VDH VIRGINIA DEPARTMENT OF HEALTH

Education Coordinator Update

Leesburg, Virginia | February 2, 2024

Office of Emergency Medical Services

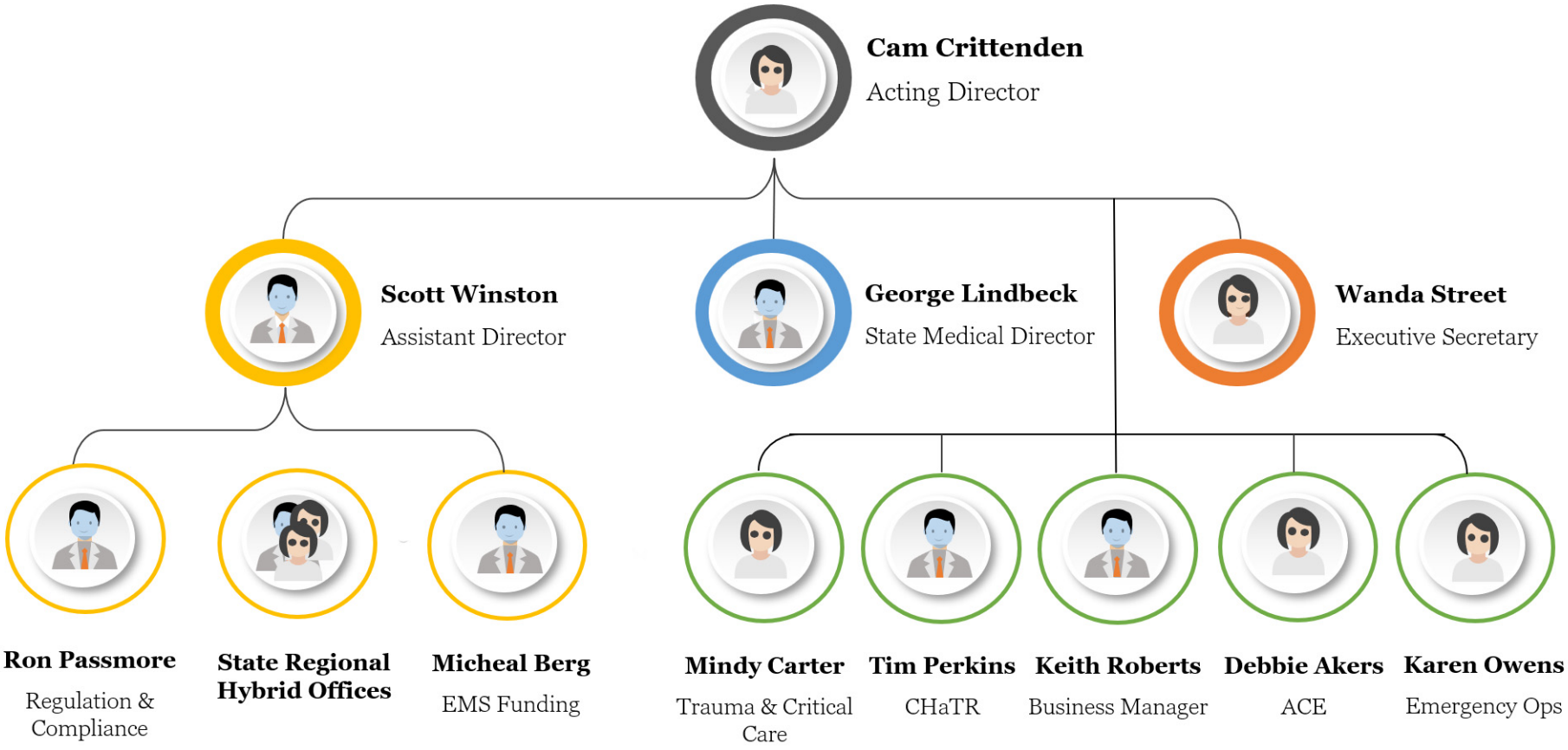
Division of Accreditation, Certification & Education

Housekeeping Rules

100% Attendance & Participation Is Required To Obtain Your Education Coordinator Certification

- Silence/mute electronic devices.
- Withhold the urge to visit Facebook, Instagram, Amazon.
- Use tobacco products, smoking, vaping, etc. is only permitted in designated locations.
- Breaks will be taken, but if nature calls, please feel free to step out.
- If there's a fire walk calmly to the nearest exits, which you will see all around the room.

Organizational Chart



Management & Consulting

We create solutions. When it comes to emergency services, Fitch & Associates is the only organization that combines the depth of a national, full-time professional team with an extraordinary level of personal service and responsiveness to client needs.

FITCH
& ASSOCIATES
40 years of service
1984-2024

Management & Consulting

Consulting

Specializing in emergency services, the Firm has consulted with over 1,000 communities in 49 U.S. states and in 12 countries. Projects have ranged from objective reviews, analysis and system design issues, procurement management, communications system design, productivity, and enhancement studies to detailed operational, financial, and transition management services.

Management

Leading a complex, highly specialized enterprise, such as an emergency services organization, fire department or medical transportation program, takes more than experience. It takes vision – and the ability to articulate that vision and inspire people to implement it.

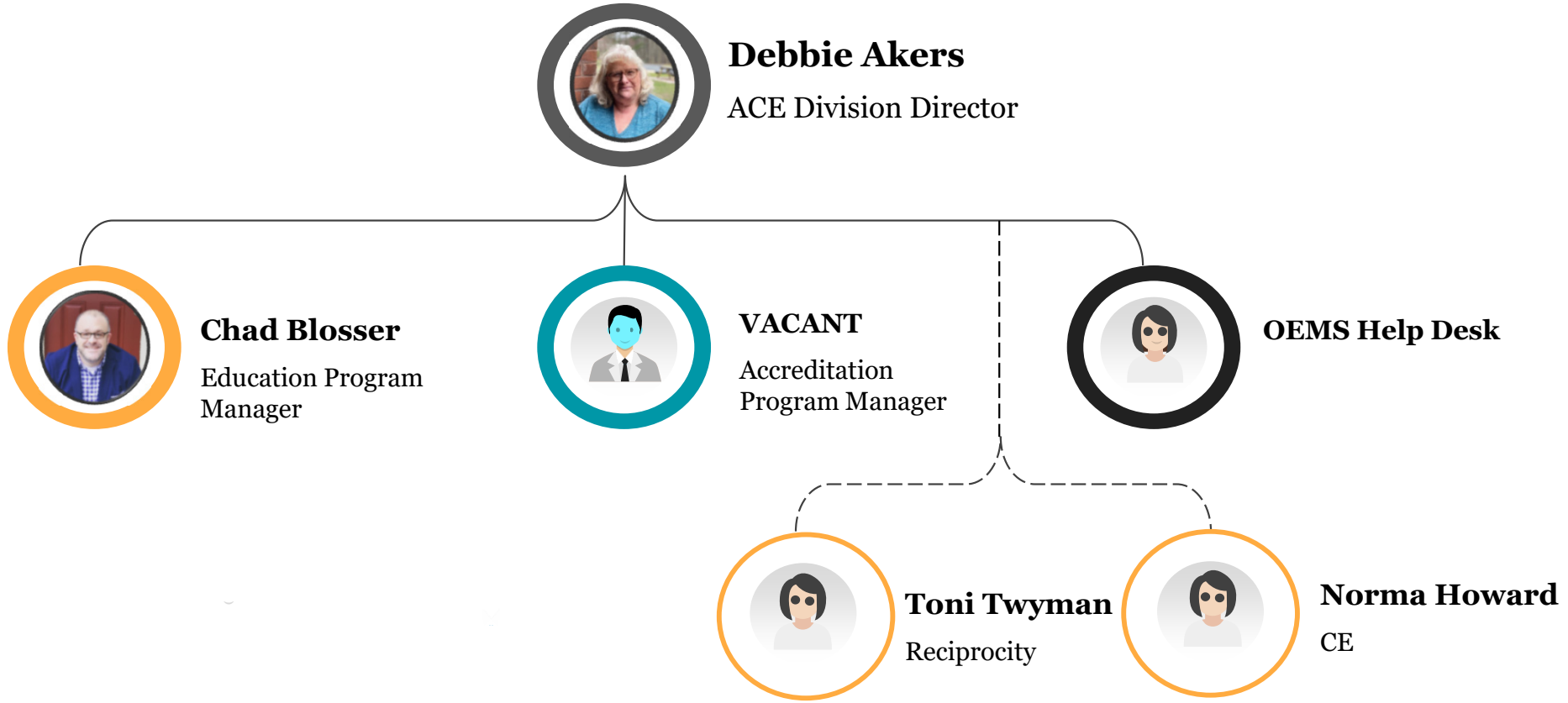
Management & Consulting

Frank Gresh

Frank has an office at OEMS in Technology Park. After about two weeks of introduction to our office, Frank began providing day-to-day management of OEMS in mid-January. He reports to the Deputy Commissioners Office at VDH.

fgresh@fitchassoc.com

ACE Division Org Chart



EMS Portal HelpDesk

Changes to the HelpDesk

- There are now 3 people answering HelpDesk tickets and calls.
- Even faster response times
- HelpDesk tickets and calls are NOT answered on weekends and designated holidays.

Please Send Your Providers to the Help Desk

Phone: 804-888-9102

OEMS-AppSupport@vdh.virginia.gov

contact us

Contact Us

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Emergency Operations Division

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MCIM I & II

Moodle > Institute Presentations > Day 2 > MCIM I & II

Office of Emergency Medical Services
Division of Accreditation, Certification & Education

Mass Casualty Incident Management I & II

Are you teaching Virginia's MCIM program in your EMT course?

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MCIM Training Program Manager

Sam Burnette

- samuel.burnette@vdh.virginia.gov
- eopstraining@vdh.virginia.gov

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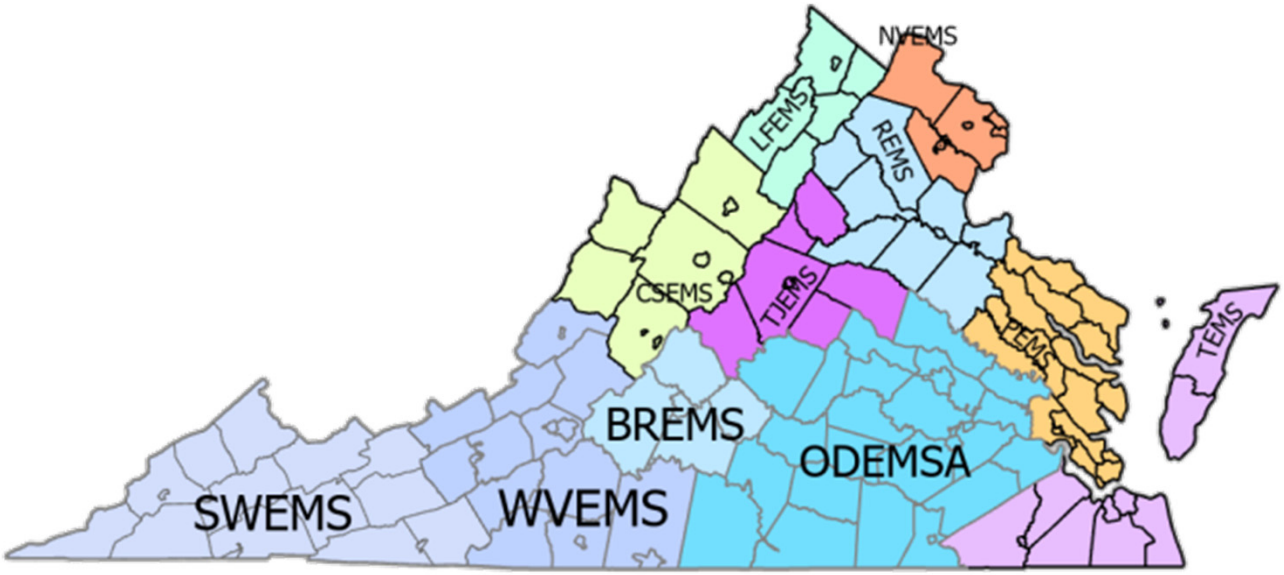
Please refer to your Regional EMS Council MCI Plan for any specific information related to mass casualty incident events



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Two MCIM Courses Offered in Virginia

MCIM Module I - Awareness

- *Locating/Accounting for Patients*
- *Conducting Patient Triage*
- *Completing Triage Tag*

MCIM Module II - Operations

- Treatment/Transport Decisions
- Managing Resources
  - Providers/Personnel
  - Equipment
  - Units

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MCIM I Course Objectives

- Define Mass Casualty Incident (MCI)
- Define the three goals of mass casualty incident management
- Define the three objectives of mass casualty incident management
- Describe initial response actions at a mass casualty incident
- Understand the START and SALT methods of pre-hospital patient triage
- Understand the components and purpose of a Commonwealth of Virginia approved pre-hospital triage tag.

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MCIM I Skill Objectives

- Demonstrate the ability to correctly triage simulated patients using the START triage method.
- Demonstrate the ability to correctly triage simulated patients using the SALT triage method.
- Demonstrate the ability to correctly complete a Virginia approved pre-hospital triage tag.

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MCIM II Course Objectives

- Identify key roles in the Medical Branch / Group at an MCI event
- Describe the duties and responsibilities of Triage, Treatment, and Transport Units
- Describe the duties and responsibilities of the various positions within the Triage, Treatment, and Transport Units

MCIM II Skill Objectives

- Complete mass casualty incident management forms
- Manage triage, treatment, and transport of simulated patients from the scene of an MCI to definitive care

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EC Requirements for Initial EMT Courses

- Deliver MCIM I – Awareness Level
- Contact Sam to get access to MCIM I materials on Dropbox
  - ACE will provide Sam with today's roster so he can ensure you have access to these materials
- Will be moving to Moodle soon

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MCIM I Class Requirements

- You will need:
  - Minimum of (5) students
  - Maximum of (30) students
  - Copy of Virginia triage tags for each student
    - Photocopies are fine
  - Simulated patient cards or patients
  - Triage tape

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OFFICE OF EMERGENCY MEDICAL SERVICES

This certificate is awarded to

Jane Doe

as evidence of satisfactory completion of the

MASS CASUALTY INCIDENT MANAGEMENT
MODULE I & MODULE II

program requirements as prescribed by the Virginia Department of Health - Office of Emergency Medical Services.

In testimony where of this certificate is awarded
this 23rd day of August 2022

Cam Crittenden

Camela Crittenden
Acting Director
Office of Emergency Medical Services

Virginia OFFICE OF EMERGENCY MEDICAL SERVICES Virginia Department of Health

Sam Burnett

Sam Burnette
Emergency Services Coordinator
Office of Emergency Medical Services

Course Number: 220823-590-43M

START

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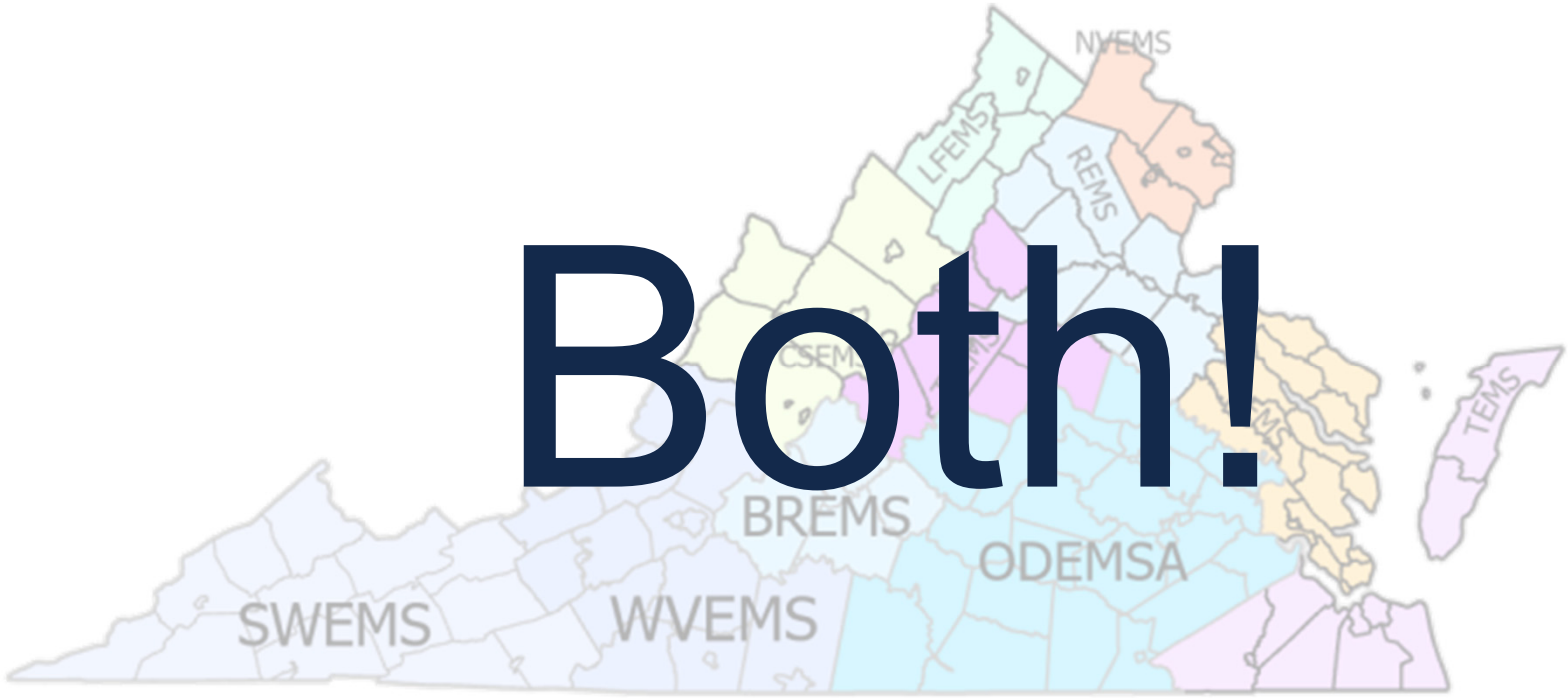
Which System Do I Use: START of SALT



Both!

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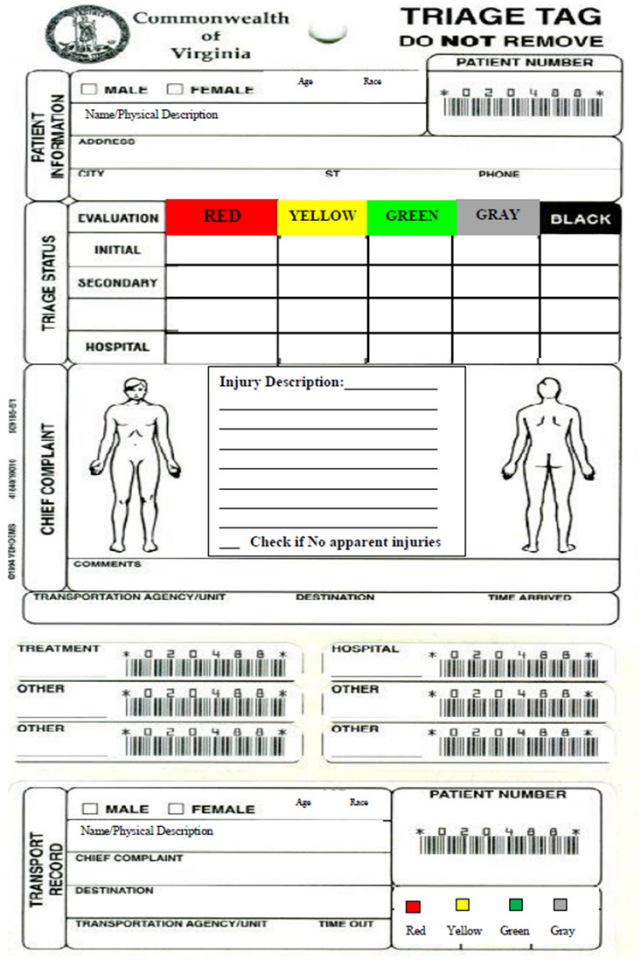
Triage Tags---whew!!



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Summary

- EC can teach MCIM I, but cannot teach MCIM II unless they complete an MCIM TTT
- If you want your students to receive certificates of attendance, you must submit student registration forms and roster to MCIM Program Manager.
- Be familiar with and provide instruction on both START and SALT
- Train according to your regional/agency MCI plan

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Questions?

