

Name	Agency or institution	Email address	What has really made a positive difference in your class (or program). Item 1	What has really made a positive difference in your class (or program). Item 2
Bunny Hearn	Stuart Draft RS Augusta County (Retired)	<a href="mailto:rabbithearn@gmail.com">rabbithearn@gmail.com</a>	Re-grade policy on tests-student given 1 week from when test is returned to look up all missed work, make correction and verify exactly where correct info was found...if I can verify info they give me, I avg original grade with the regrade one and they get the "new" score.	Class assignment for teams or individuals to write scenarios for situations. They learn critical thinking skills when they have to write the situation, the vitals, the hx, the treatment, etc.
Rachel Short	Loudoun County Fire & Rescue	<a href="mailto:Rachel.short@loudoun.gov">Rachel.short@loudoun.gov</a>	Actively engaging the students at the beginning of each class session to set the tone for the rest of the night. I use multiple different tools to do this, but it has made a huge difference because my students are ready to learn instead of 'zoned-out.'	Less powerpoints and more Socratic method & group work. It breaks up the session into smaller parts which helps to focus the students and keep them engaged.

Jodi Shirey	Bedford Co Public Schools (high school program)	<a href="mailto:jshirey@bedford.k12.va.us">jshirey@bedford.k12.va.us</a>	<p>Flipped classroom: they have an entry quiz. they must score minimum score before moving to lab/hands on.</p> <p>This ensures the knowledge, then we work on putting it into practice</p>	<p>Project based learning. For anatomy, they made life size diagrams/cut outs for each system.</p> <p>For the heart and respiratory, we took tape and designed the airway on the floor, and the heart with tape (red for arteries, blue for veins, etc) The heart was large enough to have the students WALK through the flow of blood. Even added plastic golf balls (2 types) to indicated O2 and CO2 and they would pick up O2 in the lungs and deliver it to the body, pick up CO2 to deliver it back to the lung, and round and round they go! :)</p>
Thomas (Tom) Harkin	Fairfax Fire & Rescue	<a href="mailto:harkint@cox.net">harkint@cox.net</a>	<p>Good feedback from my students. Support from my management particularly when it comes to dropping non performing students.</p>	<p>Still early but EMSTESTING.COM has helped prepare for the NREMT test. Students who are willing to work.</p>
Barbara J Murphy	Ashburn Volunteer Fire rescue	<a href="mailto:murfbj@aol.com">murfbj@aol.com</a>	<p>These are white board exercises done with whole class or teams, some times timed &amp; presented as a completion Sunshine minute place a concept/disease/ symptom in a circle (the sun.) Each student adds a item /idea about the "sun" creating all the lines (rays)</p>	<p>Using Venn diagrams -Info about individual item i.e. CPR for infants goes in one circle, CPR for adults in second . Commom factors in middle intesecyng circle</p>

Matt Lawler	Central Shenandoah EMS Council	<a href="mailto:mlawler@vaems.org">mlawler@vaems.org</a>	Accreditation – The process of accreditation, while scoffed at by many, provides valuable insight to the operation of your program. Applying the principles associated with accreditation to all of our education levels has moved our programs far beyond the where they once were, providing for an improved student and faculty experience.	Implementation of a cognitive assessment plan that provides structure and progression for the cognitive assessment of our students in all levels. The plan incorporates the use of computer adaptive testing.
Carolyn Rinaca	CSEMS	<a href="mailto:crinaca@vaems.org">crinaca@vaems.org</a>	Having activities and/or games related to each lesson/lecture	Having squads – Run periodic “dramatic” calls during class #3: Use of white boards
Amanda McComas	Central Shenandoah EMS Council	<a href="mailto:amccomas@vaems.org">amccomas@vaems.org</a>	Forming squads that have responsibilities of what it would be like in a real EMS agency setting.	Hands on simulation lab
Ella Frazier	Smyth Career and Technology Center, Marion	<a href="mailto:ellafrazier@scsb.org">ellafrazier@scsb.org</a>	The support of the local fire and EMS -they come do skills I cannot replicate in the lab.	Keeping within the admission parameters of the program as much as possible.