

EMS Education & Examinations Rule Task Force
January 26, 2011
Oxford Suites
1426 S. Entertainment Ave., Boise, Idaho 83709

TASK FORCE MEMBER ATTENDEES: Mary Anne Pace, Tom McLean, Rod Piller, Mark Zandhuisen, Lynette Sharp, John Lewis, Barbara Clark, Les Eaves (for Janis Nelsen)

EMS Bureau Staff: Wayne Denny, Marc Essary, Season Woods, Dia Gainor, Diana Hone, Mindi Anderson

Visitors: Liz Sibley, Travis Holycross, Scott Reaser, Loralei Sturkie, Dexter Hunt

Introductions

Mary Anne Pace opened the meeting at 9:00 with introductions.

Lynette Sharp moved to accept the December 1, 2010, minutes as presented. John Lewis seconded.

CECBEMS

Liz Sibley, Continuing Education Coordinating Board for EMS (CECBEMS) Executive Director. Ms. Sibley's PowerPoint slides are posted on the EMS Bureau website. CECBEMS is a non-profit organization currently operating with a full time executive director, full time evaluation coordinator and part time book keeper. CECBEMS was created in the early 1990's to fill a need for EMS continuing education (CE) evaluation on the national level to try to bring some accountability to the system. The original sponsoring organizations were: NAEMT, NREMT, ACEP, NAEMSP, NASEMSD (now NASEMSO), and NCSEMSTC (now NASEMSO). At later dates NAEMSE and ACOEP also became sponsoring organizations. The sponsoring organizations have a representative on the board of directors which meets twice a year to set policy and goals. CECBEMS Board of Directors' goals are to establish national standards, support innovation, encourage quality, and ensure that EMS professionals receive appropriate credit for legitimate CE and prevent CE providers from being sloppy in their record keeping or reporting so that students do not lose credit.

Ms. Sibley explained CECBEMS evaluation, accrediting, and reporting processes. CECBEMS accredits individual courses, events, or programs such as a conference, as well as organizations that then produce multiple CE products. Distributed learning (DL) and virtual instructor-led training (VILT) were discussed. VILT takes place when the instructor, student, and materials are not all in the same place at the same time. However, through a virtual connection, the student views a live program with the ability to ask the instructor questions and can be called on by the instructor during the class. The instructor cannot always see the students, but can hear them. Verification of attendance is done by someone on-site where the students attend.

The actual program or course reviews are performed by volunteers who check for the CECBEMS criteria and mentor the applicants through the accreditation process. Some of the reviewers are EMS physicians, some are EMS educators, and some are experienced EMS providers and administrators. Task force members were invited to become reviewers.

The CECBEMS database can be accessed by the state if it applies for a password. This may possibly allow for download of all Idaho CEs through the web service into the state's database.

Wayne Denny informed the group that the current rule is vague about continuing education requirements. The rule simply refers to the standards manual. He read the current CE language from the Licensure Standards Manual (listed below) and asked the group if they feel this is okay? Should this language simply be moved to the rule or should there be some higher level of scrutiny?

VIII. CONTINUING EDUCATION METHODS

- A. All continuing education must be consistent with the objectives of the initial course curriculum or be a logical progression of those objectives.
- B. Licensed personnel will meet continuing education requirements through the following methods:
 - 1. Structured classroom sessions on EMS specific topics
 - 2. Attendance at EMS conferences, seminars, nationally recognized courses
 - 3. Continuing Education Coordinating Board for EMS (CECBEMS) approved education, distributive learning by internet, video teleconference or electronic media, or other structured training which meet the definition of continuing education
 - 4. Training and practical skill practice based upon consideration of local or jurisdictional needs
 - 5. Participation in a self-study topic review prospectively approved by the agency Medical Director or Training Officer
 - 6. Structured case review and grand rounds
 - 7. Teaching topical material credited on an hour for hour basis for continuing education credit
 - 8. An EMS Bureau approved instructor functioning as the primary instructor for a refresher course at the EMR, EMT or AEMT level to satisfy their own refresher course requirements
 - 9. An EMS Bureau approved instructor functioning as the primary instructor for an initial course at the EMR, EMT or AEMT level may use that course to fulfill his or her own refresher requirement

Season Woods noted that a common problem for the bureau during license renewal is unverifiable CE because of lack of records on the part of the provider as well as the agency. Wayne explained that sometimes personnel, especially volunteers, seem to be unaware that it is their license and therefore their responsibility to provide proof of renewal requirements rather than expecting the agency to do it. Periodically the Bureau has a hard time determining if some things are appropriate for EMS CE because, for example, they seem to be primarily referencing fire rather than EMS.

Quality of CE was a big concern to the task force. How to ensure or improve this through the new rules is the question. Task force members felt stricter instructor qualifications would be a place to start for some aspects of CE. They were also concerned about outcomes: can the providers actually do what they are supposed to be trained to do. What is the purpose or outcome desired from continuing education hours? Should agencies be held responsible for the quality of CEs provided? Should some type of training plan be submitted?