National Registry of
Emergency Medical Technicians®
THE NATION'S EMS CERTIFICATION™

National Registry Update

National Registry Fee Increase

The fees for National Registry cognitive exams effective July 1, 2024:

- EMR: $88
- EMT: $104
- AEMT: ~~$144~~ now $159
- Paramedic: ~~$160~~ now $175

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Introduction of TEI's

National Registry Update on Technology Enhanced Items in ALS Exams

The National Registry has debuted three new item types, referred to as Technology Enhanced Items (TEIs) in the testing industry, on the ALS examinations beginning January 2023.

These new items aim to create a more authentic, field-related, and engaging testing experience for AEMT and Paramedic candidates. They simply use innovative computer technology to ask an examination question that collects more information than a standard multiple-choice response.

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Introduction of TEI's

National Registry Update on Technology Enhanced Items in ALS Exams

While the current ALS examination has featured a TEI that performs as a multiple-response multiple choice item, National Registry will debut three new item types:

- Build list
- Drag and drop
- Option/check box

The following is a list of patient findings. To answer, arrange the three abnormal findings from most to least concerning in top-down order.

Items	Most to least concerning
Age	
Blood glucose value	
Blood pressure	
Mental Status	
Pulse	
Capnography	

For this patient, identify the two assessment or history findings that are most pertinent and the three assessment or history findings that are least pertinent. Click the box to indicate your response.

	Most Pertinent	Least Pertinent
Medication List	○	○
Blood Glucose	○	○
Coughing	○	○
Patient Weight	○	○
Tibia Fracture	○	○

Select the three therapy options that are indicated and the three therapy options that are not indicated. Drag and drop the treatment into the proper category.

- Albuterol
- Magnesium sulfate
- Nitroglycerin
- Oxygenation
- Supraglottic airway
- Ventilation

Indicated	Not Indicated

Determine the proper sequence of clinical actions for the asthma patient presented. Put the actions in proper order from first to last. Click-and-drag to re-order the answer options.

1. Administer a beta2-agonist oxygen-powered nebulizer.
2. Administer a corticosteroid intravenously.
3. Administer supplemental oxygen.
4. Place in the Fowler position.

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What Candidate's are Seeing TEI's?

Registry testing candidates at the following levels are now seeing TEI's.

- Advanced EMT
- Paramedics

Candidates for EMR and EMT exams **ARE NOT** seeing TEI's at this time.

Only multiple response multiple choice.

National Registry Continuing Education

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National Registry

National Registry Requirements

Virginia continuing education (CE) requirements mirror those of National Registry allowing for easy recertification of a provider's National Registry and Virginia certifications.

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Refresher Programs

Virginia does not offer or recognize "***Refresher***" programs for continuing education.

Virginia offers continuing education programs which meet the needs of recertification for EMS providers in the Commonwealth and the National Registry.

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BLS & ALS Recertification Requirements – October 2020

CE Requirements

- EMR – 16 hours
- EMT – 40 hours
- AEMT – 50 hours
- Intermediate – 55 hours
- Paramedic – 60 hours

Virginia Office of EMS — Virginia Recertification Requirements

Basic Life Support CE Requirements (BLS)

Area #	National Continued Competency Requirements (NCCR)	Hours Required EMR	EMT
11	Airway, Oxygenation and Ventilation	1.0	1.5
12	Cardiovascular	2.5	6.0
13	Trauma	0.5	1.5
14	Medical	3.0	6.0
15	Operations	1.0	5.0
	TOTAL NCCR HOURS	8	20
	Local Continued Competency Requirements (LCCR) Individual Continued Competency Requirements (ICCR)		
	LCCR/ICCR HOURS	8	20
	TOTAL HOURS	16	40

Advanced Life Support CE Requirements (ALS)

	National Continued Competency Requirements (NCCR)	Hours Required C AEMT	I Inter	E Paramedic
16	Airway, Respiration and Ventilation	2.5	3.5	3.5
17	Cardiovascular	7	7.5	8.5
18	Trauma	3	3	3
19	Medical	7.5	7.5	8.5
20	Operations	5	6.5	6.5
	TOTAL NCCR HOURS	25	28	30
	Local Continued Competency Requirements (LCCR) Individual Continued Competency Requirements (ICCR)			
	LCCR/ICCR HOURS	25	27	30
	TOTAL HOURS	50	55	60

Virginia Office of Emergency Medical Services
1041 Technology Park Drive
Glen Allen, VA 23059
804-888-9120
http://www.vdh.virginia.gov/emergency-medical-services/

EMS.TR.57
Effective: October 1, 2020

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Category 1 (NCCR)

- Requires a “Qualified Instructor” to be present
- Content based on the objectives in the National EMS Education Standards (NEMSES)
- Where can you find these resources?

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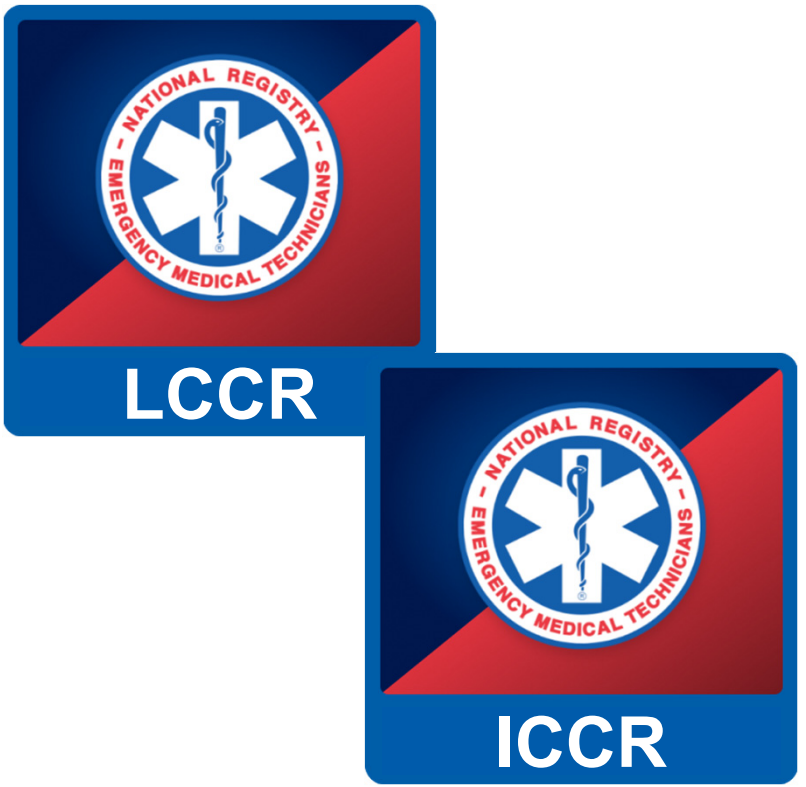
Category 2 (LCCR / ICCR)

- “Qualified Instructor” must be present
- EMS related topics



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Online CE

24-7 EMS
A member of the HSI family of brands

Vector Solutions™

FOAMfrat
Epsilon Beta Mu

DistanceCME
Powered by Relias

FlightBridgeED
www.flightbridgeed.com

EMS1 ACADEMY

PRODIGY

https://www.vdh.virginia.gov/emergency-medical-services/education-certification/provider-resources/web-based-continuing-education/

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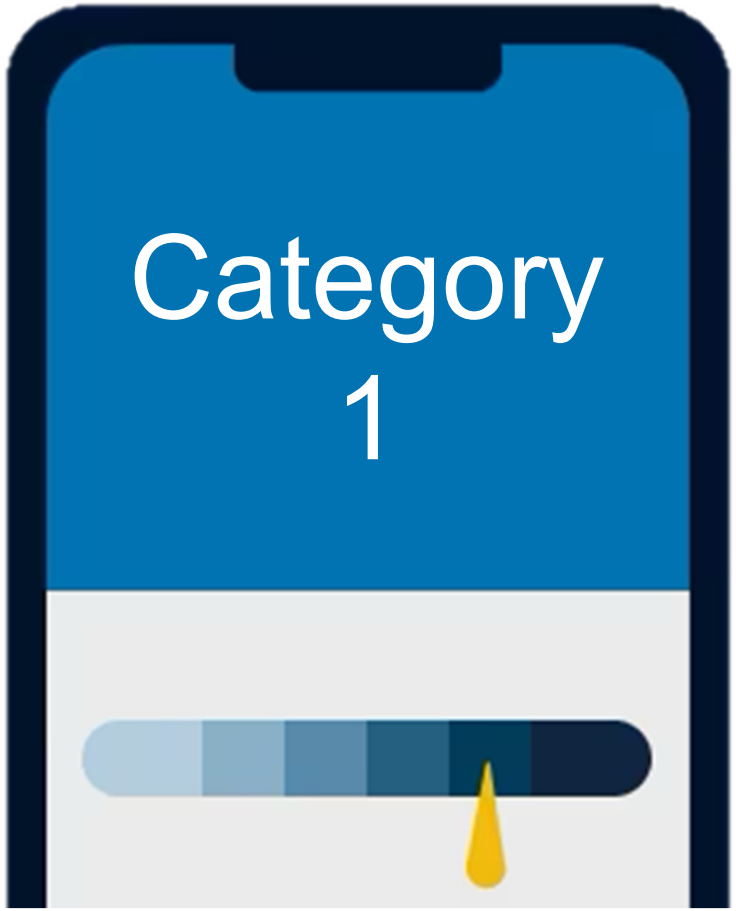
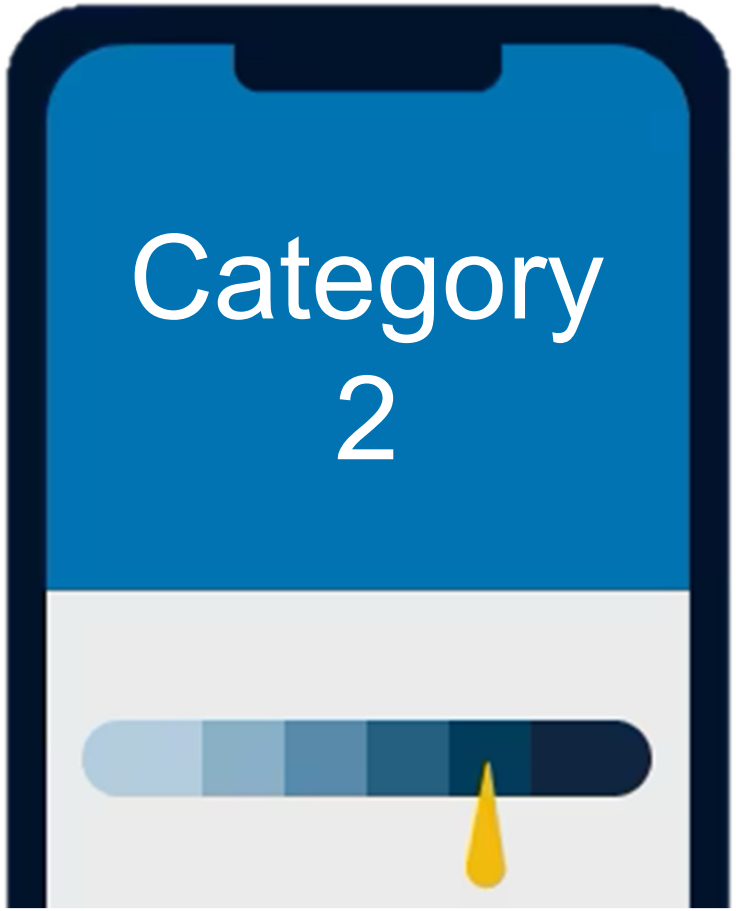
Category 1 Topics

- Airway, Respiration, Ventilation
- Cardiovascular
- Trauma
- Medical
- Operations

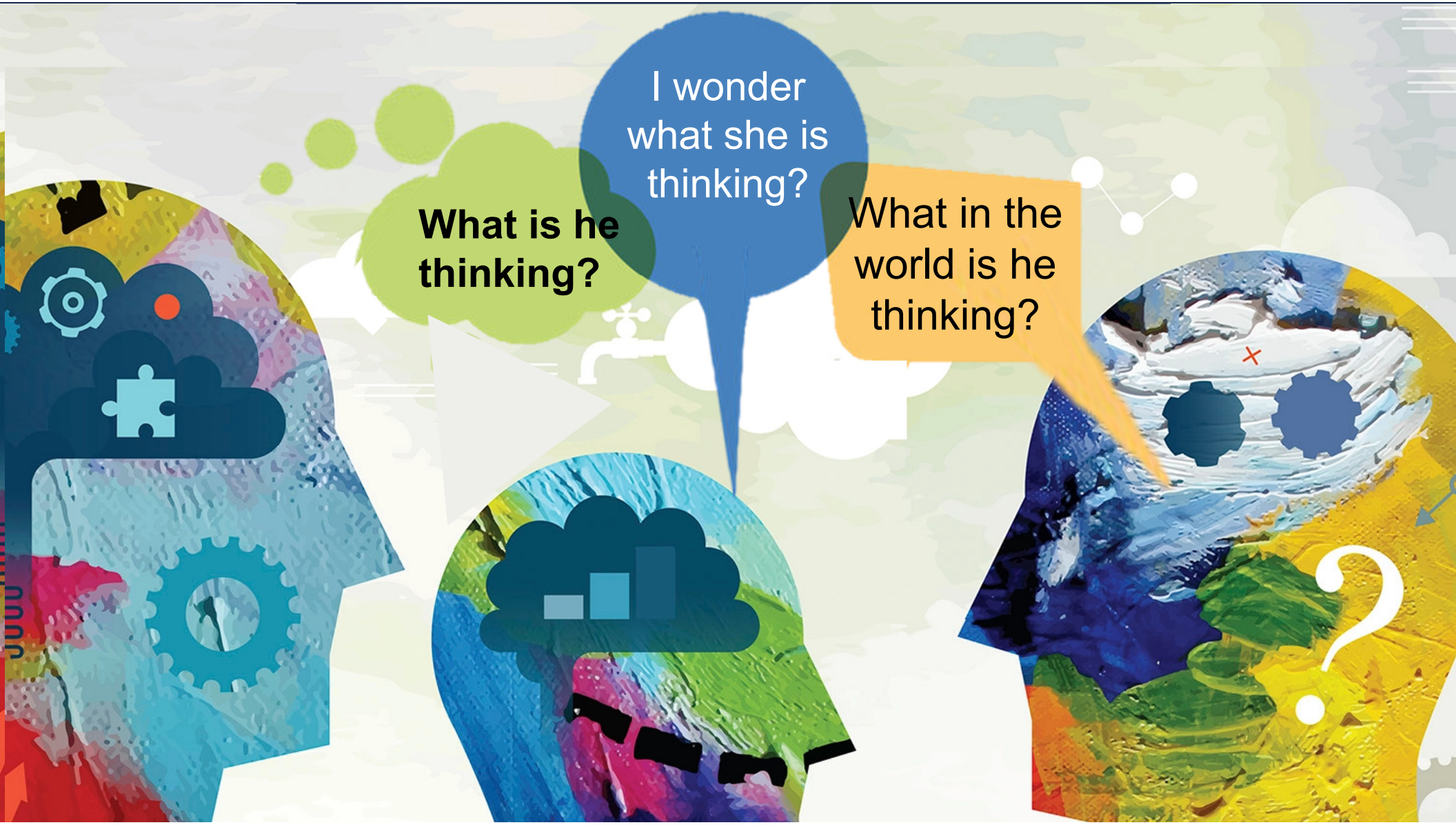


Category 2

- Category 2
  - Up to 20 hours



Custom Continuing Education Programs


I wonder what she is thinking?
What is he thinking?
What in the world is he thinking?

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Custom CE Programs

Over the past couple of years, educators have let the quality and their attention to detail falter when announcing Custom CE Programs.

In general, the way area numbers are randomly assigned just stinks.

Let's Take a
DEEP DIVE
into CE Area Numbers

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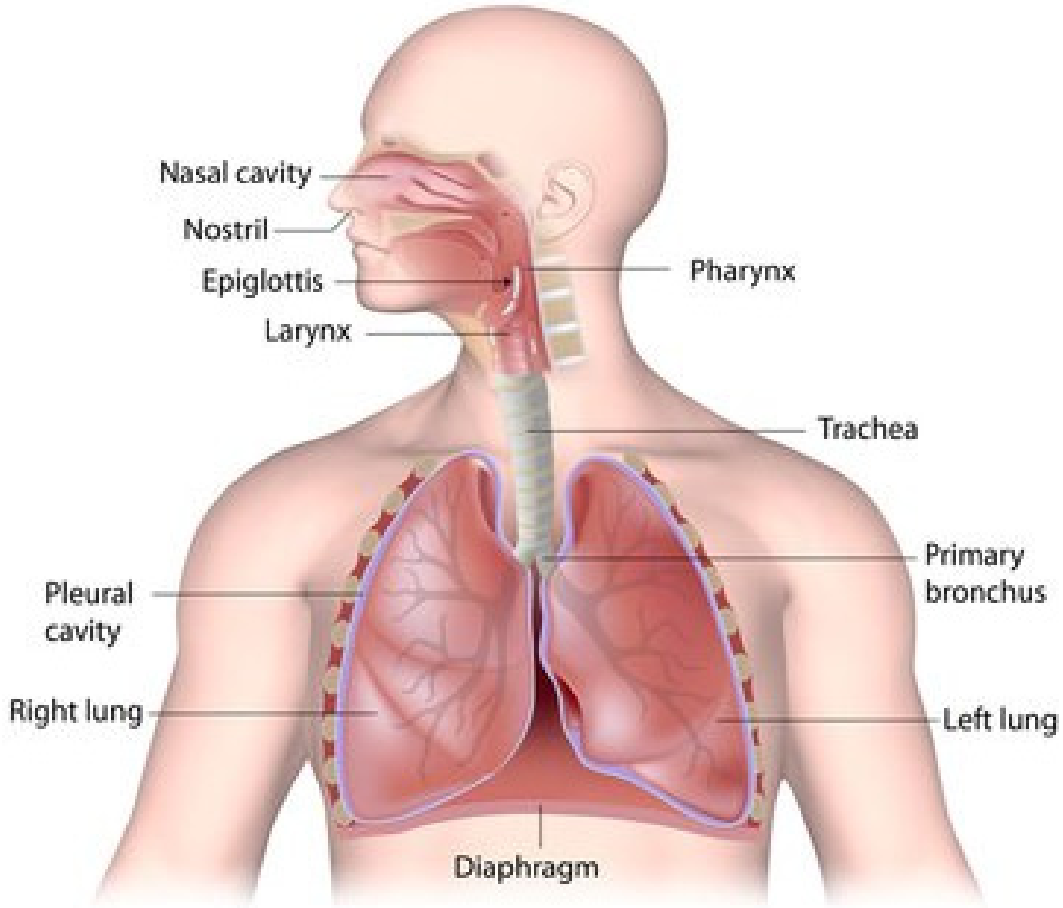
Airway

- Ventilation
- Oxygenation
- Capnography
- Airway Structure



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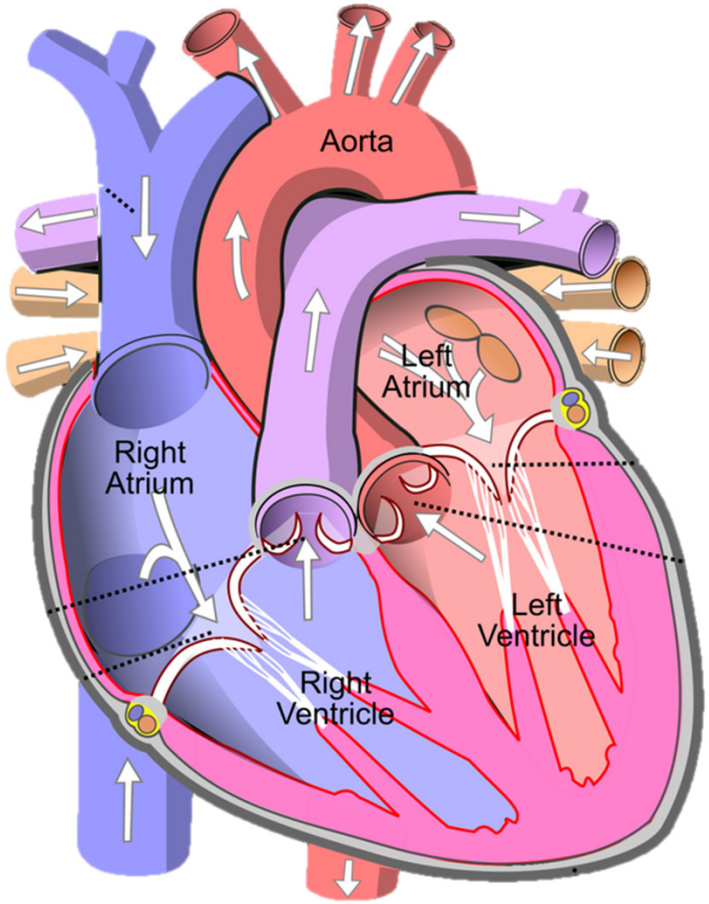
Cardiovascular

- Cardiac Arrest
- Post Resuscitation Care
- LVADS's
- Congestive Heart Failure
- Stroke
- Acute Coronary Syndrome
- Pediatric Cardiac Arrest
- Rate Disturbances



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Trauma

- Fluid Resuscitation
- CNS Injury
- Trauma Triage
- Hemorrhage Control

Medical

- Special Healthcare Needs
- OB Emergencies
- Medical Delivery
- Pain Management
- Behavioral Emergencies
- Endocrine Emergencies
- Immunological Emergencies
- Infectious Diseases
- Toxological Emergencies
- Neurological Emergencies (Seizures)

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Operations

- Ambulance Safety
- Field Triage (MCI & Disasters)
- EMS Provider Hygiene, Safety & Vaccinations
- Evidence Based Guidelines
- At Risk Populations
- Pediatric Transport
- Cultural Safety
- Crew Resource Management
- EMS Research

But Wait,
THERE'S
MORE!
™

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National Registry Is Changing Continuing Education

Continuing education requirements will be changing later this year as we prepare for the 2025 National Registry recertification cycle.

