

STRENGTHENING THE WEAKEST LINK – *THE ROLE OF THE EMS LAB INSTRUCTOR*

***Jose V. Salazar, MPH, NREMT-P
Deputy Chief EMS and Training
Loudoun County Department of Fire,
Rescue and Emergency Management***



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OBJECTIVES: 1 of 2

At the completions of this session participants will:

- Understand what is the role of the lab instructor
- Understand the difference between students' skill performance and skill competence.
- Appreciate the value of repetitive learning



OBJECTIVES: 2 of 2

- Understand the challenges faced by instructors and educational institutions
- Explain the challenges faced by educators in teaching skills.
- Identify strategies to help students obtain confidence and competence in the street.



Clarification

- VAEMSES coordinator
 - State Evaluator
 - Lab Instructor
- 

Performance

vs.

Competence



Providers Education

- Educational Objectives:
 - Cognitive . . . What?
 - Psychomotor . . . *How?*
 - Affective . . . *Why?*
- 

What will come of your students:

- Will not perform skills regularly
- Skills done often, many times done incorrectly
- Will develop bad habits
- Will desire challenging (traumatic) calls, but not to train for them
- Will look for the easiest and quickest approach
- Will develop complacency over time



SO WHO CAN HELP US?

Our Superheroes...



LAB INSTRUCTORS



Why is that so?

- Students success based on knowledge, skills, and abilities
 - Lab instructors can make or break your program
 - Lab instruction is where the rubber hits the road
 - Your lab instructors are your practice coaches
- 



Lab Instructors

- Selection
 - Training
 - Direction
 - Continuing education
 - Advancement
- 



Selection

- Field providers
- Experience
- Dedicated
- Teachable



Training

- No program out there
- Need to have established program
- Instructor precepting
- Instructor evaluation

Lab Instructor (Intern) _____ Auditor _____
Course Sponsor _____ Location _____
Course # _____ Audit Date ____/____/____ Session Audited _____

Rating Scale
0 - Nonexistent, negative performance, counterproductive, actions harmful, etc. (poor)
1 - Neutral, no negative behavior or performance observed. (marginal)
2 - Positive performance or behavior observed. (good)
3 - Excellent performance. Demonstrates mastery.

Please document all zeros awarded in the comments section and total all points awarded.

- | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Highly proficient in the skills and is prepared for the lab. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 2. Understands and emphasizes skill principles in addition to techniques. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 3. Conducts logical and accurate demonstrations. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 4. Minimal "lecture" during lab instruction. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 5. Coaches students to maximize practice time. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 6. Observes students and provides appropriate corrective feedback. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 7. Is able to adapt to changing situations. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 8. Is able to analyze skill performance, detect and correct student difficulties. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 9. Has a positive regard for the students. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 10. Sufficient equipment is available to set up and conduct lab. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 11. Correct equipment is used for demonstration and practice. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 12. Is able to answer commonly asked questions and understands rationales. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

POINTS AWARDED

POINTS POSSIBLE 36

COMMENTS

FOR DOH USE ONLY

Reviewed by _____ / ____/____

Disposition: Certify Re-Audit Deny Certification

Month Date Year

COMMENTS:



Legal Considerations

- Instructor qualifications
- What is being taught
- How much practice allowed?
- How evaluated?



Ethical Considerations

- Students interactions
 - Students have to teach each other
 - Males vs Females
 - Pros and Cons
 - Appropriate touching
 - Written policies
- 



