013 implementation of graduation from an accredited Paramedic program.
- All programs with a state assigned program number were contacted
- E-mail, then human follow up
KAB Survey - Some take home points

- Most Paramedic Program Directors support accreditation
- Larger programs represent a minority of the total number of Paramedic programs but contribute the largest number of graduates
- Smaller programs represent a majority of the total number of Paramedic programs but contribute a minority of the graduates
- Graduates from accredited programs perform better on the NREMT Paramedic examinations
NASEMSO / CoAEMSP
Needs Assessment of State EMS Officials

August 2010

D. Randy Kuykendall, MLS, NREMT-P, NASEMSO Representative to CoAEMSP
Donna G. Tidwell, MS, RN, EMT-P, NASEMSO Representative to CoAEMSP
George W. Hatch, Jr., EdD, LP, EMT-P, CoAEMSP Executive Director
Results of CoA Survey of the States

- 97% of respondents would want to send their own children to an accredited paramedic program
- 88% would want a graduate of an accredited paramedic program to take care of them
Results of CoA Survey of the States

- Potential Barriers for CAAHEP Accreditation
  - Hospital/Clinical affiliations
  - Initial cost
  - Institutional program support
100% agreed/strongly agreed that program accreditation:

- Improves a Paramedic program
- Has long term benefits for students
- Will benefit the EMS Profession
- Will improve public recognition of paramedics as allied health professionals
- Will improve peer recognition of paramedics as allied health professionals
- Promotes continuous quality improvement in paramedic programs
Current status of EMS Education
Program Accreditation

- 1999—100 programs accredited
- Approx 600 +/- active paramedic programs
- Approx 280 accredited
What CoAEMSP Has Accomplished

- Developed a step by step checklist for schools
- Developed a Resource Tool Kit
- Streamlined steps to accreditation
- Visited 29+ states
- Accreditation Workshops and Webinars
- Sample Accreditation Documents
2010 NASEMSO Resolutions

- 2010-03 Transition Plan for EMS Testing and Certification
## Matrix for Testing Transition

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<tr>
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<th>When do new/updated NREMT exams start?</th>
<th>Last date course based on NSC could finish</th>
<th>Last NREMT certification exam given</th>
<th>Transition completed by</th>
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<td>Paramedic</td>
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</table>
2010-04 National EMS Certification and Program Accreditation

- NASEMSO supports January 1, 2013 as the beginning date for the NREMT to require graduation from a nationally accredited paramedic education program as a requirement for personnel to gain national EMS certification.
Now Available

New official guidelines for CPR, first aid and advanced cardiovascular care from the leader in resuscitation science, training and education.
In Progress…

- Instructor Qualifications--drafted and in review
- NASEMSO working on Transition Plan materials
- Publisher Resources list-- currently being updated
- Orientation materials for educators to teach new levels
What’s Planned for 2011?

- More Transition…
- More Webinars…
- More Timeline Tasks including
  - Update NEMSAC Report
- Assist program accreditation efforts
- NREMT exams updated to cover the SOP and Practice Analysis
  - Initiate AEMT
While no final decisions have been made-

• It is proposed that the transition for existing personnel will occur by 2018.
• There will be a transition for each level
  – States determine their “gap” content
  – Educators have to be oriented to the new Education Standards
  – NREMT will strive to incorporate transition within in the context of the already required continuing education.
  – Transition decision will depend on the size of the gap and the risk of the new interventions.
  – Continuous additions to NASEMSO “Toolkit”
Where do I get more information?

- www.naemse.org
- www.nasemso.org
- www.coaemsp.org
- www.nremt.org
- www.ems.gov
NASEMSO’s Education Agenda Web Site—

National Association of State EMS Officials

For more information contact--
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