The National Continued Competency Program (NCCP) was constructed using methodology similar to that of the American Board of Medical Specialties requirements and streamlines the recertification process into three strategic categories

The National Continued Competency Program encourages Nationally Certified EMS personnel to pursue life-long education while also providing state and local agencies the freedom to customize continuing education to meet local operational needs.

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National Component Requirements

The national component of the NCCP constitutes 50% of the total recertification requirements. Topics included in the national reflect current trends in evidence-based medicine, scope of practice changes and position papers from numerous associations involved with EMS research.

- Expiration dates through **Sept. 30, 2025**
  - Download the 2016 NCCP Model (PDF)
- Expiration dates on or after **March 31, 2026**
  - Download the 2025 NCCP Model (PDF)

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Local Component Requirements

The local component constitutes 25% of the total recertification requirements. Specific topic requirements may be defined by your specific state, region or local agency. Examples of local content topics typically include state or local protocols, areas of specialization, or tasks that require additional focus based on QA/QI.

The local component allows national recertification requirements to be adapted to the needs of the state and local agencies. If your state, region, or local agency does not specify topics, the content is considered flexible.

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Individual Component Requirements

The individual constitutes 25% of the recertification requirements. Registrants are free to take any state or CAPCE approved EMS-related education.

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Standardized Course Guide

Standardized Course Guide - NCCP Model 2025 - National Component

National Registry of Emergency Medical Technicians® THE NATION'S EMS CERTIFICATION™

NCCR	National Component Requirement by Level	Airway	Cardiology	Trauma	Medical	Operations	Total National Component Credits
NREMR	Emergency Medical Responder	1.5	2	1	2.5	1	8
NREMT	Emergency Medical Technician	4	5	3	6	2	20
NRAEMT	Advanced Emergency Medical Technician	5	6	4	7	3	25
NRP	Paramedic	6	7	5	8	4	30

Note: Total credits required in the NCCP 2025 Model (National + Local + Individual) vary by level. EMR = 16, EMT = 40, AEMT = 50, Paramedic = 60

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Cardiology

Acronyms	Full Course Name of Standardized Course Equivalence	Note: You must have at least 10% of your total credits in pediatric content					
Cardiology		**Airway**	**Cardiology**	**Trauma**	**Medical**	**Operations**	**Course Max.Credit**
CPR- HCP	CPR - Healthcare Professional	✓	✓		✓		4
ACLS	Advanced Cardiac Life Support	✓	✓	✓	✓		10
ALS	Advanced Life Support	✓	✓	✓	✓		10

Note: A ✓ indicates that the course can be assigned under that broad topic domain in the application.

Updated 2023.09.14 v5

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Medical

Acronyms	Full Course Name of Standardized Course Equivalence	Note: You must have at least 10% of your total credits in pediatric content					
Medical							
AMLS	Advanced Medical Life Support	✓	✓	✓	✓	✓	16
EMPACT	Emergency Medical Patients: Assessment, Care and Transport	✓	✓	✓	✓	✓	16
ABLS	Advanced Burn Life Support	✓		✓	✓		7
ASLS	Advanced Stroke Life Support	✓	✓	✓	✓		8
ENLS	Emergency Neurological Life Support	✓	✓	✓	✓		15

Note: A ✓ indicates that the course can be assigned under that broad topic domain in the application.

Updated 2023.09.14 v5

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Special Populations

Acronyms	Full Course Name of Standardized Course Equivalence	Note: You must have at least 10% of your total credits in pediatric content					
Special Populations							
PALS	Pediatric Advanced Life Support	✓	✓		✓		12
APLS	Advanced Pediatric Life Support	✓	✓	✓	✓		14
PEARS	Pediatric Emergency, Recognition and Stabilization	✓	✓	✓	✓		8
NRP	Neonatal Resuscitation Program	✓	✓		✓		8
PEPP	Pediatric Education for Prehospital Professionals	✓	✓	✓	✓		12
EPC	Emergency Pediatric Course	✓	✓	✓	✓		16
GEMS	Geriatric Education for EMS	✓	✓	✓	✓		8

Note: A ✓ indicates that the course can be assigned under that broad topic domain in the application.

Updated 2023.09.14 v5

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Special Populations

Acronyms	Full Course Name of Standardized Course Equivalence	Note: You must have at least 10% of your total credits in pediatric content					
Trauma							
ITLS	International Trauma Life Support	✓	✓	✓	✓	✓	16
PHTLS	Prehospital Trauma Life Support	✓	✓	✓	✓	✓	16
TCCC	Tactical Casualty Combat Care	✓	✓	✓	✓	✓	N/A
	*Tactical Casualty Combat Care - MP (Military Personnel)	✓	✓	✓	✓	✓	16
	*Tactical Casualty Combat Care -CMC (Corpsman)	✓	✓	✓	✓	✓	63
	*Tactical Casualty Combat Care - CLS (Combat Lifesaver)	✓	✓	✓	✓	✓	40
	*Tactical Casualty Combat Care - ASM (All Service Members)	✓	✓	✓	✓	✓	7
TECC	Tactical Emergency Combat Care (Civilian)	✓	✓	✓	✓	✓	16
ATLS	Advanced Trauma Life Support	✓	✓	✓	✓	✓	16

Note: A ✓ indicates that the course can be assigned under that broad topic domain in the application.

Updated 2023.09.14 v5

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Operations

Acronyms	Full Course Name of Standardized Course Equivalence	Note: You must have at least 10% of your total credits in pediatric content					
Operations							
EMS Safety	EMS Safety					✓	8
EVOC	Emergency Vehicle Operator Course / Safety Course					✓	8
TIMS	Traffic Incident Management					✓	4
HAZMAT	HAZMAT				✓	✓	N/A
	*Hazardous Materials Technician				✓	✓	20
	*Hazardous Materials Operations				✓	✓	20
	*Hazardous Materials Awareness				✓	✓	8
	*All Hazards Disaster Life Support				✓	✓	8
BDLS	Basic Disaster Life Support			✓	✓	✓	7.5
ADLS	Advanced Disaster Life Support			✓	✓	✓	15
IS 100	An Introduction to the Incident Command System, ICS 100				✓	✓	2
IS 200	An Introduction to the National Incident Management System				✓	✓	4
IS 300	ICS 300: Intermediate Incident Command System for Expanding Incidents				✓	✓	21
IS 400	ICS 400: Advanced Incident Command System for Command and General Staff-Complex Incidents				✓	✓	15
IS 700	IS-700.B: An Introduction to the National Incident Management System				✓	✓	4
IS 800	IS-800.D: National Response Framework, An Introduction				✓	✓	3

Note: A ✓ indicates that the course can be assigned under that broad topic domain in the application.

Updated 2023.09.14 v5

Active/Inactive Continuing Education

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Typical Phone Call

OEMS Staff: Office of EMS, Debbie speaking, how can I be of service?

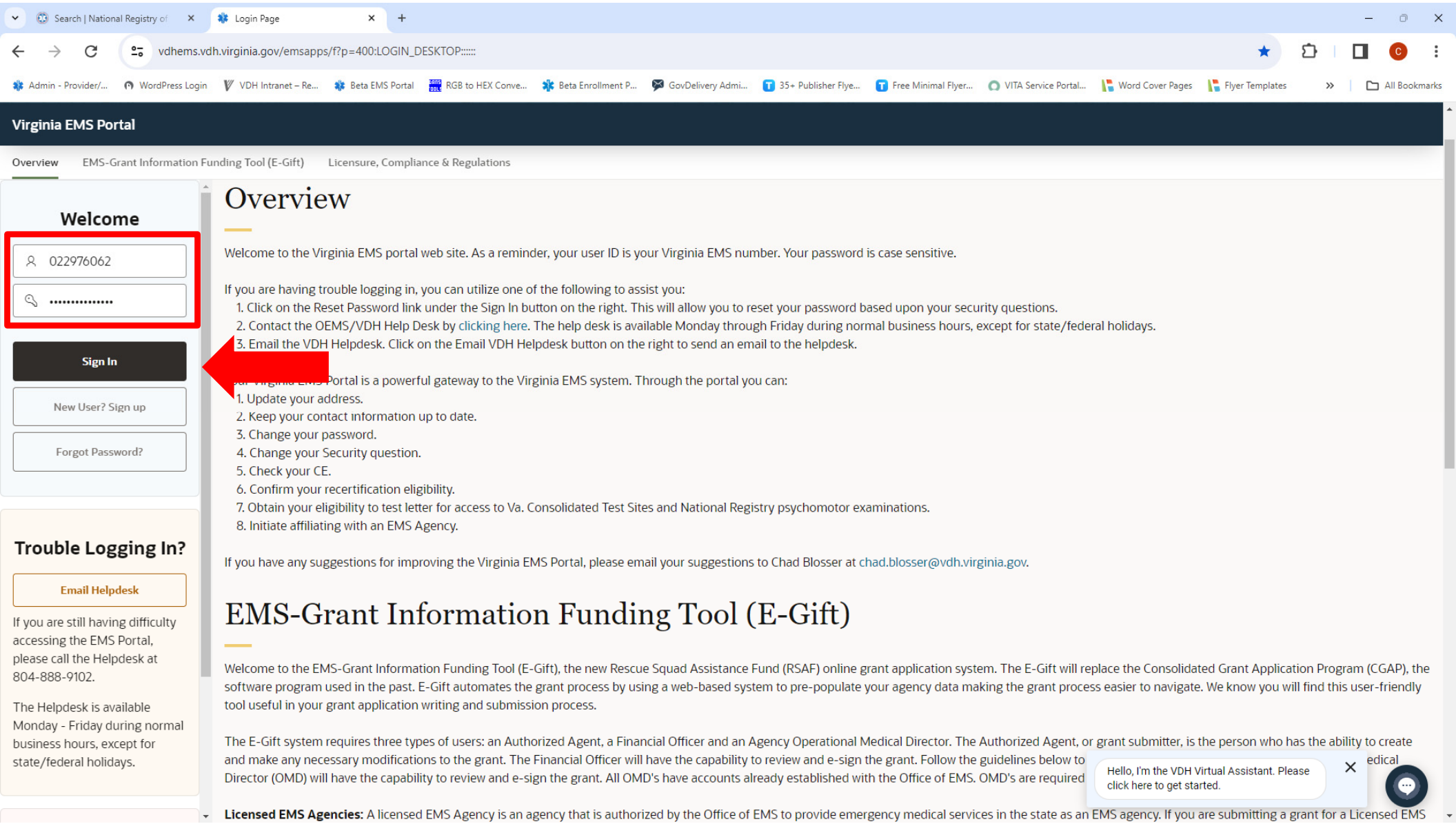
Provider: Hi, I…I need a copy of my inactive CE to complete my um…recertification. The EC at my agency told me to call you.

OEMS Staff: Are you referring to your National Registry certification?

Provider: Um…yeah.

OEMS Staff: Well, you are in luck! About 2 years ago, we created a report in the EMS Portal which allows you to run and print your Active/Inactive CE Report. Do you know how to get into your EMS Portal?

Provider: Yes, I know about the Portal. Wow, that's perfect. Thanks!.