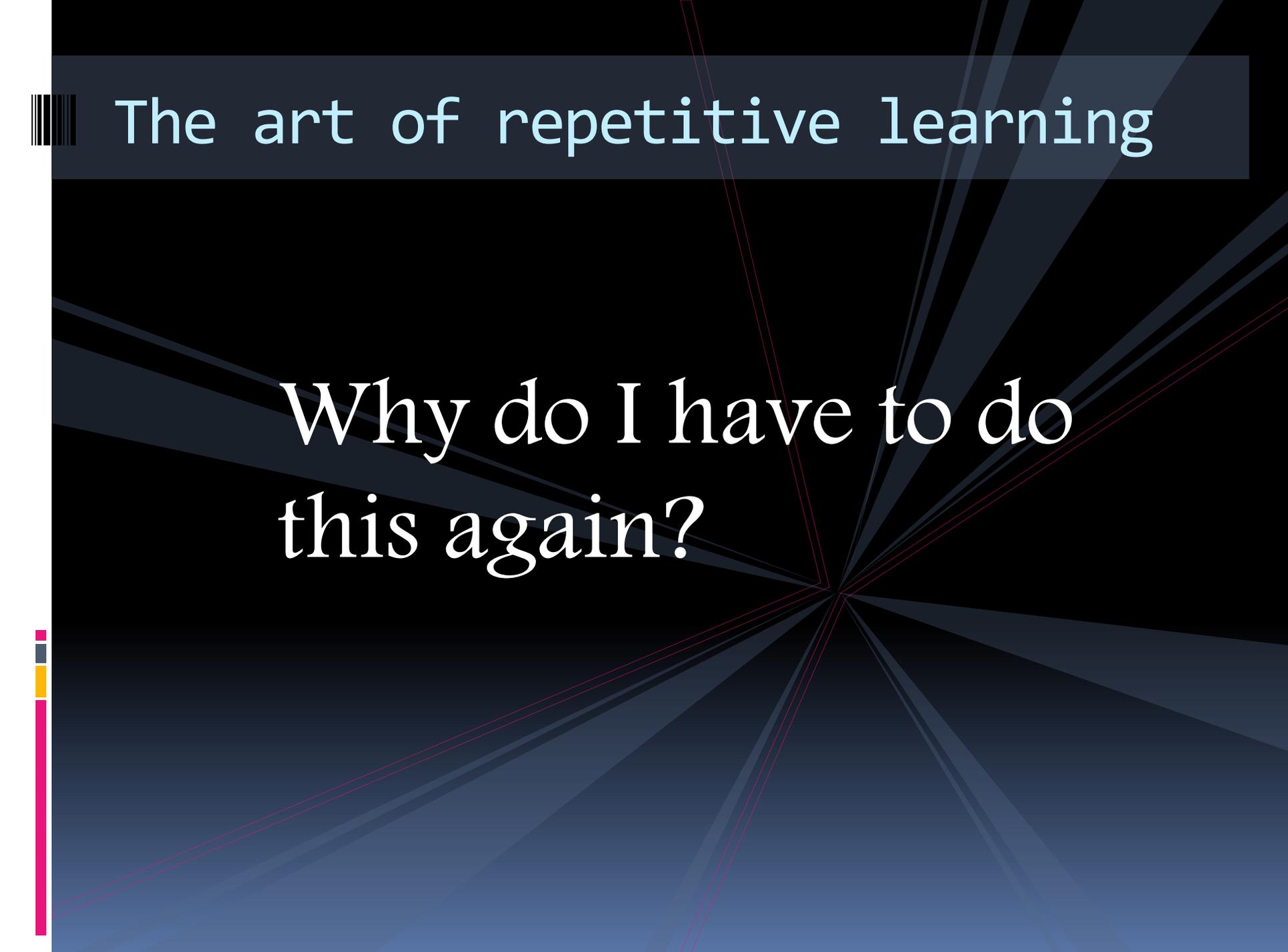
Providing feedback

- Timeliness
- Reinforcement
- Constructive
- On going



The art of repetitive learning

Why do I have to do
this again?



Facts about Athletes

- Try various sports, eventually pick one
- Always looking to improve their abilities
- When not playing, practicing
- Strive for increased personal performance
- Open to feedback
- Repeat skills constantly

Think about this...