NAEMSE

Bill Raynovich, representing the National Association of EMS Educators (NAEMSE), joined the task force via teleconference. He presented some information about community paramedics.

The task force asked Mr. Raynovich how they could incorporate products and services from NAEMSE into examination and education rule writing in Idaho. Mr. Raynovich responded that NAEMSE serves as a symposium, communication network. They provide education programs and instructor courses. NAEMSE publishes a text book. They participate with EMS advocates for legislative activity in Washington D.C. NAEMSE interacts with various other national EMS organizations. NAEMSE does position papers and

scholarly studies from a regulatory standpoint. The task force could correspond with NAEMSE and ask questions. The board's mid-year meeting is this week. Mr. Raynovich volunteered to present any request from this task force to that meeting.

Dia Gainor asked what products and systems NAEMSE has developed for instructor preparation and instructor development both from the initial standpoint as well as maintenance of competency.

Mr. Raynovich responded that NAEMSE does have an instructor course and they will teach the course in your community. There is no cost to the host to have the NAEMSE instructors come and teach, but there is a cost to the students. Or the NAEMSE text book can be used to train your instructors without NAEMSE coming to put on the course. Idaho's rule could require instructors be trained by nationally certified, licensed instructors. There is national certification and registry of instructors. To be nationally registered, you must have passed a course that meets the 2002 National Education Standards and take the national certification exam. This certification transfers from state to state. There is an independent board that does the certification. Mr. Raynovich could provide the contact information and links for this if desired. This board could provide legislative, regulatory language that would have complete national validity and transportability from state to state. Using nationally registered instructors would mean that if you hired someone from another state you would not have to go through great hoops to try to validate them. Mr. Raynovich felt there are problems with not having nationally recognized portability.

Ms. Gainor also asked if the NAEMSE board has or acknowledges any model regulatory language, whether it is intended to be used in law or rule related to the preparation, requirements, and ongoing competency maintenance for instructors? If not, is there any model out there in the form of what any particular state has promulgated or perhaps embodied in the model EMS statute that was recently developed by the NASEMSO?

Mr. Raynovich responded that he thinks they already went that direction by parenting the national certification board. Also from an instructor CE standpoint, NAEMSE hosts a symposium once a year which instructors can attend. There is also a mini symposium in the second half of the year. Once you become a member you have access to an instructor tool box. Instructors who are inclined to do it, share their power point presentations, etc. So, if an instructor needs to quickly find an abdominal lecture, they can go into the tool box, do a key word search, and come up with a lecture. The only requirement is that as a member the instructor agrees to attribute the lecture to the original author or developer and then they can use the presentations. There are document resources as well in the tool box. Members have national network access to referrals. For instance, the task force asked the NAEMSE organization for help, which led to Mr. Raynovich's presentation.

Rule Content Discussion

The remainder of the meeting was spent discussing various aspects of instructor qualifications, how to get quality continuing education and not just allow whoever happens to be on shift that night teach. Task force members were concerned that instructors keep current on EMS practices and advances.

The task force also discussed who can sponsor an EMS class in Idaho. Questions and thoughts are captured on the attached ERTF 1-26-11 Questions document. It was decided that task force members would review the questions as well as the Standards and Guidelines developed by the Idaho Consortium for EMS Education (ICEE) task force a few years ago to prepare for the February meeting. This document is posted on the EMS Bureau website.

Next Meeting
<p>Next meeting: February 23, 2011 at Oxford Suites March 23 - TBD</p> <p>Tom McLean moved to adjourn. John Lewis seconded. Adjourned at 4:31</p>

Programs

- **What/who can hold sponsor an EMS class in Idaho? (See ICEE pg 2)(Look at the CoAEMSP list)(What about a non-profit entity?)(Look at the BoE rules)(An unsanctioned...)**
 - Licensed or Applicant EMS Agency – An agency that currently holds an EMS license in Idaho or has met all of the agency licensure requirements with the exception of personnel.
 - Proprietary School – if an individual teaches a course that is vocational in nature or is taught more than four times a year they are considered a de facto proprietary school, and must be registered with the Idaho Board of Education.
 - Academic Institution – A secondary or post-secondary
 - Hospital – A hospital, clinic, or medical center

- **What are a sponsor's responsibilities for an EMS class?**
 - Equipment
 - Facilities
 - Records
 - Timely Completion
 - Define program standards for distribution to students Establish that all educational components of the training program are available via the submission of a course syllabus and assure that all students are presented with a course of study consistent with established educational standards for EMS training programs.
 - Assure the necessary resources to present the training program.
 - Maintain, at a minimum, a copy of all training records for a minimum of four (4) years after course completion.