Search | National Registry of
Login Page
vdhems.vdh.virginia.gov/emsapps/f?p=400:LOGIN_DESKTOP:::::
Admin - Provider/...
WordPress Login
VDH Intranet – Re...
Beta EMS Portal
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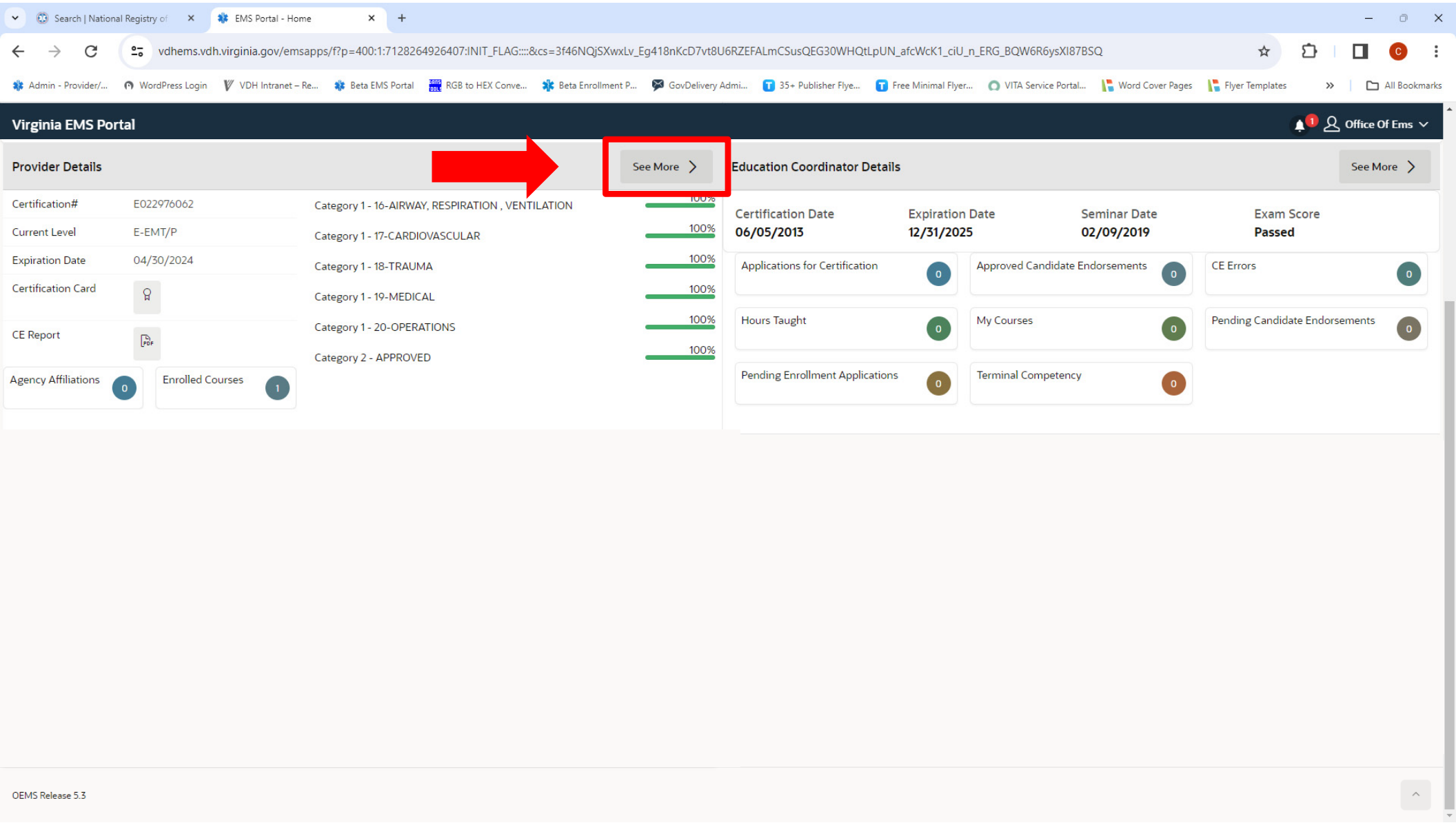
Free Minimal Flyer...
VITA Service Portal...
Word Cover Pages
Flyer Templates
All Bookmarks
Virginia EMS Portal
Overview
EMS-Grant Information Funding Tool (E-Gift)
Licensure, Compliance & Regulations
Welcome
022976062
Sign In
New User? Sign up
Forgot Password?
Trouble Logging In?
Email Helpdesk
If you are still having difficulty accessing the EMS Portal, please call the Helpdesk at 804-888-9102.
The Helpdesk is available Monday - Friday during normal business hours, except for state/federal holidays.
Overview
Welcome to the Virginia EMS portal web site. As a reminder, your user ID is your Virginia EMS number. Your password is case sensitive.
If you are having trouble logging in, you can utilize one of the following to assist you:
1. Click on the Reset Password link under the Sign In button on the right. This will allow you to reset your password based upon your security questions.
2. Contact the OEMS/VDH Help Desk by clicking here. The help desk is available Monday through Friday during normal business hours, except for state/federal holidays.
3. Email the VDH Helpdesk. Click on the Email VDH Helpdesk button on the right to send an email to the helpdesk.
Portal is a powerful gateway to the Virginia EMS system. Through the portal you can:
1. Update your address.
2. Keep your contact information up to date.
3. Change your password.
4. Change your Security question.
5. Check your CE.
6. Confirm your recertification eligibility.
7. Obtain your eligibility to test letter for access to Va. Consolidated Test Sites and National Registry psychomotor examinations.
8. Initiate affiliating with an EMS Agency.
If you have any suggestions for improving the Virginia EMS Portal, please email your suggestions to Chad Blosser at chad.blosser@vdh.virginia.gov.
EMS-Grant Information Funding Tool (E-Gift)
Welcome to the EMS-Grant Information Funding Tool (E-Gift), the new Rescue Squad Assistance Fund (RSAF) online grant application system. The E-Gift will replace the Consolidated Grant Application Program (CGAP), the software program used in the past. E-Gift automates the grant process by using a web-based system to pre-populate your agency data making the grant process easier to navigate. We know you will find this user-friendly tool useful in your grant application writing and submission process.
The E-Gift system requires three types of users: an Authorized Agent, a Financial Officer and an Agency Operational Medical Director. The Authorized Agent, or grant submitter, is the person who has the ability to create and make any necessary modifications to the grant. The Financial Officer will have the capability to review and e-sign the grant. Follow the guidelines below to
edical Director (OMD) will have the capability to review and e-sign the grant. All OMD's have accounts already established with the Office of EMS. OMD's are required
Hello, I'm the VDH Virtual Assistant. Please click here to get started.
Licensed EMS Agencies: A licensed EMS Agency is an agency that is authorized by the Office of EMS to provide emergency medical services in the state as an EMS agency. If you are submitting a grant for a Licensed EMS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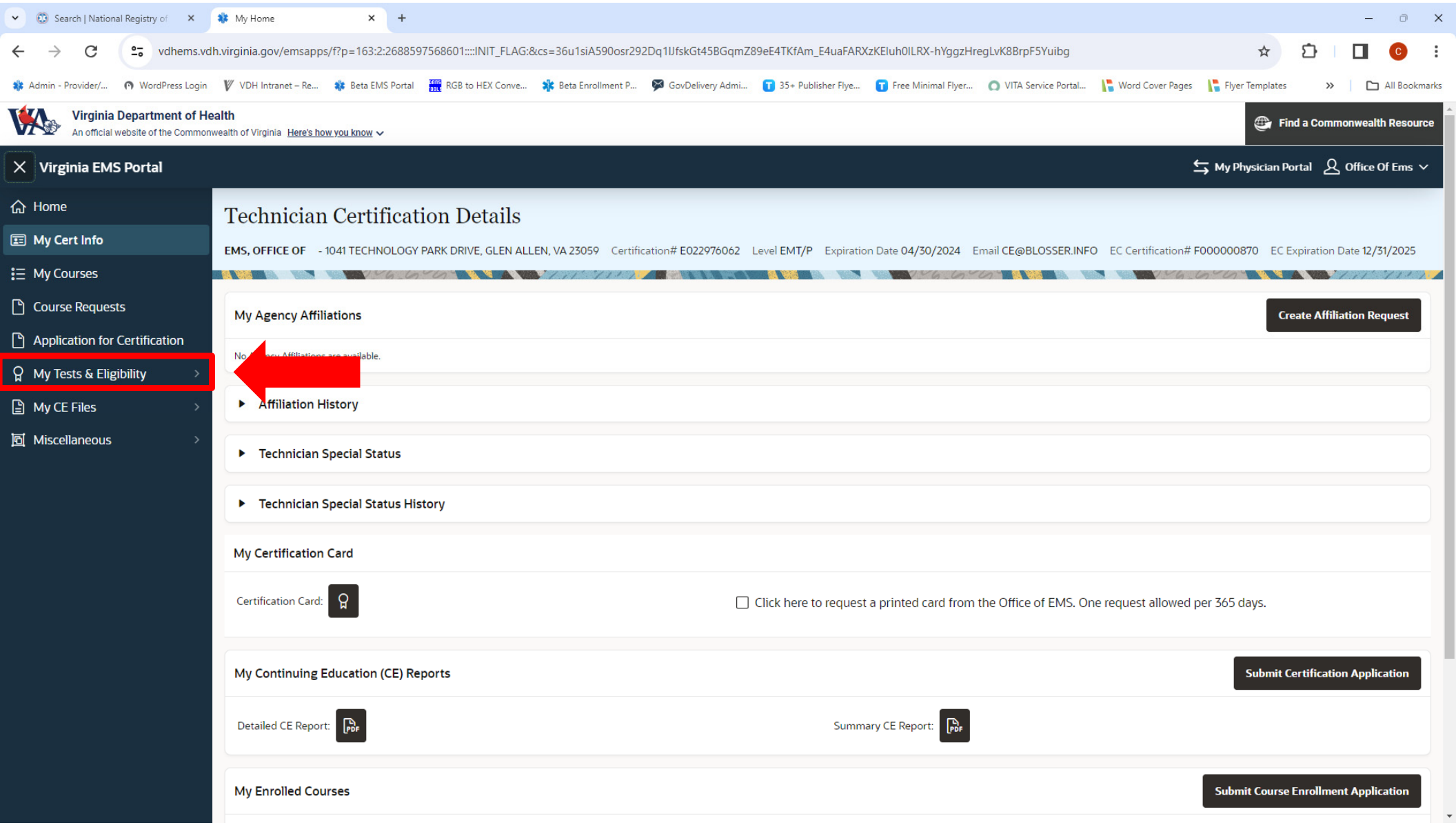
All Bookmarks
Virginia EMS Portal
Office Of Ems
Provider Details
See More
Certification# E022976062
Current Level E-EMT/P
Expiration Date 04/30/2024
Certification Card
CE Report
Agency Affiliations 0
Enrolled Courses 1
Category 1 - 16-AIRWAY, RESPIRATION , VENTILATION 100%
Category 1 - 17-CARDIOVASCULAR 100%
Category 1 - 18-TRAUMA 100%
Category 1 - 19-MEDICAL 100%
Category 1 - 20-OPERATIONS 100%
Category 2 - APPROVED 100%
Education Coordinator Details
See More
Certification Date 06/05/2013
Expiration Date 12/31/2025
Seminar Date 02/09/2019
Exam Score Passed
Applications for Certification 0
Approved Candidate Endorsements 0
CE Errors 0
Hours Taught 0
My Courses 0
Pending Candidate Endorsements 0
Pending Enrollment Applications 0
Terminal Competency 0
OEMS Release 5.3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Here's how you know
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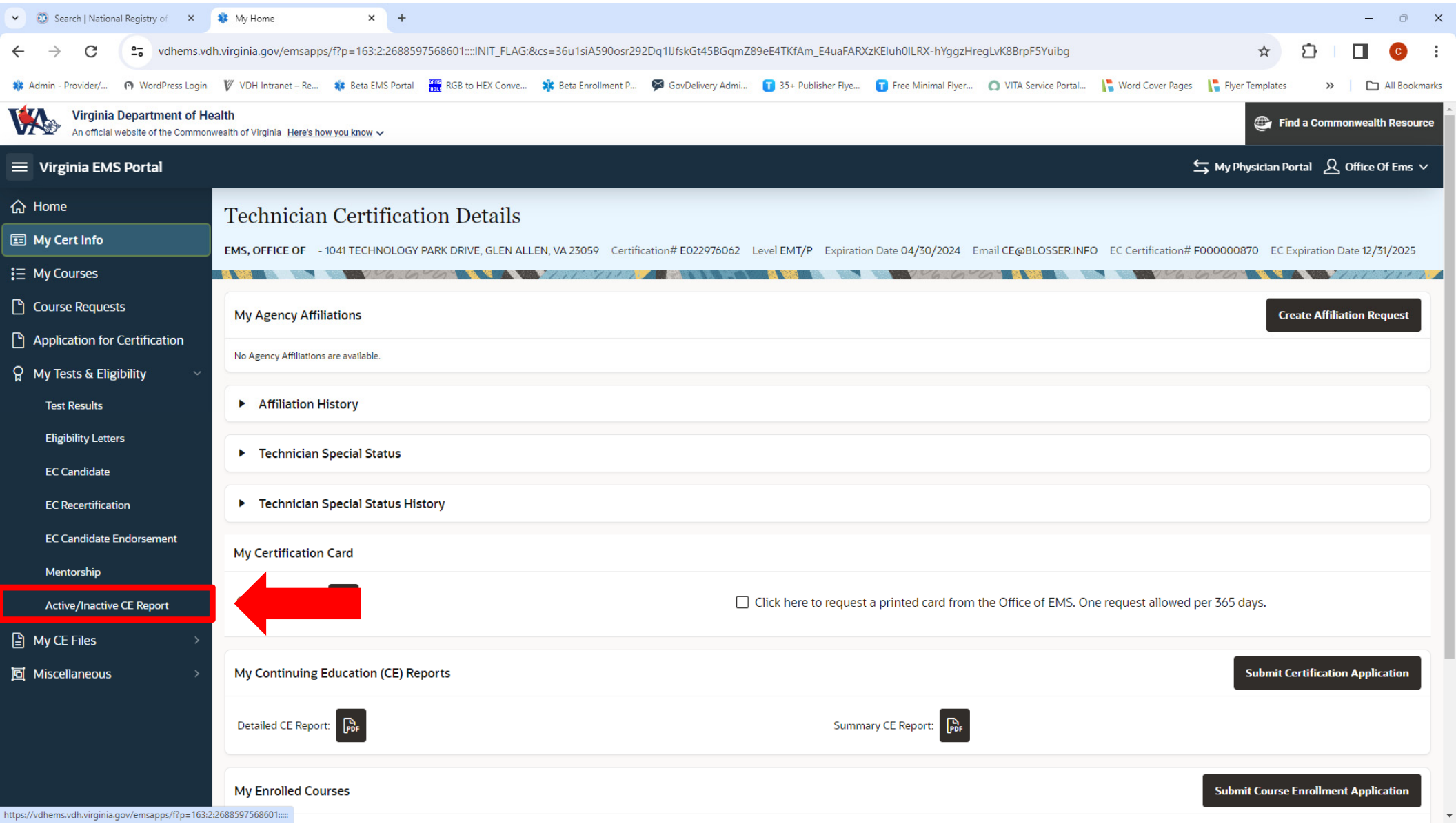
My Physician Portal
Office Of Ems
Home
My Cert Info
My Courses
Course Requests
Application for Certification
My Tests & Eligibility
My CE Files
Miscellaneous
Technician Certification Details
EMS, OFFICE OF - 1041 TECHNOLOGY PARK DRIVE, GLEN ALLEN, VA 23059 Certification# E022976062 Level EMT/P Expiration Date 04/30/2024 Email CE@BLOSSER.INFO EC Certification# F000000870 EC Expiration Date 12/31/2025
My Agency Affiliations
Create Affiliation Request
Affiliation History
Technician Special Status
Technician Special Status History
My Certification Card
Certification Card:
Click here to request a printed card from the Office of EMS. One request allowed per 365 days.
My Continuing Education (CE) Reports
Submit Certification Application
Detailed CE Report:
Summary CE Report:
My Enrolled Courses
Submit Course Enrollment Application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EC Candidate
EC Recertification
EC Candidate Endorsement
Mentorship
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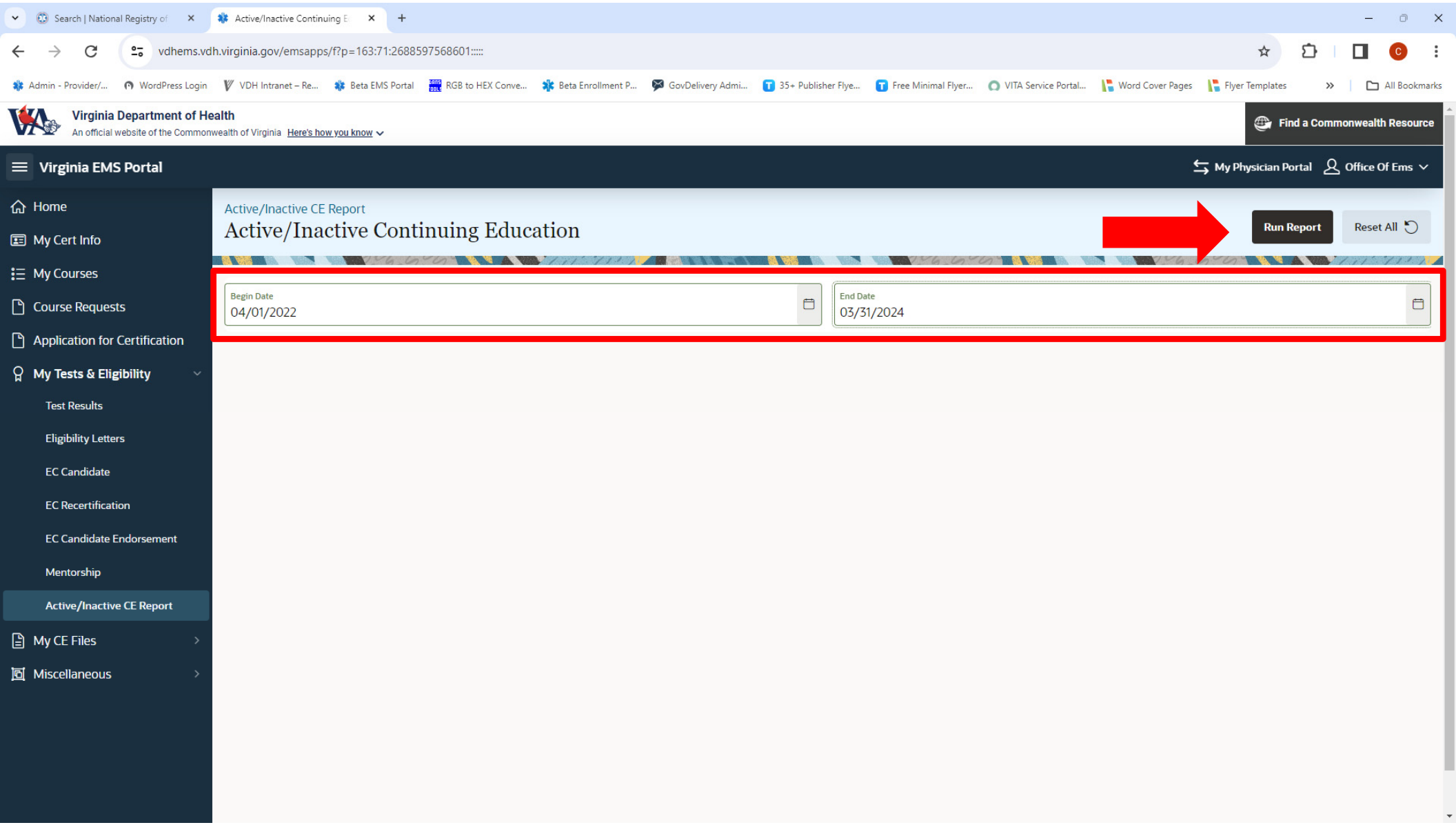
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EC Candidate Endorsement
Mentorship
Active/Inactive CE Report
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Active/Inactive Continuing Education
Run Report
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Begin Date
04/01/2022
End Date
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1 / 3 110%

Virginia Department of Health

Office of Emergency Medical Services

Cert# 022976062

Category	Area#	Course	Topic	Level	Class Date	Hours	Score	Scan Date	Active/Inactive
2	16	89617	23234 - FOAMFRAT: Capnography	E	04/18/2023	1		04/18/2023	Active
1	16	90568	25271 - NCCR - AIRWAY, RESPIRATION & VENTILATION	E	04/04/2023	1		04/04/2023	Active
1	16	90568	25272 - NCCR - AIRWAY, RESPIRATION & VENTILATION	E	04/04/2023	1		04/04/2023	Active
1	16	90568	25273 - NCCR - AIRWAY, RESPIRATION & VENTILATION	E	04/04/2023	1		04/04/2023	Active
1	16	90568	25274 - NCCR - AIRWAY, RESPIRATION & VENTILATION	E	04/04/2023	.5		04/04/2023	Active
1	17	90568	25281 - NCCR - CARDIOVASCULAR	E	04/04/2023	1		04/04/2023	Active
1	17	90568	25282 - NCCR - CARDIOVASCULAR	E	04/04/2023	1		04/04/2023	Active
1	17	90568	25283 - NCCR - CARDIOVASCULAR	E	04/04/2023	1		04/04/2023	Active
1	17	90568	25284 - NCCR - CARDIOVASCULAR	E	04/04/2023	1		04/04/2023	Active
1	17	90568	25285 - NCCR - CARDIOVASCULAR	E	04/04/2023	1		04/04/2023	Active
1	17	90568	25286 - NCCR - CARDIOVASCULAR	E	04/04/2023	1		04/04/2023	Active
1	17	90568	25287 - NCCR - CARDIOVASCULAR	E	04/04/2023	1		04/04/2023	Active
1	17	90568	25288 - NCCR - CARDIOVASCULAR	E	04/04/2023	1		04/04/2023	Active
1	17	90568	25289 - NCCR - CARDIOVASCULAR	E	04/04/2023	.5		04/04/2023	Active
1	18	90568	25301 - NCCR - TRAUMA	E	04/04/2023	1		04/04/2023	Active
1	18	90568	25302 - NCCR - TRAUMA	E	04/04/2023	1		04/04/2023	Active
1	18	90568	25303 - NCCR - TRAUMA	E	**02/25/2021**	1		**06/27/2021**	**Inactive**
1	19	90568	25311 - NCCR - MEDICAL	E	**06/25/2021**	1		**06/27/2021**	**Inactive**
1	19	90568	25312 - NCCR - MEDICAL	E	**06/25/2021**	1		**06/26/2021**	**Inactive**
1	19	90568	25313 - NCCR - MEDICAL	E	**06/25/2021**	1		**06/26/2021**	**Inactive**
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AEMT
Exam Changes

VDH VIRGINIA DEPARTMENT OF HEALTH

AEMT Registry Exam

The National Registry AEMT Exam is changing from a linear exam to a CAT exam. NREMT has a workgroup that is working on the changes to this exam. In February, there will be a webinar for state official to roll out the design of the new exam.

- Gain a comprehensive understanding of the developmental process behind National
- Recognize the value of ensuring clinical accuracy, fairness, reliability, and validity for National Registry certification examinations.
- Understand the last day for Psychomotor Examination is June 30, 2024.
- Learn about the approved Basic Life Support (BLS) Practice Analysis and its critical role for developing National Registry certification examinations at the BLS level.

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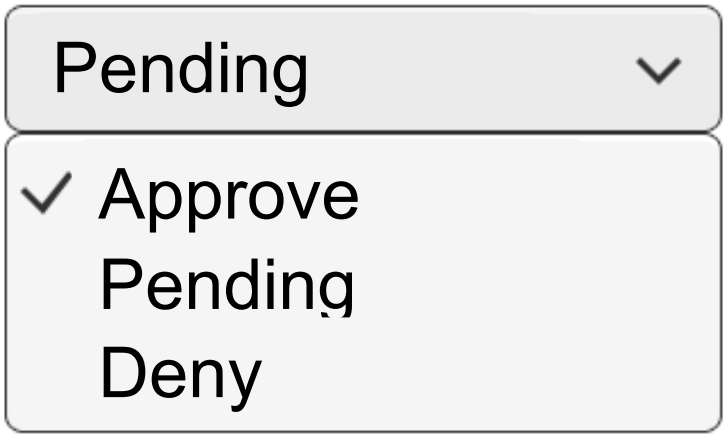
Approving Enrollment Applications

VDH VIRGINIA DEPARTMENT OF HEALTH

12VAC5-31-1431. Student course enrollment.

Over the past year, the ACE Division staff have experienced an increase in the number of EC's who either:

1. do not have have their students enroll in their initial certification programs, or,
2. who are not approving student enrollments in the EMS Portal per regulations.



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Regulation in Question

12VAC5-31-1431. Student course enrollment.

For courses leading to certification at a new or higher level, the EMT instructor, ALS coordinator, or EMS education coordinator shall have each student complete a "Virginia EMS Training Program Enrollment" form at the first meeting of the course.

1. *These forms must be reviewed by the EMT instructor, ALS coordinator, or EMS education coordinator and submitted to the Office of EMS* ***no later than five business days following the first meeting of the course****.*
2. *Any student who starts the program at a later date shall complete an enrollment form the first date of attendance providing 15% or more of the entire course has not been completed.*

Statutory Authority
§ § 32.1-12 and 32.1-111.4 of the Code of Virginia.

Policy Change

The following policy went into effect on January 1, 2024.

- Any student who has not submitted their enrollment application within five business days will be required to submit a variance requesting they be allowed to enroll in your course with a valid explanation as to why this was not completed within the required five business days.

Request for Variance

The following policy is now in effect:

- Any student who has not submitted their enrollment application within five business days will be required to submit a variance requesting they be allowed to enroll in your course with a valid explanation as to why this was not completed within the required five business days.

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30-days to Approve Enrollments

As of January 1, 2024, the only enrollments that may be accepted during business days 6-30 are those where the student was late enrolling in the course.

In this case, the Education Coordinator has five business days following the receipt of the late enrollment to accept the student into your class.

For anyone enrolling outside of the 30-day enrollment window, the Educator shall contact either Debbie Akers or Chad Blosser to have the enrollment approved. Violations of this policy will result in an administrative action email from the ACE Division. Any further violations will result in an investigation by the Division of Regulation and Compliance.

Marking BLS Students as “Pass” in the EMS Portal

VDH VIRGINIA DEPARTMENT OF HEALTH

Marking Student Completions

We cannot place enough emphasis on the fact that you are:

- **REQUIRED** to have your students enroll in your initial certification courses, and;
- **REQUIRED** to mark your students' disposition at the end date of your course.