- Pitchers – practice daily
 - Usually play every 4-5 days
 - Constantly looking for ways to improve
 - If not performing well, get sent back down
- Football players repeat their plays regularly
- Hockey players practice their shots daily
- Swimmers practice their strokes daily



Pitches Thrown 4/1/2008-10/29/2008

Pitch Type	Qty Thrown	% of Total
Fastball	421577	57.7%
Sinking Fastball	6089	0.8%
Cut Fastball	12783	1.7%
Split Fastball	3610	0.5%
Slider	104698	14.3%
Changeup	80908	11.1%
Curveball	72207	9.9%
Knuckleball	3670	0.5%
Other	832	0.1%
Int Walk	3846	0.5%
Unknown	20688	2.8%
Total Pitches	730908	100.0%



We play like we practice

We practice like we play



Practice makes competent

So preparing for the big game



EMS Provider Bag of Tricks

- Assessment
- Airway management
- Immobilization
- Bandaging
- Splinting
- Scene management
- Critical thinking
- IV/IO access
- Medication administration
- Electrical therapy



Skills that may pose a challenge:

- Traction splints
- Short spine immobilization devices
- Intubation
- RSI
- Surgical Cricothyrotomy
- Triage













So what am I saying...

- Students need to learn good fundamental skills
- We need to teach students how to apply and build on skills they are learning
- Need to dedicate more classroom time for skills
- Need to have well qualified people teaching skills.

We did look for perfection..





So, how can we help our students?

- Challenge students
- Create similar environment
- Increase repetition
- No such thing as enough practice
- Consistency among instructors
- Make sure you practice what you preach
- Make it fun

Infection Control



- Don't wear in class, don't wear in field
- Airway management skills
- Students believe it is uncomfortable
- Issue at the beginning of class
- Develop decision making , when do we need infection control



Assessment

- Don't talk, do!
 - Memorization
 - Develop system
 - Ages, ethnicity, physical challenges
 - Simulations
 - Requires touching each other
 - Need to know proper touching techniques
- 



Immobilization

- Short spine devices
 - Rapid extrication
 - Immobilizing in a chair
 - Strapping techniques
 - Supine, prone, side
 - Big patients vs. small patients
 - Immobilization challenge
- 

Scene Management and Control

- Scenarios Play out
- Moulage
- Real time
- Proper resources
- Limited resources
- Human Aspect (Affective domain)

Airway Skills

- Lost art - BLS and ALS
- BVM single rescuer – three rescuer
- Why bagging without OPA?
- How many patients ventilated on a table?
- Various devices



Intubation

- How many intubations on the table?
 - Do we know our tools?
 - Is equipment ready?
 - Sterile technique?
 - Unrealistic manikins...now more realistic
 - Repetition to develop brain-muscle coordination
 - Focus on basics
- 

Loudoun County Intubation Derby

- Table
 - Mac – medical
 - Mac – trauma
 - Miller – medical
 - Miller – trauma
- Floor – full access
- Floor – restricted access
- Ground – sunlight
- Ground - dark
- Ambulance
- Daily tube drop
- Timing competition
- Challenging situations
 - Alternative devices



IV/IO Access

- Get away from gadgets
 - Repetitive motion
 - Real veins vs. rubber
 - Equipment readiness
 - Finishing the job
 - Various sites
 - Live practice
- 



Electrical Therapy

- Defibrillation (paddles to hands free)
- Cardioversion
- Pacing
- ECG Interpretation
 - ECG Jeopardy
- 12 lead acquisition and interpretation



What YOU need to consider...

- Expectations
 - Effective use of time
 - Resource Management
 - Set expectations
 - Challenge and reward
 - Reinforce the end goal
 - Assure administrative support
- 



Taking skills to the next level

- We teach skills individually
 - We test as static stations
 - Not realistic.....
 - Team approach
 - Problem solving
 - Scenarios lead to higher level thinking
- 



New Approach to teaching skills

- Team approach
- Effective use of time
- Problem solving
- Ability to multi-task



Ingredients for success:

- Proper training
- Ensure consistency
- Establish Expectations
- Use a play book
- Assure proper time management



What questions do you have?





Summary

1 of 2

- Understand what is the role of the lab instructor
 - Understand the difference between students' skill performance and skill competence.
 - Understand the challenges faced by instructors and educational institutions
- 



Summary

2 of 2

- Appreciate the value of repetitive learning
 - Explain the challenges faced by educators in teaching skills.
 - Identify strategies to help students obtain confidence and competence in the street.
- 



THANK YOU!

Jose.Salazar@Loudoun.gov