- **What is the requirement to teach a class in Idaho?**
 - Initial Courses
 - CEUs

- **Are there minimum standards for a course?**
 - Initial Course
 - *Hours and competency?*
 - *Who determines competency?*
 - *Hours in specific components? (Hours for skills?)*
 - *Preceptors?*
 - *Clinical requirements?*

- **What does a course application consist of?**

- **Is it possible to determine which components of EMS education are critical and a person cannot test out of?**

- **Is EMS education delivered in a programmatic manner?**
Consensus – yes (provision for frontier)

- **Are non-approved programs allowed?**
NO (who is going to approve the programs)
 - If non-approved programs are allowed, how are they regulated?

- **Are the requirements different for a volunteer based (no cost to student) EMS education program?**
Minimum for everyone. Quality of education is the same but measuring the outcome may be different. BUT they have to pass the test.

- **Are Paramedic programs, ILS and BLS programs managed/regulated differently? No**

- **Are there Idaho specific requirements for Paramedic programs above the CoAEMSP requirements?** *Yes some minimums . Need to be able to pull approval even if CoAEMSP accredited.*
- **How are ILS and BLS programs accredited?**
We can't "accredit" so call "approved." Different criteria, same process.
- **How often do ILS and BLS programs have to obtain ~~reaccreditation~~ approval?** *3-5 years maybe longer with annual reporting. Per class rate rather than time frame, so catch problem quicker on high volume programs to prevent future students from suffering from poor quality program. Student survey/evaluation on instructor & program – EMSAC subcommittee would see report card*
- **What are the reaccreditation requirements?**
- **What is “course completion”?**
- **How long can a course run, from beginning to end?**
- **Does it matter how courses are delivered?**
- **What are the requirements for course or program approval by the state?**
- **Does course or program approval look different for a college vs. an agency vs. a proprietary school vs. an independent business?**
- **If a program is accredited at the paramedic level is there still a requirement for state approval of their paramedic courses? Their AEMT courses? Their EMT courses? Their EMR courses?**
- **Should we have a course inspection process?**
- **What should it look like?**
- **How often should a course inspection occur? Every course? Every other course? Only initial courses?**
- **Do we rely on BOE Rules for proprietary and post secondary schools or do we establish all requirements in EMS Rules?** *Incorporate BOE rules by reference. Check on nonprofit/proprietary school possible conflict Tom brought up.*
- **Would you approve a course that is under investigation?**

Instructors

- **What is required to obtain an Instructor credential?**
 - Three years experience
 - Instructor training
- **Are there different levels of Instructors?**
- **Are Instructors credentialed for life?**
- **If not, what are the requirements for maintenance of an EMS educator credential?**
 - Teach so many classes in a certain time frame
 - Continuing education
 - Take a class on disruptive students
 - Take a class on delivery methods
- **Are the requirements the same for ALS/ILS and BLS educators?**
- **Are the Instructor requirements different through the different levels of courses?**

- What should instructor standards be?
- Should instructor standards vary by level?
- How often do we review/renew instructor standards?
- How often should an instructor have to meet our standards?
- What are possible penalties for fraudulent documentation?
- Should an instructor have to be currently licensed at or above the level they are teaching?
- *Instructor track at state conferences?*
- *Educational Medical Supervision Plan?*
- *State of Idaho applies for CECBEMS accreditation at an organizational level?*

Program Administrative Staff

- Are there requirements for program admin staff?
 - If so, for which positions?
- What are the positions that are stated in Rule?
- What are the requirements for the various administrative positions?

Medical direction

- Are medical directors required for all levels of courses?
- What are the responsibilities of the medical director?
- Are the medical director responsibilities different at the various levels of programs?

Equipment

- Are equipment requirements stated in Rule?
- Are they different throughout the various levels?

Policies

- Are there any policy statements from the National Standard Curricula (NSC) that should be pulled out and placed in our new rule? For example: The NSC states that a paramedic student should complete their internship within 18 months from the date they complete their in class work. The National Education Standards do not make a policy statement like that. Do things like that need to be in the new rule?
- How long after a person completes a course are they eligible to sit the exam?
- Should there be a survey process once a course is completed? Student survey
- Should the Bureau publish those survey results?
- Should the Bureau publish pass/fail rates from the certification exams?

Exams

- Is it broken?

Continuing Education

- CEUs should be taught by an approved instructor

NAEMSE

NAEMT

CoAEMSP

Board is elected by the general members of NAEMSE

Legislative support – they do not have a legislative office or committee

What products, resources and systems has NAEMSE developed for instructor development and maintenance? They have a course, they will send the instructors out, and teach it in your community. They have a textbook. There is a national certification/registration for EMS instructors, the 2002 education standards. If a person has been through a course that meets those standards a person can take the exam and become nationally certified as an EMS instructor. There is access to an “Instructor Toolbox” to share with other instructors. What are the associated costs? The EMS Educator course is about \$500. (Bill will email or we can email him and ask)

Does NAEMSE have or acknowledge any model regulatory language related to the preparation, requirements or ongoing competency for instructors? If not, is there a model out there that a state has promulgated? NAEMSE hosts an annual symposium for CEs for instructors.