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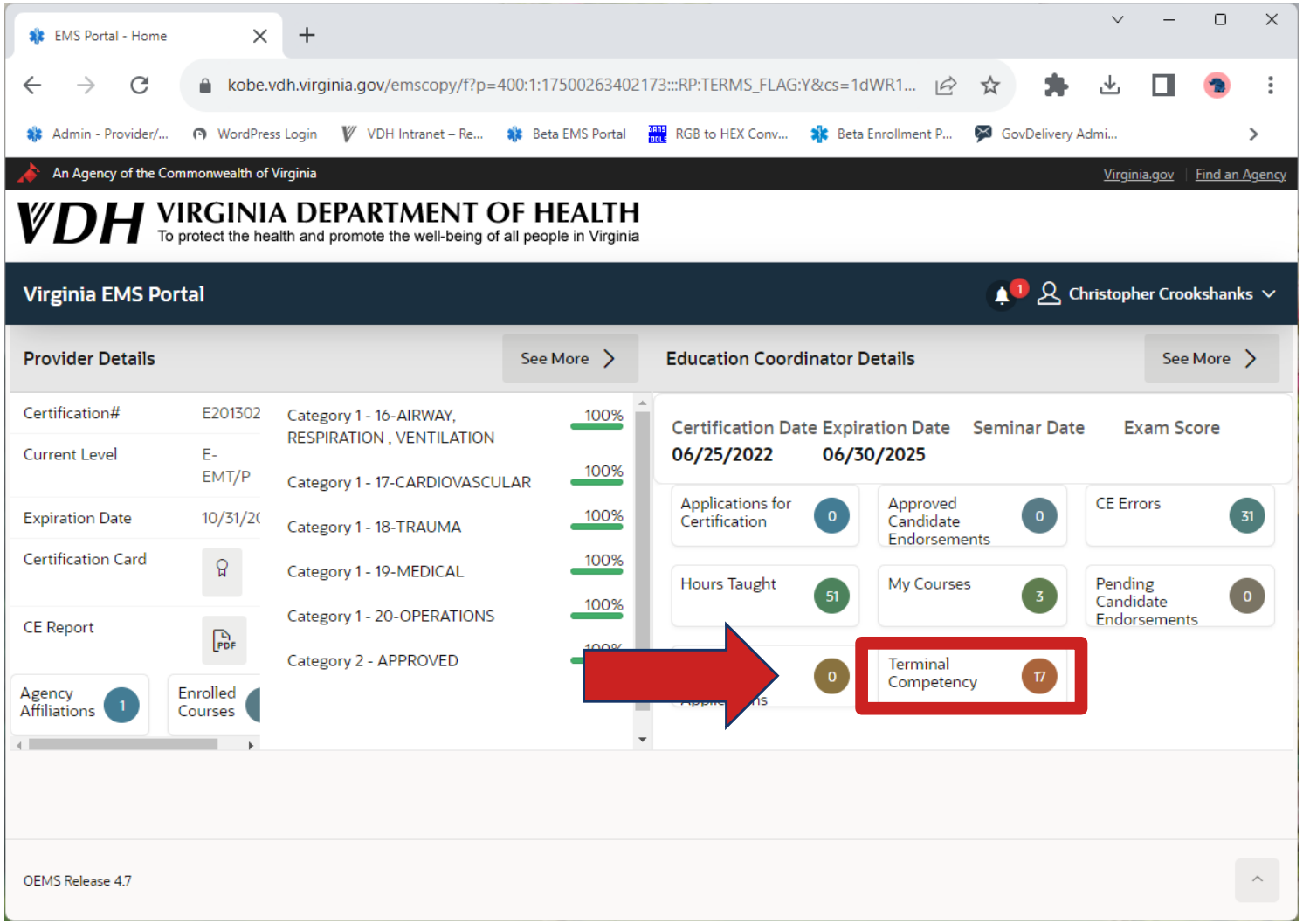

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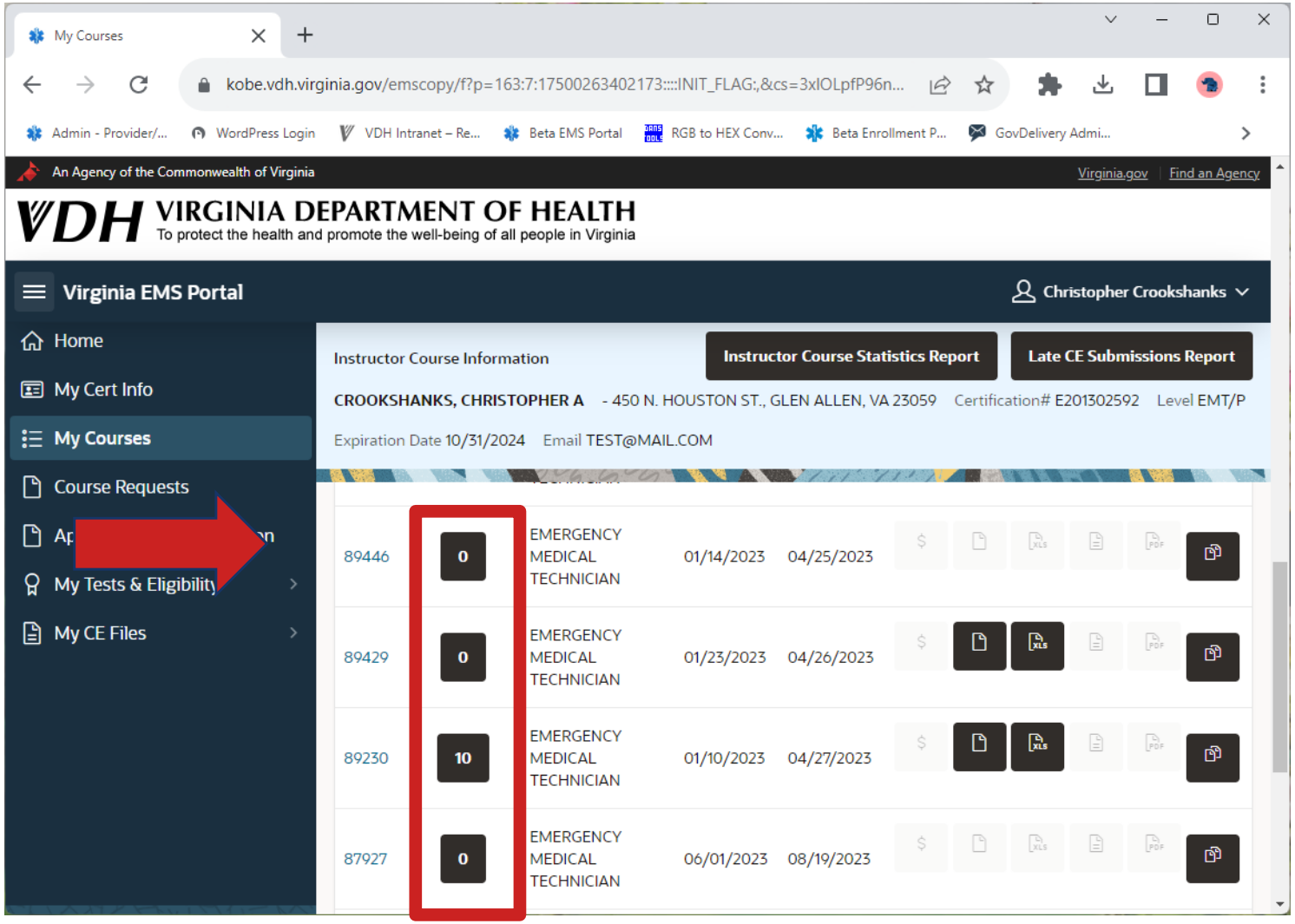

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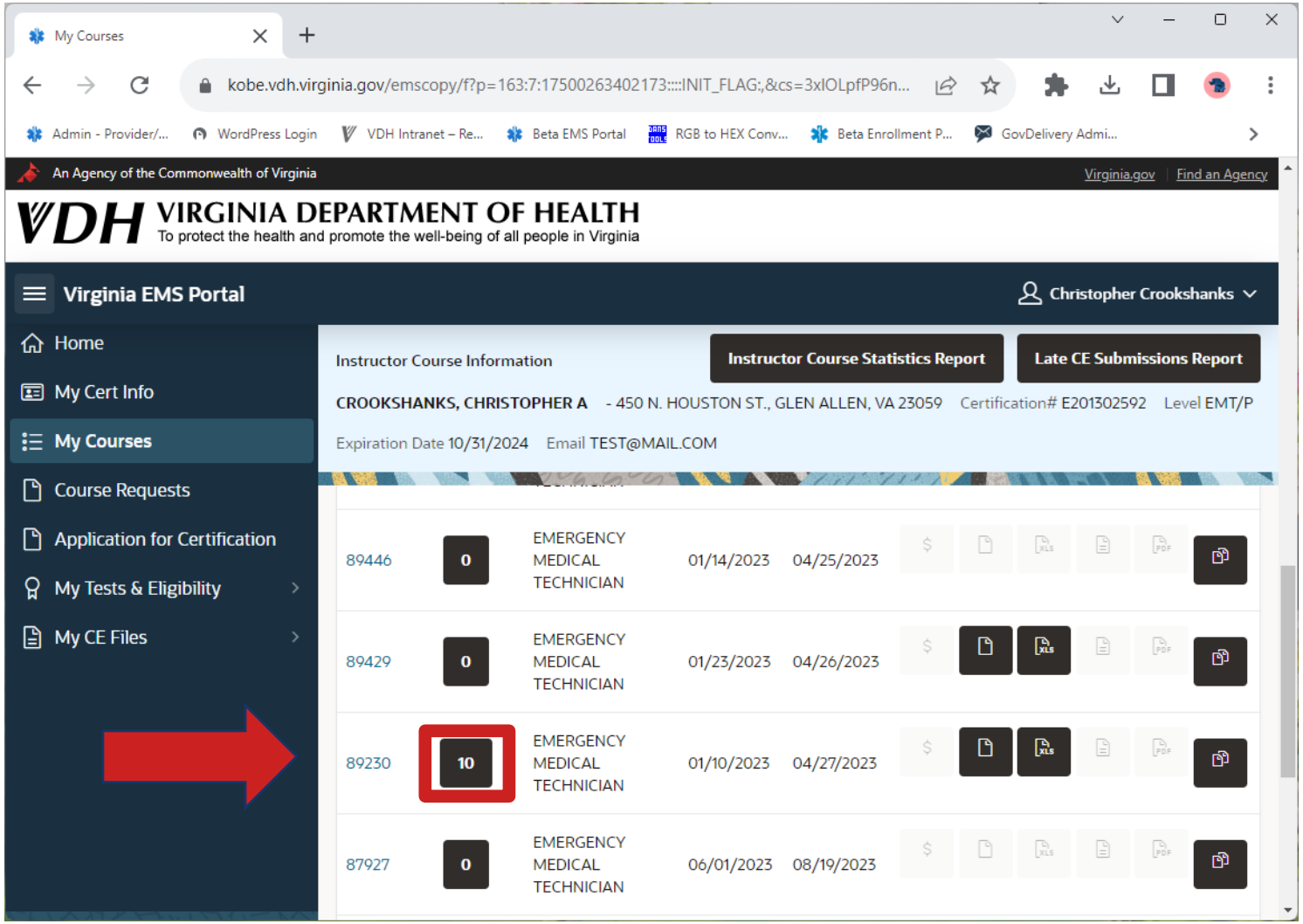

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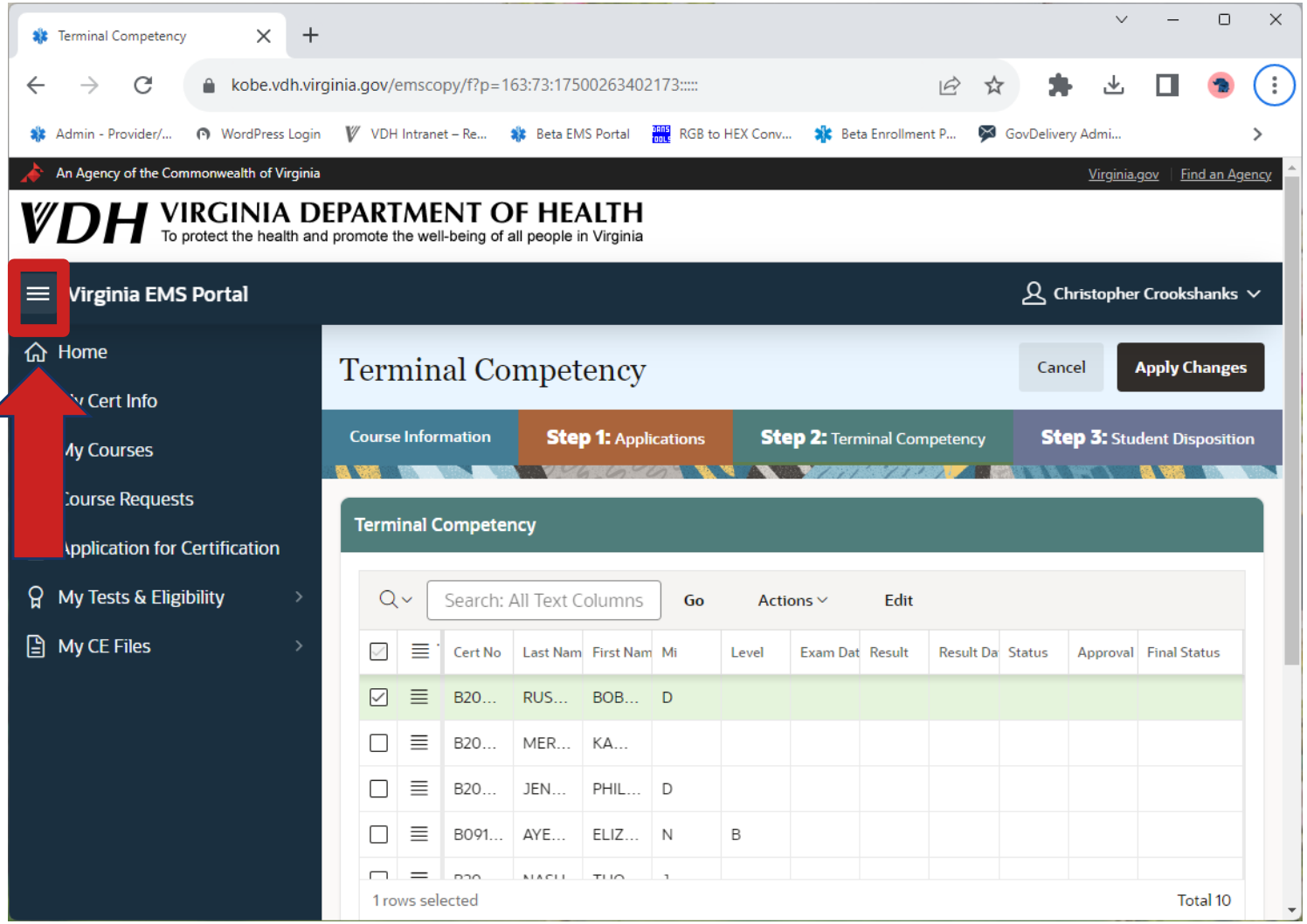

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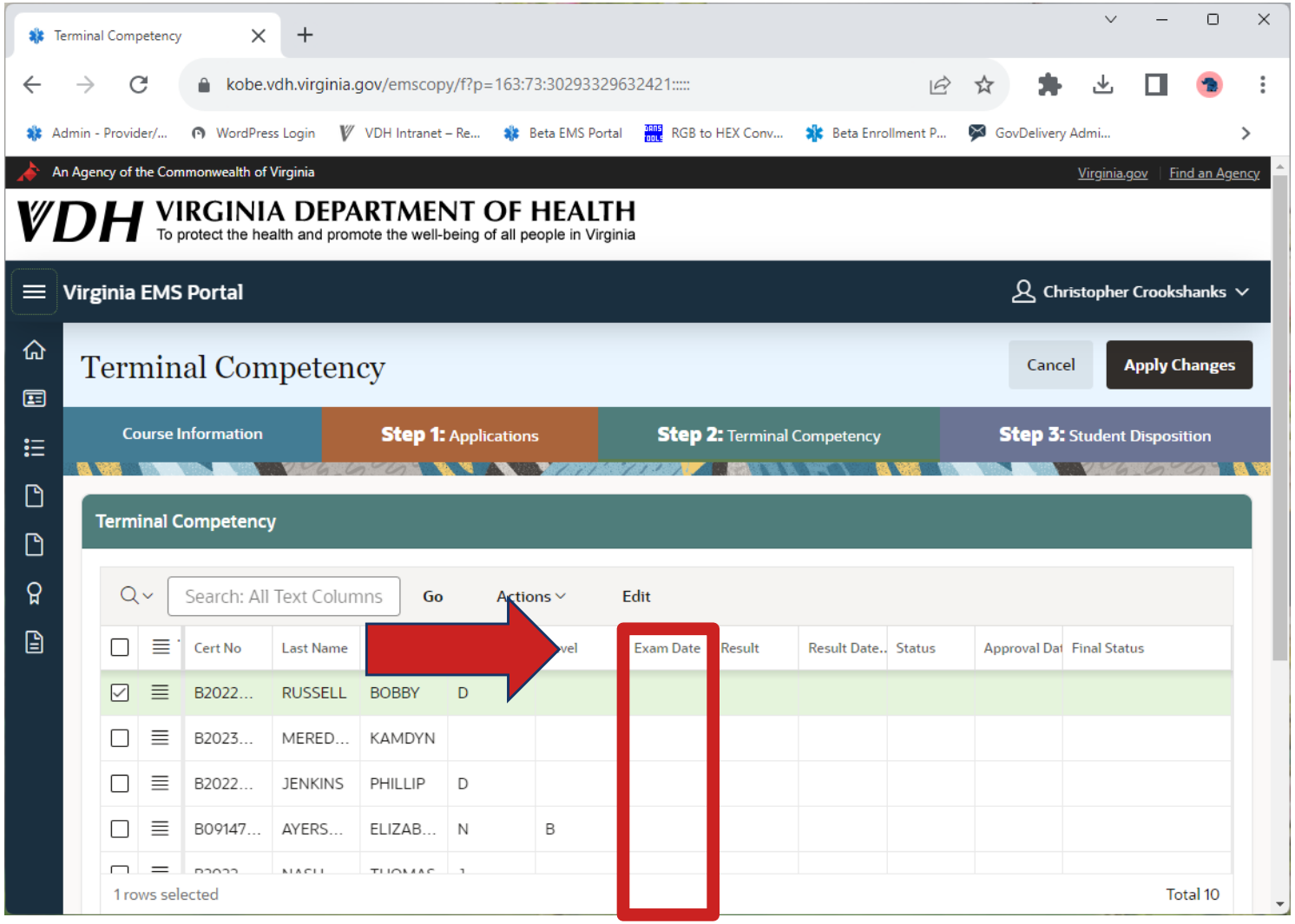

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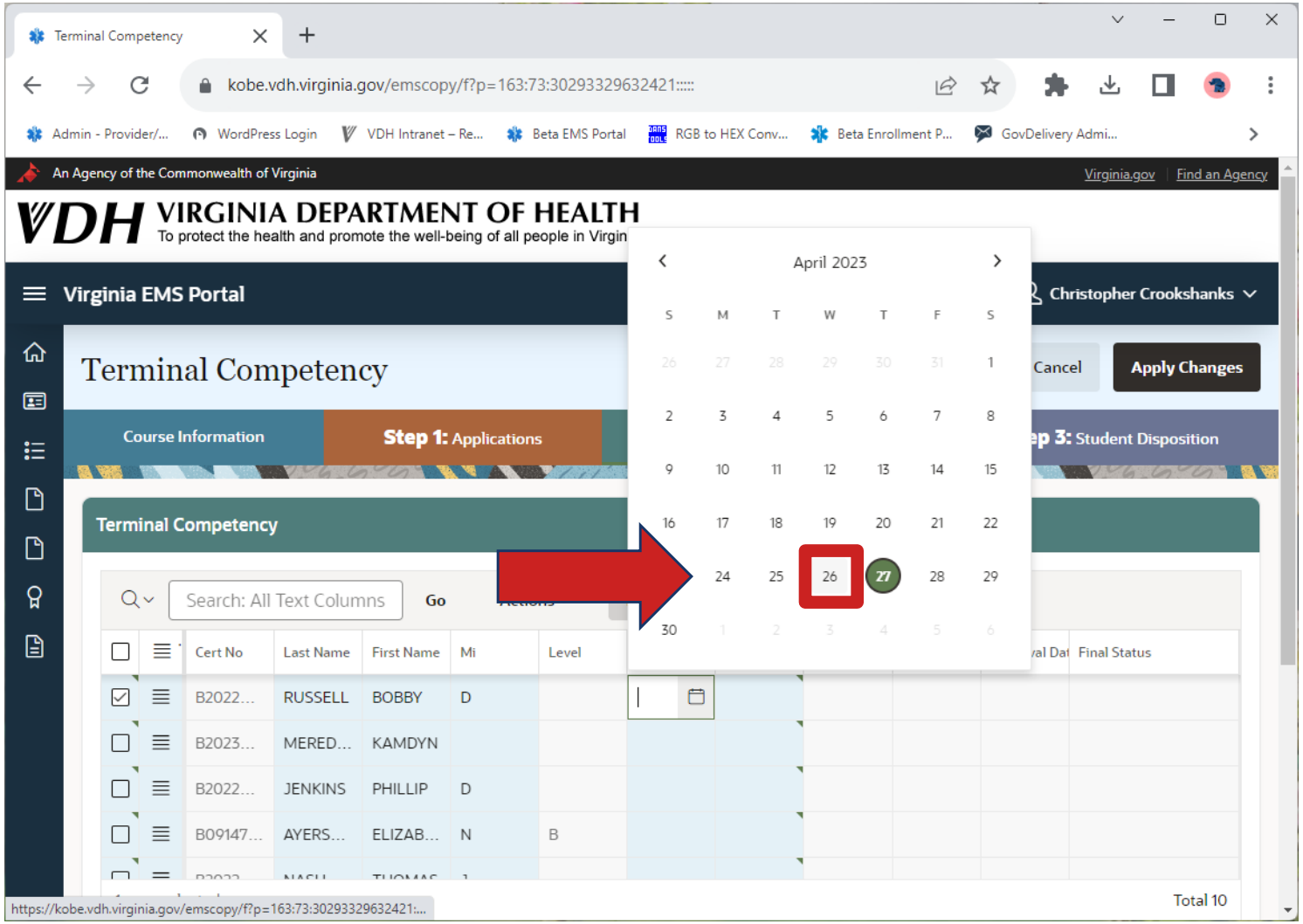

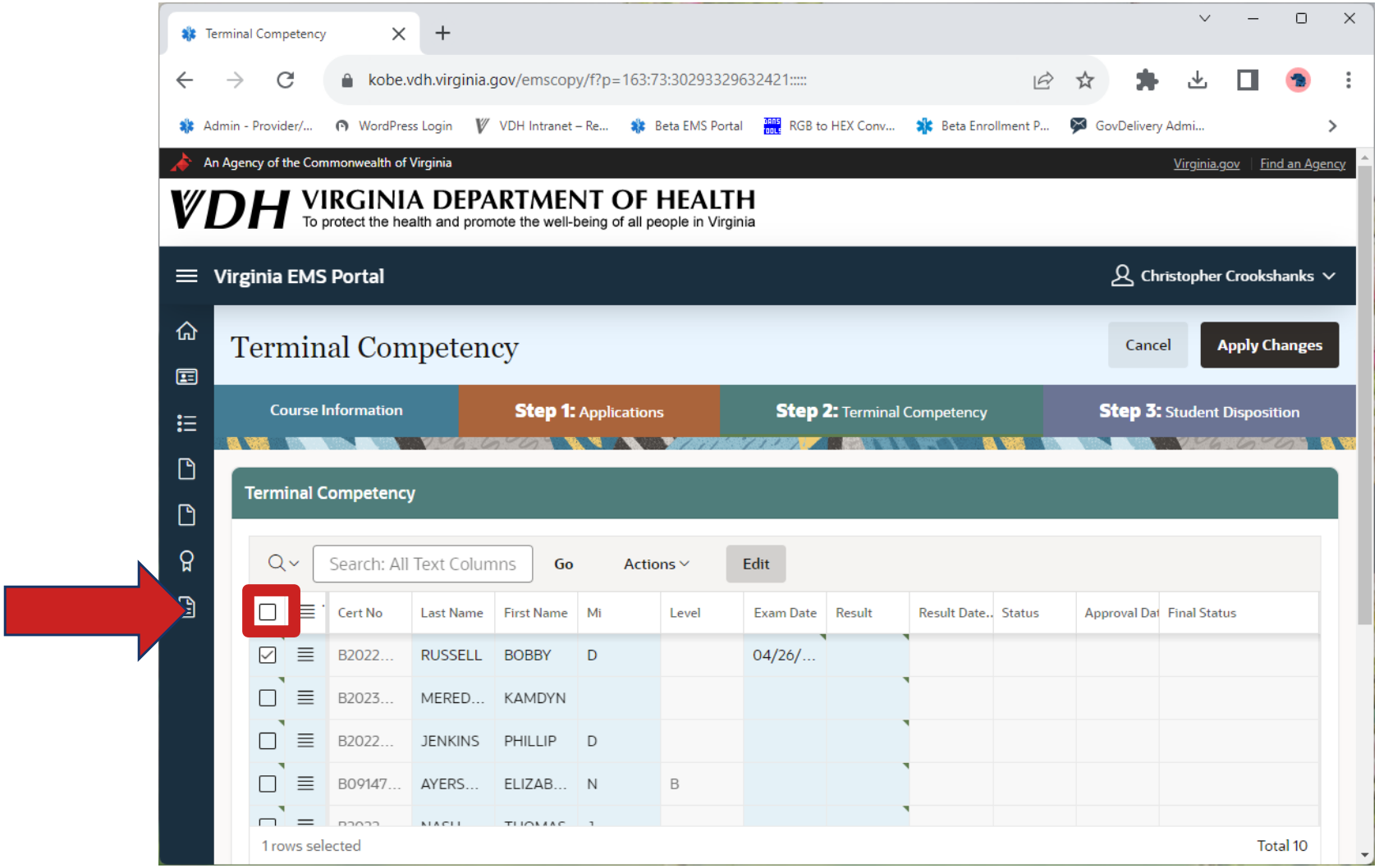
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To protect the health and promote the well-being of all people in Virginia
Virginia EMS Portal
Christopher Crookshanks
Terminal Competency
Cancel
Apply Changes
Course Information
Step 1: Applications
Step 2: Terminal Competency
Step 3: Student Disposition
Terminal Competency
Search: All Text Columns
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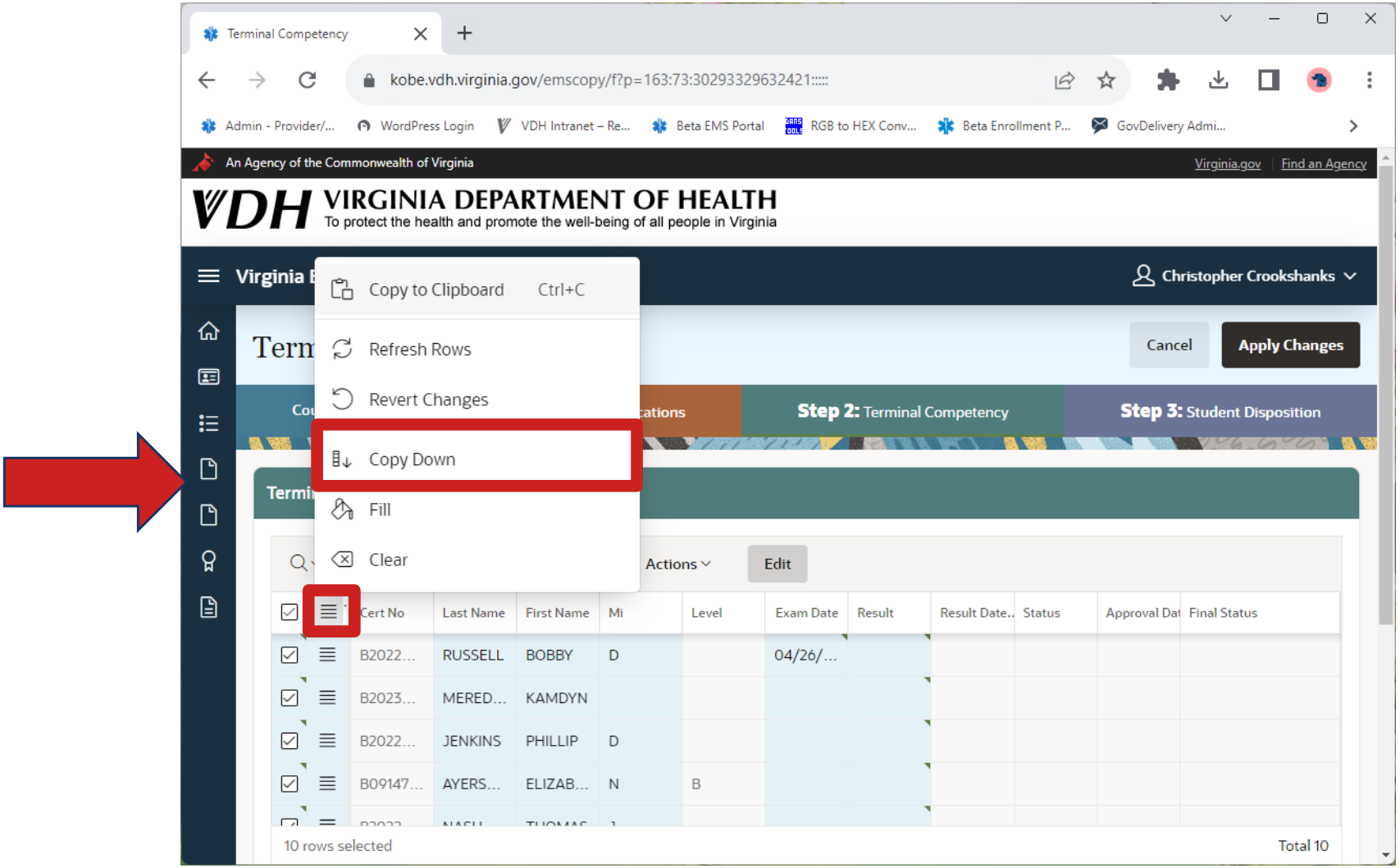
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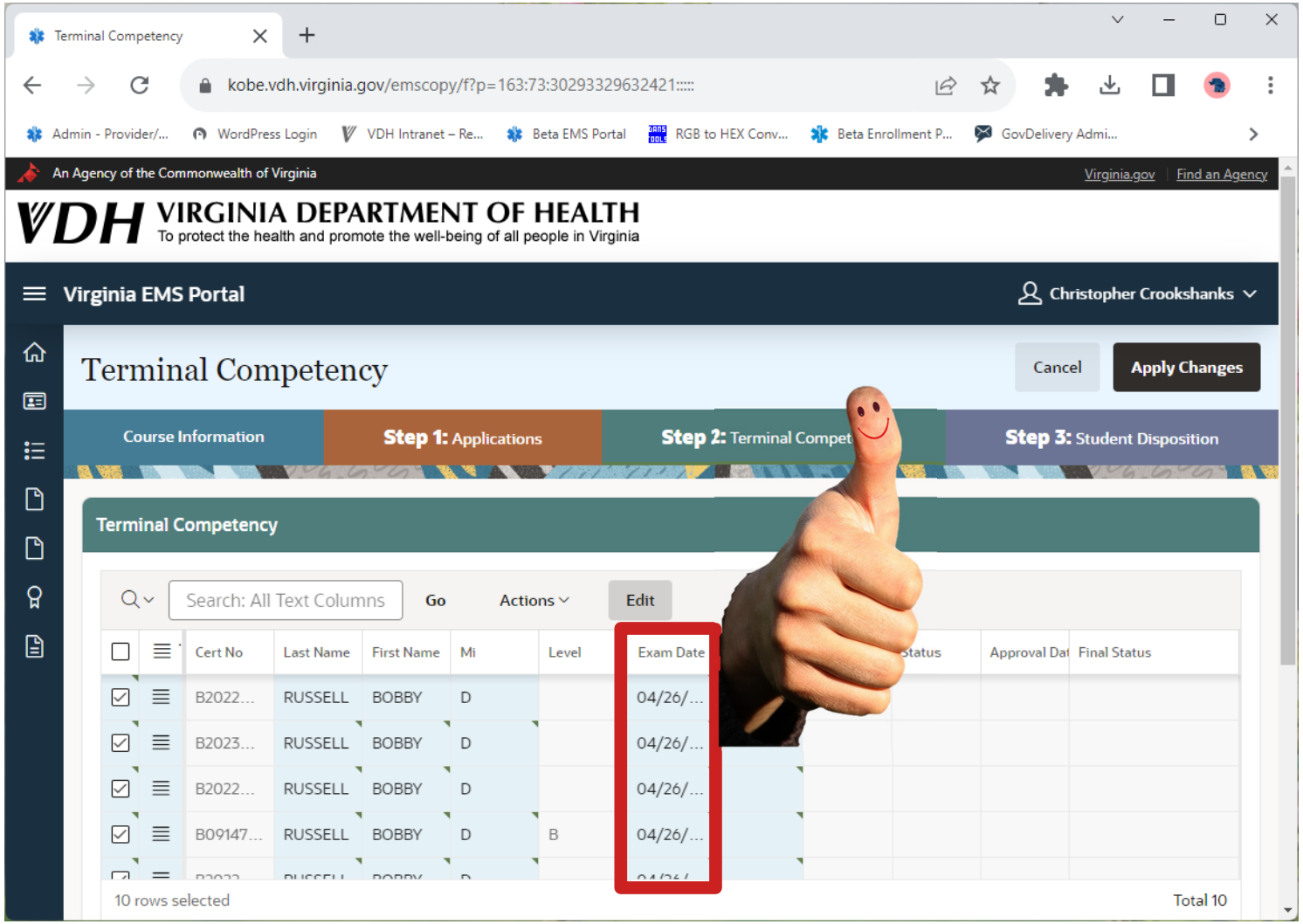

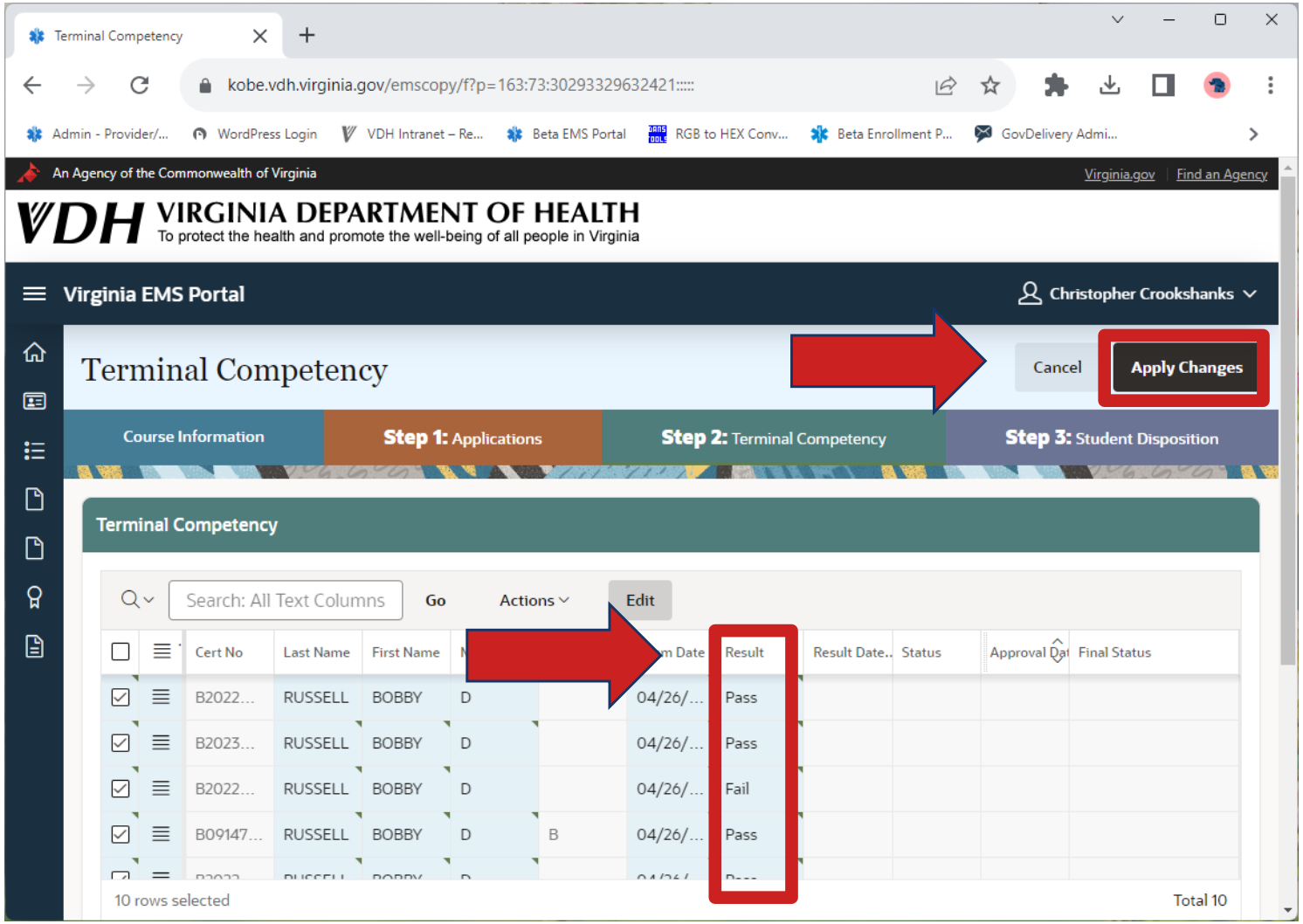
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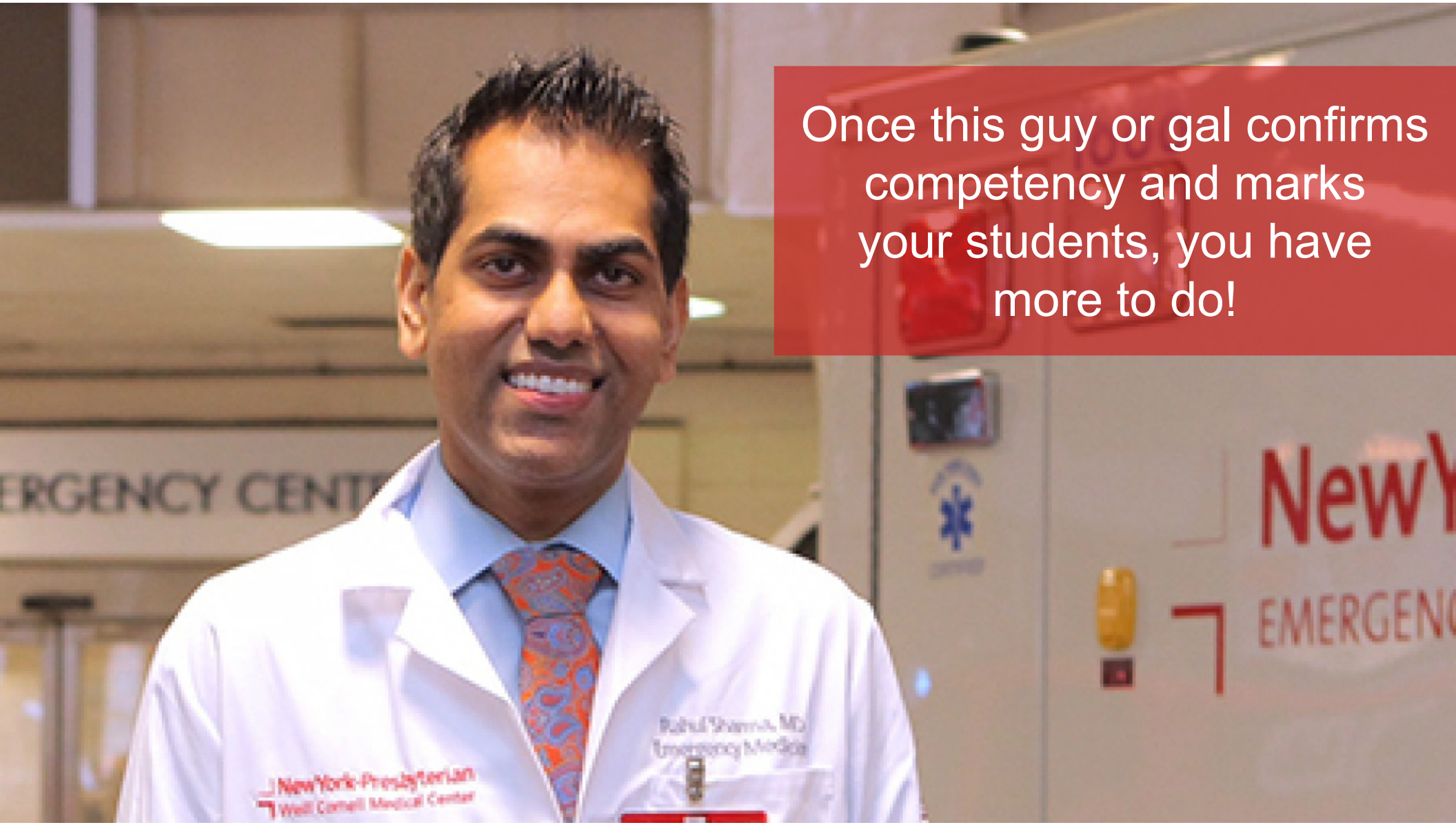
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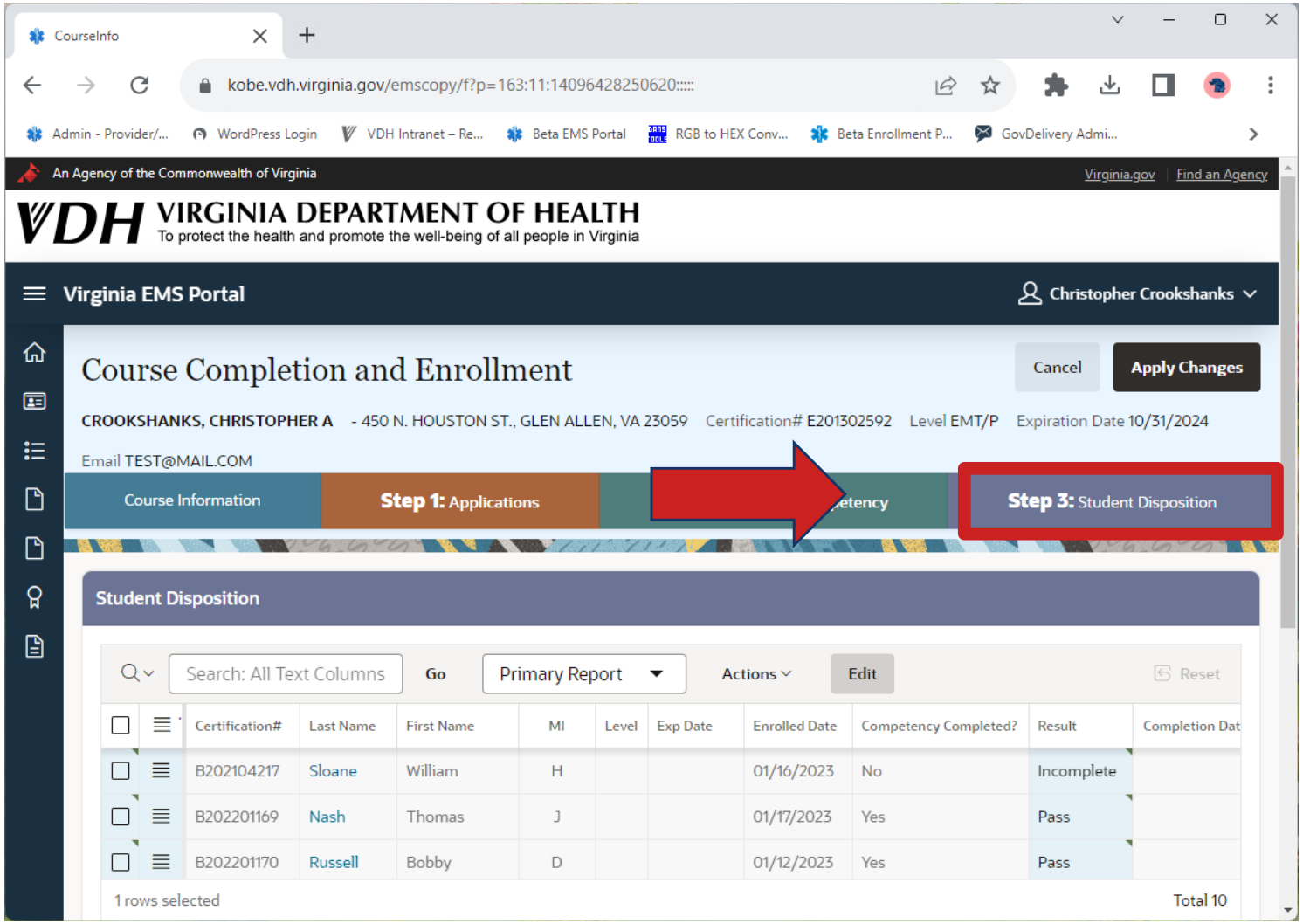
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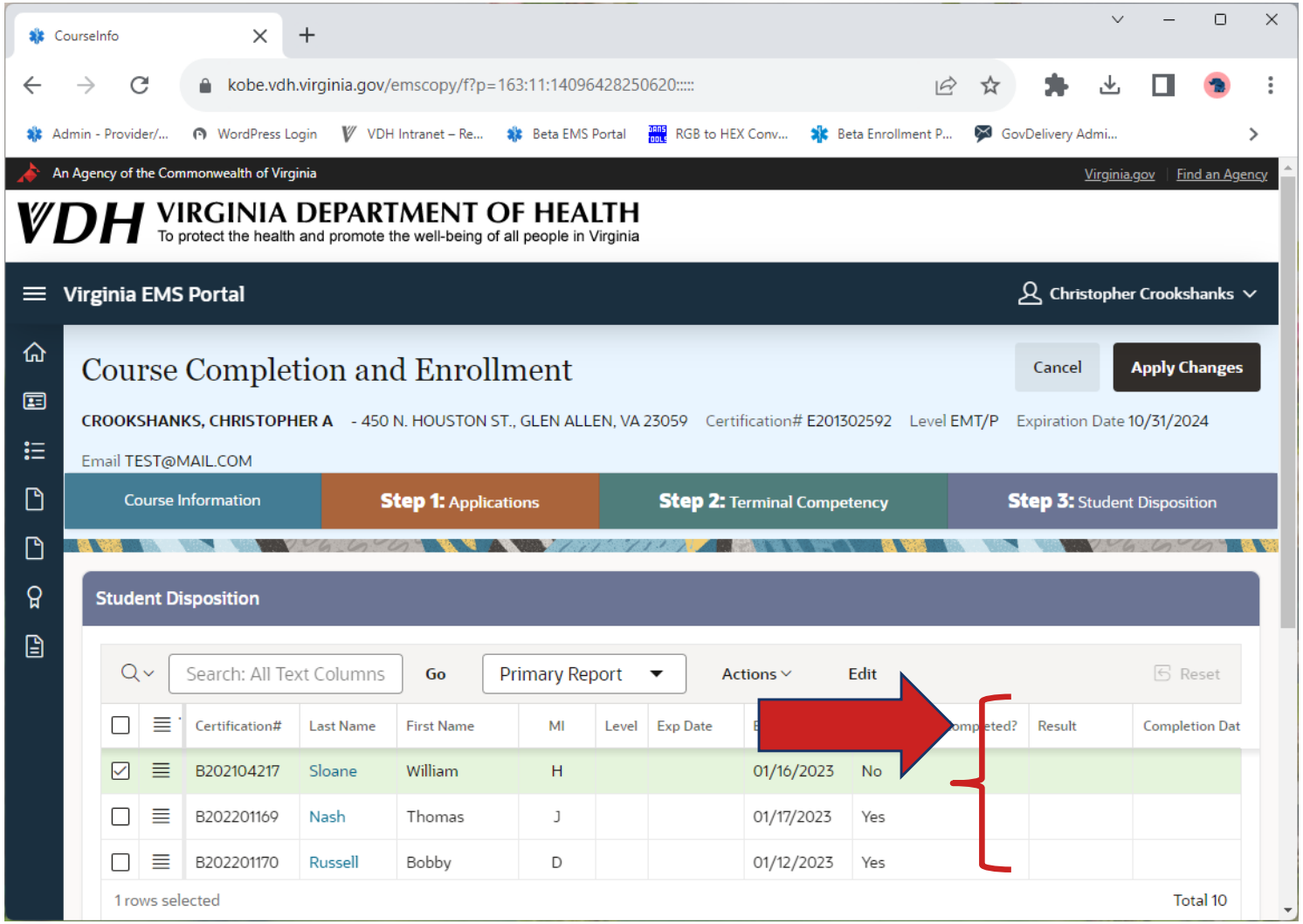
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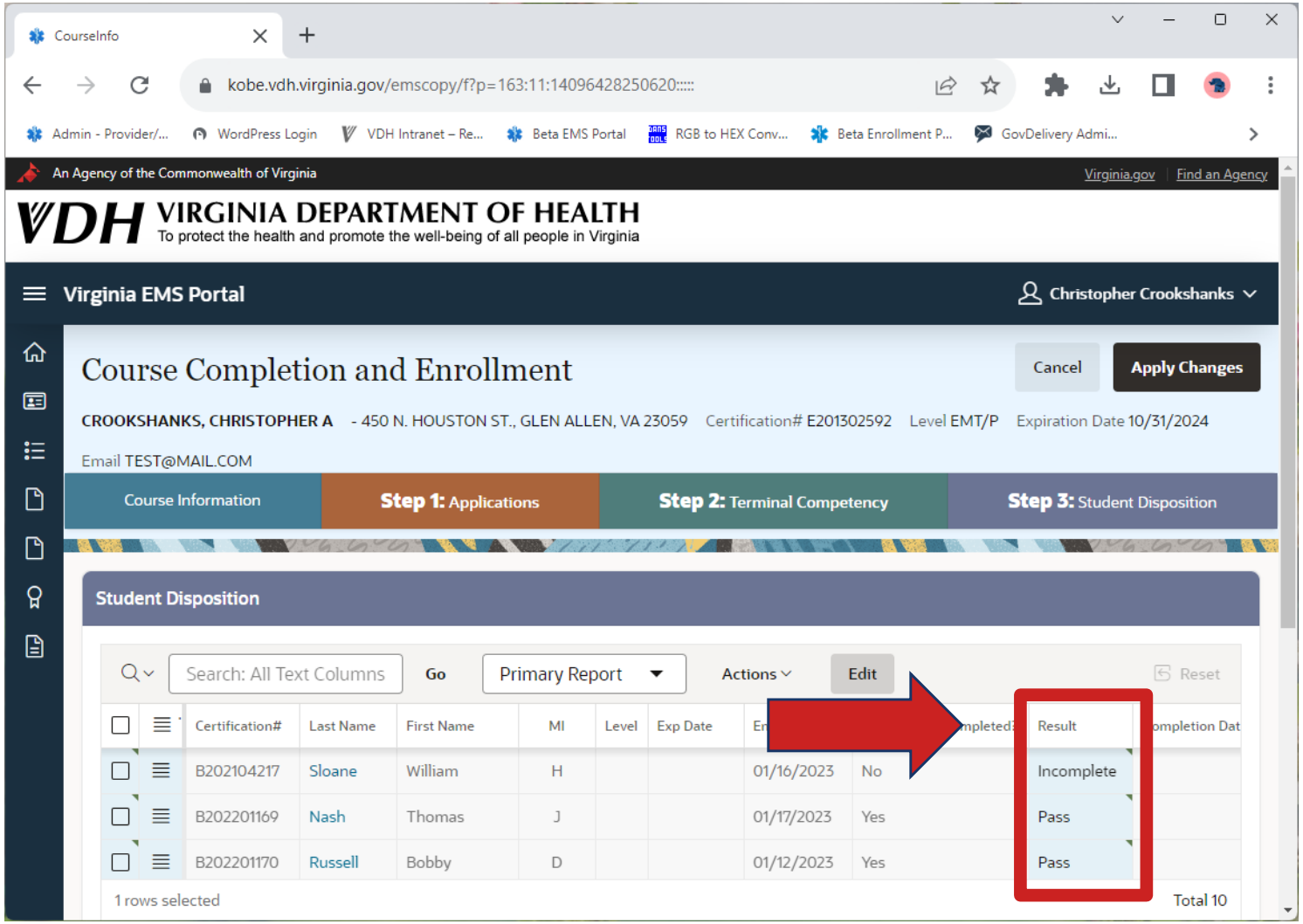

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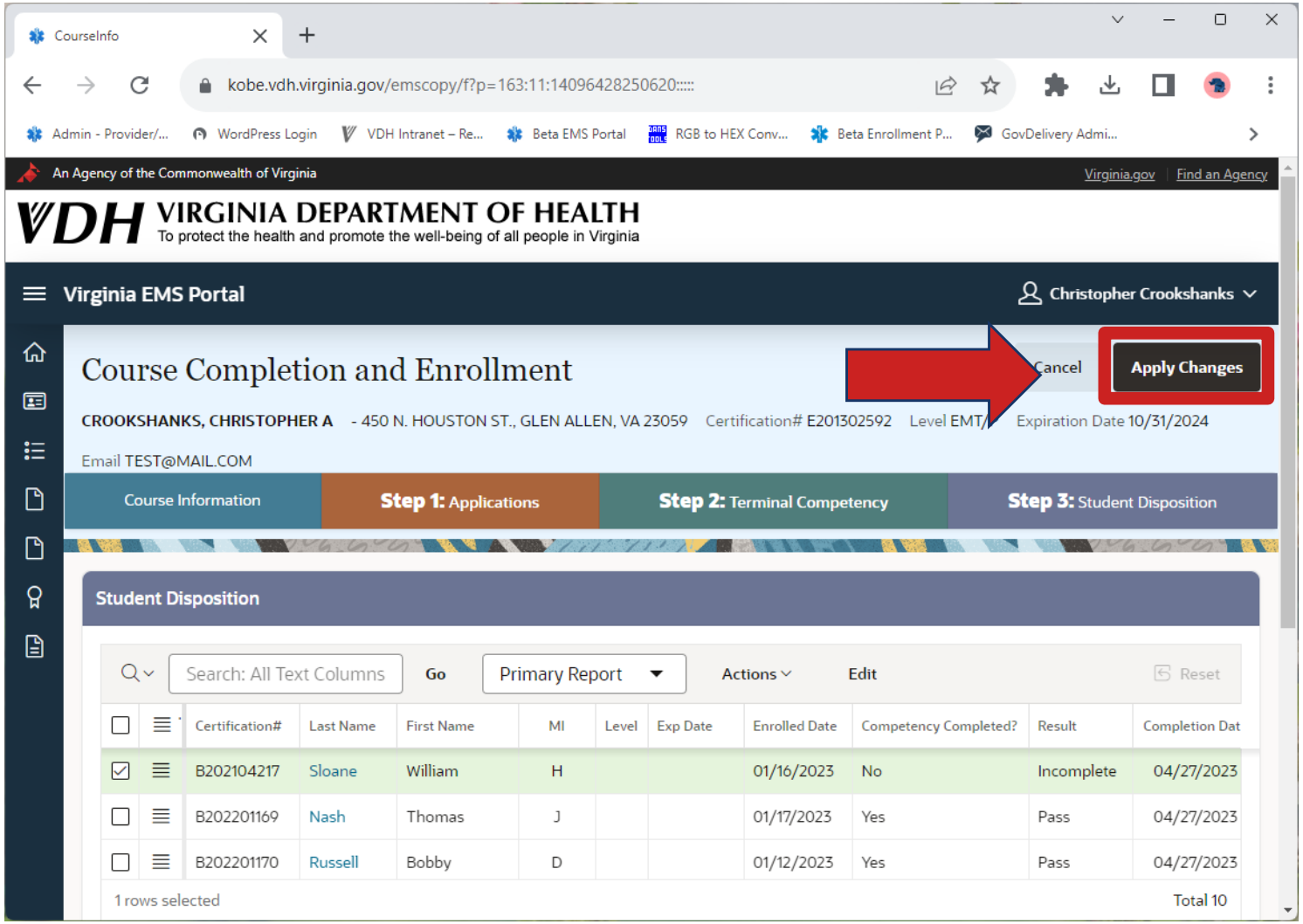

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Marking Course Completions

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Adult Education: Concepts and Strategies

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Concepts and Strategies in Adult Education

This part of today's presentation provides an overview of theories and strategies for the instruction of adults. We have designed this to support instructors who are interested in building or improving their practice of teaching adult learners.

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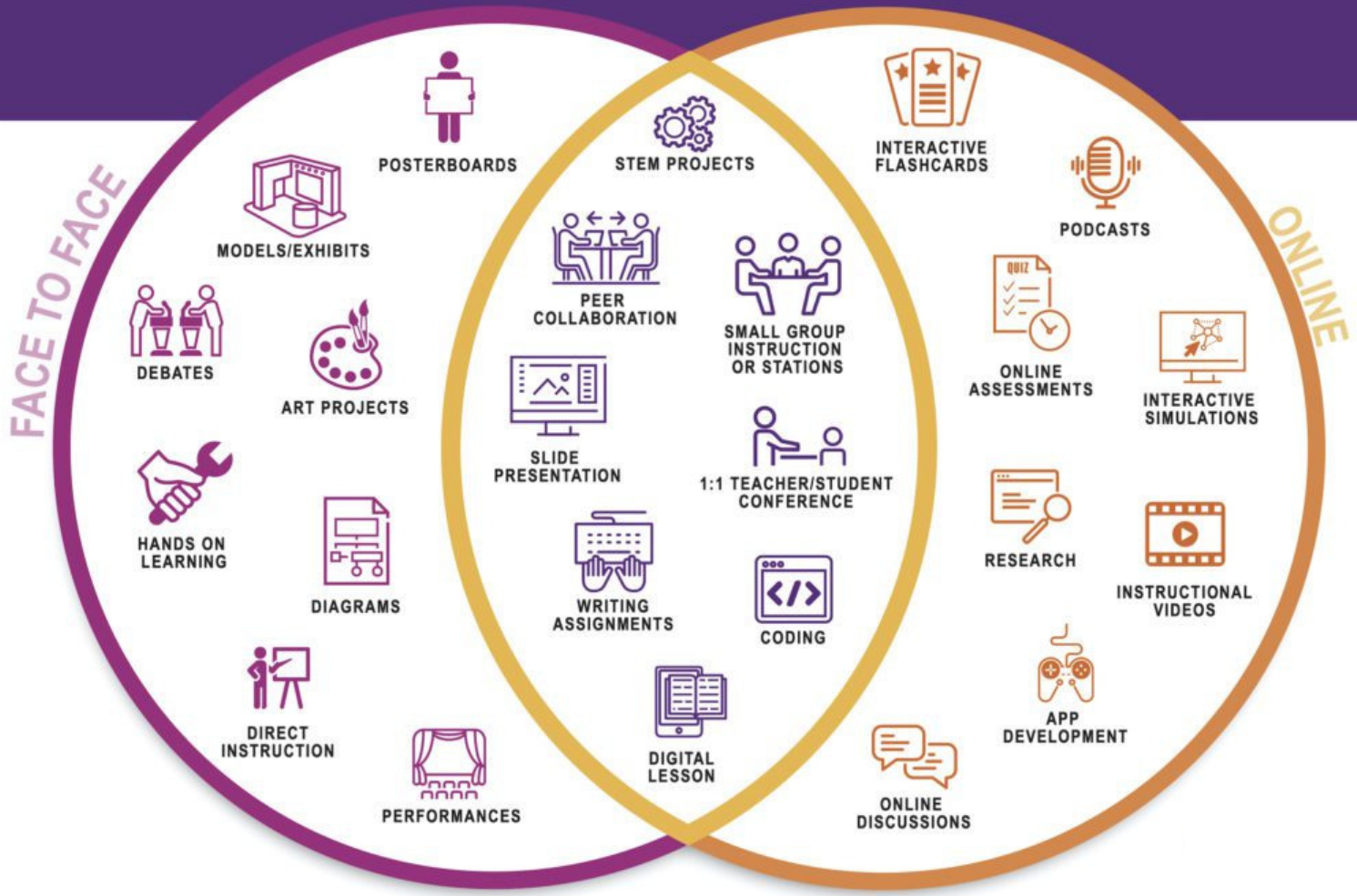
What is Adult Education?

Adult Education encompasses a wide range of instructional strategies and student skills from basic literacy to college level and beyond.

To help select which strategies to use as the mainstays of instruction, teachers should consider the following questions:

- ❑ How can students use the strategy across disciplines?
- ❑ How does the strategy engage students as active participants in their learning?
- ❑ How can students use the strategy independently of the teacher?
- ❑ Is the strategy flexible enough to be used in all learning environments?

BLENDED LEARNING STRATEGIES



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Opening Thoughts

Examining your current thoughts on adult learning and instructional practices, turn to **Page 3** and take 5 minutes to briefly record your answers to the following questions.

1. What do you think are some important characteristics of adult learners?
2. What kinds of classroom and/or training activities have been most effective for you as an adult learner?
3. What are one or two activities that you usually include as an instructor? Briefly describe them.

Are you an
andragogynist?

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Andragogy & Pedagogy Defined

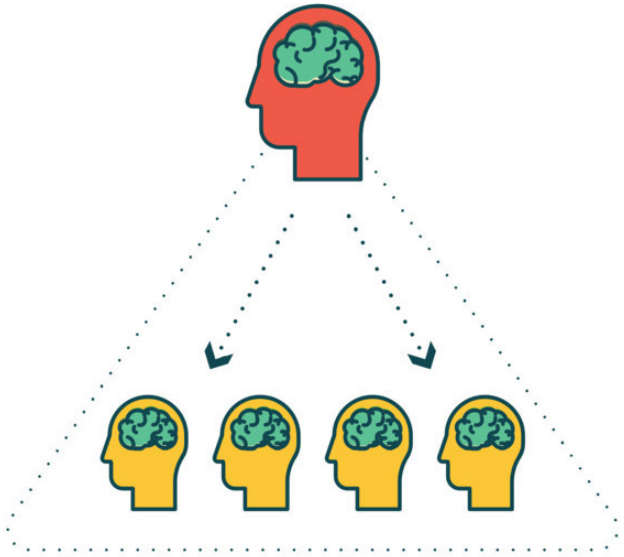
Merriam-Webster Dictionary Definitions:

- Pedagogy: the art, science, or profession of teaching
- Andragogy: the art or science of teaching adults

For the purpose of this presentation, consider the major difference between the two terms as **the way we teach adults versus the way we teach children**.

PEDAGOGY

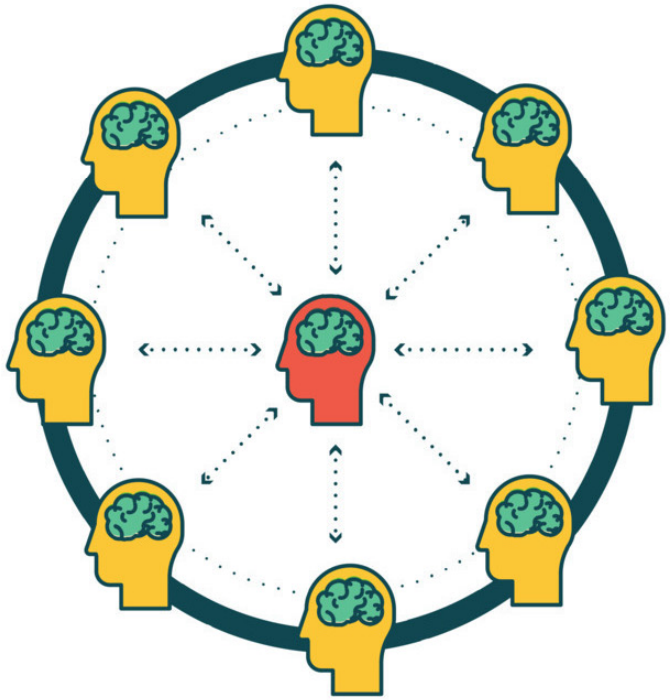
CHILDREN'S LEARNING PROCESS

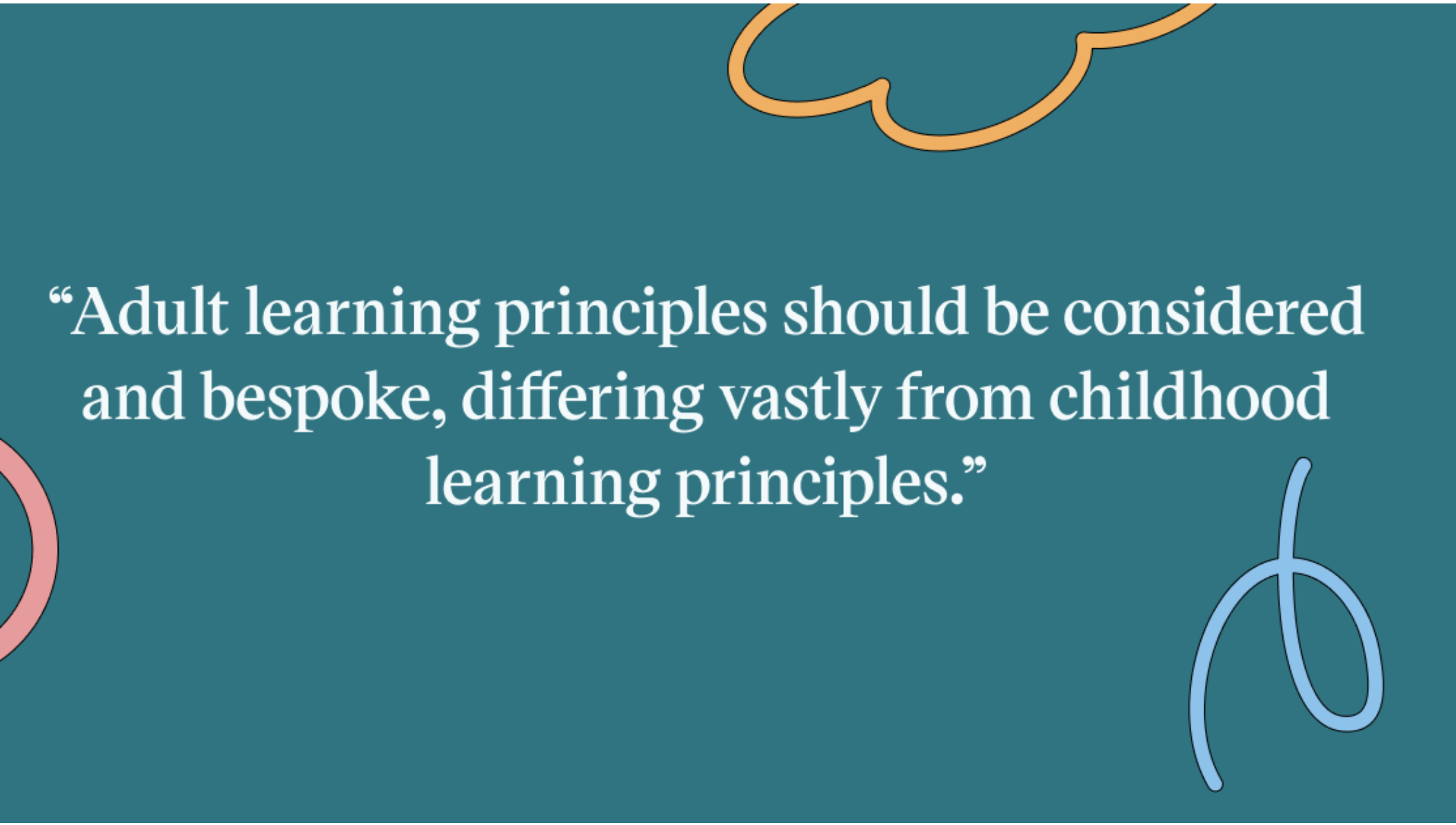


VS

ANDRAGOGY

ADULT LEARNING PROCESS




“Adult learning principles should be considered and bespoke, differing vastly from childhood learning principles.”

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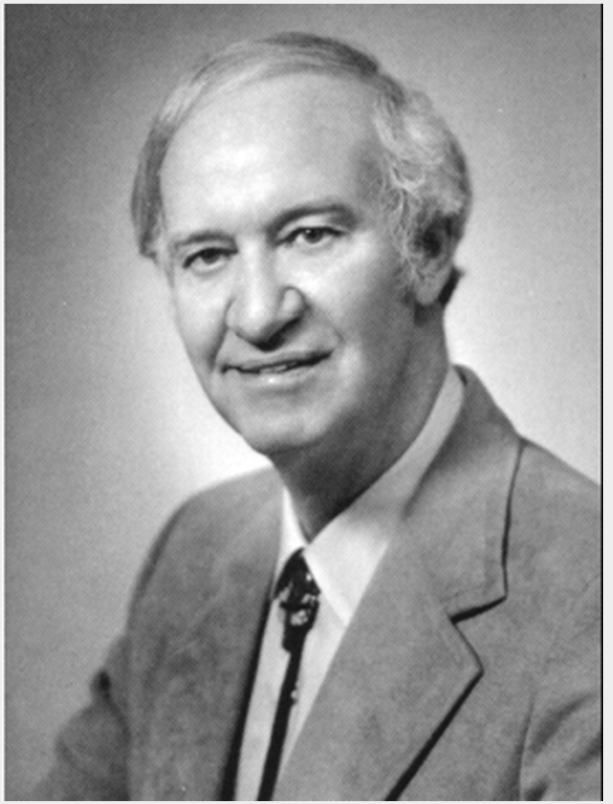
Andragogy

The following six slides are based on the work of Malcolm Knowles, who was highly influential in the field of adult education and authored much of the seminal work in the discipline.

These slides present the **6 adult learning principles** and offer strategies for you as educators to address them. The order of the principles listed does not indicate a level of importance.



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PRINCIPLE 1

Adult learning is often characterized by internal motivation and self-direction.

Strategies:

- ❑ Establish egalitarian relationships with adult students in which they can take ownership of their learning.
- ❑ Actively listen to student questions. Active listening requires full concentration, comprehension, and appropriate response.
- ❑ Try to determine how students learn best (e.g., by taking notes, drawing diagrams, or partner discussion), and then tailor learning activities reflecting student interests.
- ❑ Allow students to take over most of an activity, decreasing support as they gain confidence. This practice encourages adults to learn new things independently through their own research and efforts to build on their existing knowledge.

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PRINCIPLE 2

The information adults have gained over a lifetime is useful to instructors and useful to other students.

Strategies:

- ❑ Build on student interest in solving problems they have encountered in the past.
- ❑ Learn about the adult student's life, work, and personal experiences, and use those past experiences to encourage problem solving and facilitate sharing with fellow students.
- ❑ Prompt learners to discuss their solutions out loud using them as a demonstration of analytical thinking.
- ❑ Use reflective teaching techniques to help adult learners discover and question their unconscious biases.
- ❑ Remember that adults tend to have self-concepts that are based on their past experiences, so they may be adept at self-management, motivation, and monitoring.

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PRINCIPLE 3

Adults are goal oriented.

Strategies:

- ❑ Carefully consider why a learning activity is necessary for students. Adults learn and retain better when their learning has a strong WHY element.
- ❑ Present activities with learning experiences that kickstart learners' natural problem-solving tendencies, preferably ones aligned with their personal, professional, and future desires.
- ❑ Ask questions that facilitate reflection, inquiry, and further research.

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PRINCIPLE 4

Adults are relevancy oriented; adult students want to learn about the things they view as important.

Strategies:

- ❑ Understand what adult students value, and craft relevant learning activities.
- ❑ Help students at all levels build upon their previous knowledge.
- ❑ Ask students what they expect to learn in an activity. The instructor may need to adjust activities if students already know the concepts.
- ❑ Give students options or challenges for completing problems that are in line with their learning objectives.
- ❑ If learners are in school to seek advancement in work or career, be aware of the skills they need to acquire, and plan accordingly.

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PRINCIPLE 5

Adults are practical; learning needs to be timely and relevant.

Strategies:

- ❑ Help students begin working on a relatable project as soon as possible. Students will be motivated by an objective that has real-world application.
- ❑ Rely less on textbooks and more on hands-on learning. Demonstrate how what they are learning is useful to them or to the group.
- ❑ Provide plenty of practice and repetition of skills to increase competence and self-confidence.

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PRINCIPLE 6

Adult learners prefer to be respected and acknowledged as colleagues in the classroom.

Strategies:

- ❑ Encourage students to express themselves, their ideas, and their thinking.
- ❑ Elicit feedback from learners, and use it to either validate or to enhance learning experiences.
- ❑ Value students as collaborators and co-learners; their life experiences are often equal to or even greater than that of the instructor.

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REFLECTION 1

The principles of Malcolm Knowles form an important basis for adult learning theory; reflecting on them may help you to consider what inspires and what challenges your students.

Examining your current thoughts on adult learning and instructional practices, turn to Page 4 and take 5 minutes to briefly record your answers to the following questions.

1. Which of Knowles' principles guide, or could guide, your own teaching?
2. What motivates adult learners, and what might be some barriers to learning for adult students?

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Barriers & Motivations in Adult Learning

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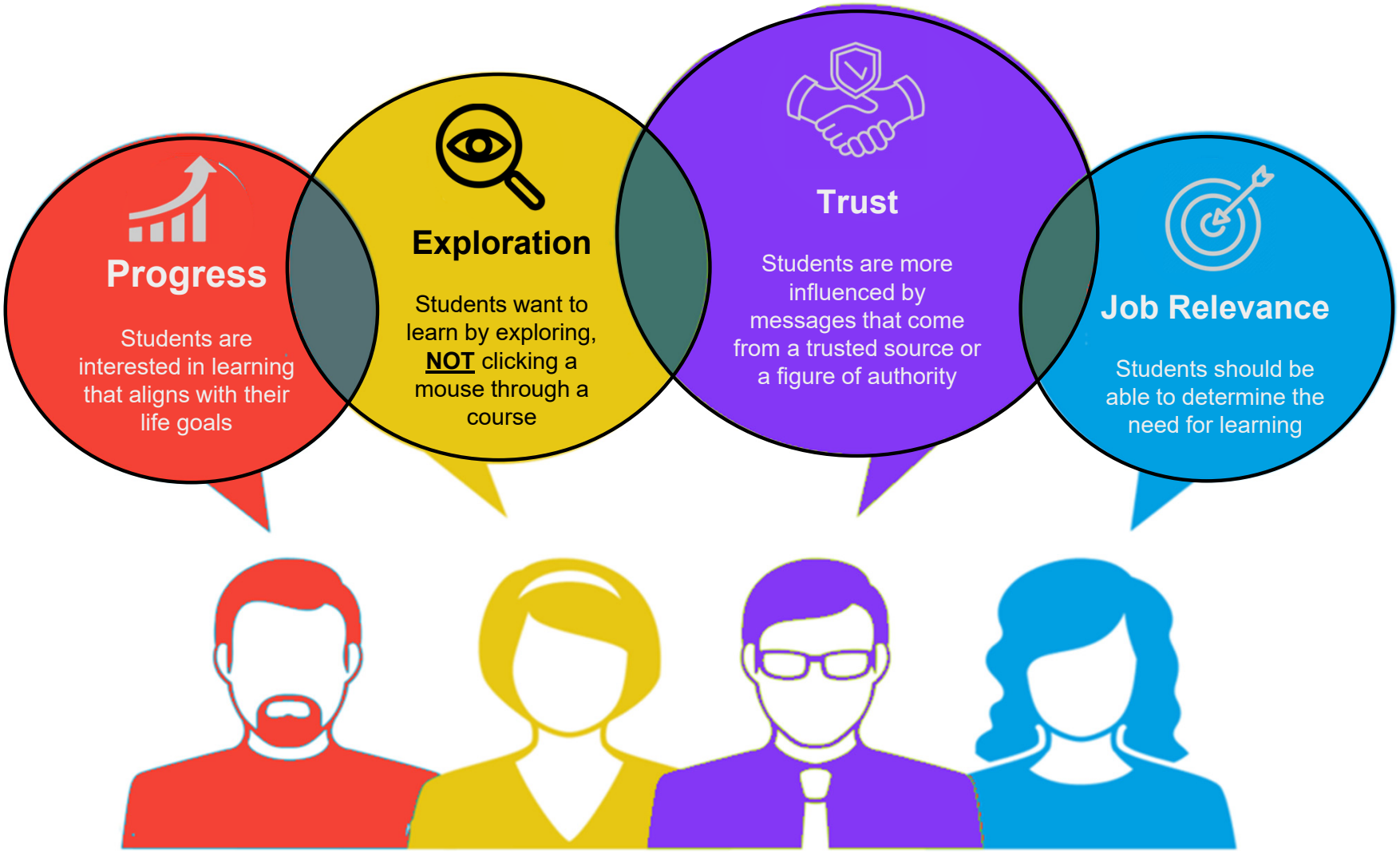
REFLECTION 2

The principles of Malcolm Knowles form an important basis for adult learning theory; reflecting on Knowles' therory.

Turn to Page 5 in your handout and take 5 minutes to list some motivations and barriers for adult learners.

Barriers


Progress
Students are interested in learning that aligns with their life goals
Exploration
Students want to learn by exploring, NOT clicking a mouse through a course
Trust
Students are more influenced by messages that come from a trusted source or a figure of authority
Job Relevance
Students should be able to determine the need for learning

Motivations

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Cognitive Load Theory

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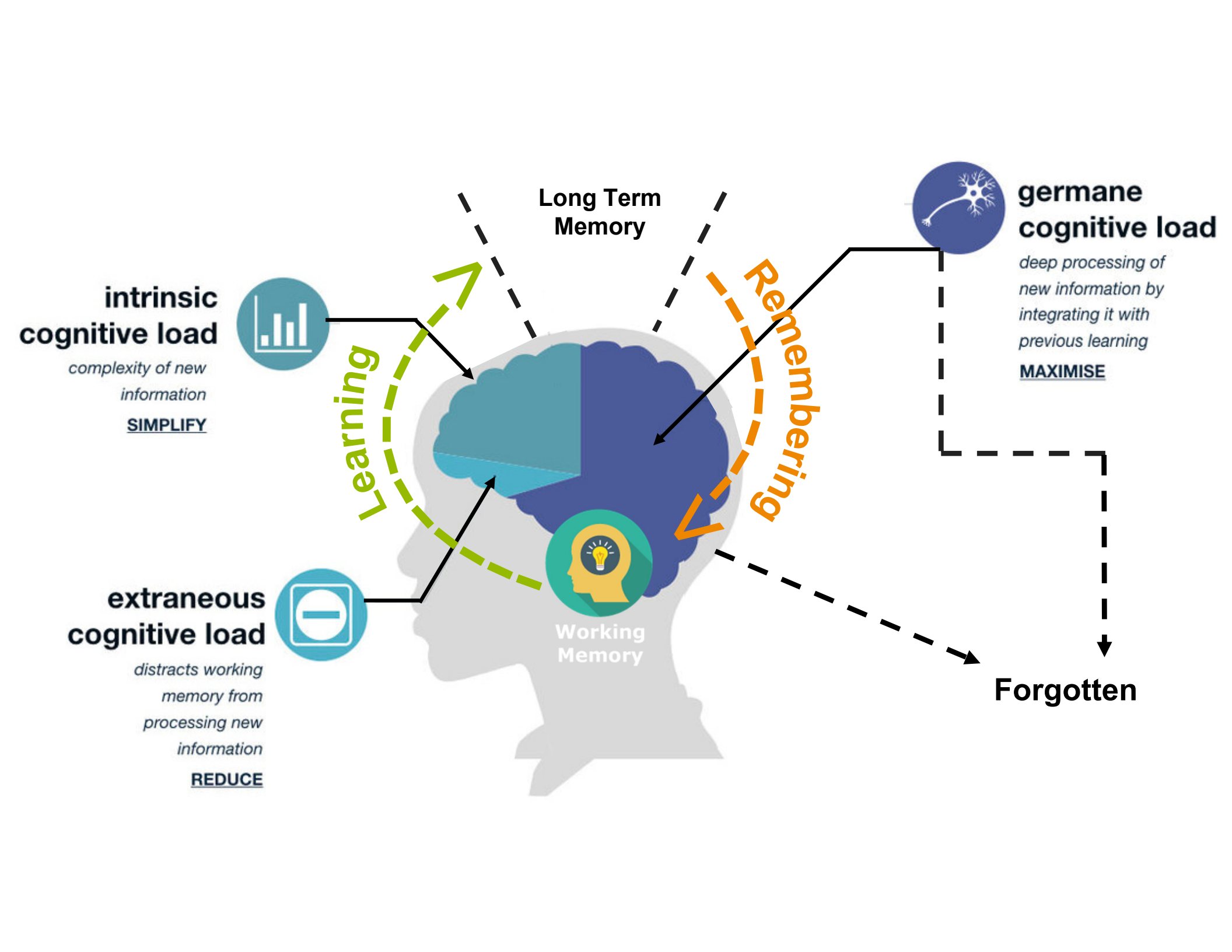
Cognitive Load Theory (CLT) Concepts

Cognitive Load Theory (CLT) is an instructional design model that reflects a person's cognitive architecture or the way that one processes information.

While learning, information must be held in the working memory until it has been processed sufficiently to pass into the long-term memory. The capacity of the working memory is very limited.

When too much information is presented at once, memory becomes overwhelmed *(or overloaded) and much of that "learned" information is lost.*

Many factors such as distractions in the classroom, personal issues, and ineffective instructional methods limit the amount of cognitive load a student can process.


Long Term Memory
germane cognitive load
deep processing of new information by integrating it with previous learning
MAXIMISE
intrinsic cognitive load
complexity of new information
SIMPLIFY
Learning
Remembering
Working Memory
extraneous cognitive load
distracts working memory from processing new information
REDUCE
Forgotten

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Cognitive Load Theory (CLT) Strategies

Instructional strategies that reduce working memory load and facilitate the movement of concepts from short-term to long-term memory.

- ❑ Breaking tasks into small units where possible
- ❑ Using complete examples and then tapering off to partially complete examples as students gain competency (e.g., start with a complete graphic organizer, move to organizers with decreased information, and finally students develop their own organizer).
- ❑ Extending the capacity of working memory by using both visual and auditory channels
- ❑ Writing and speaking concisely; long-winded explanations add to the cognitive load
- ❑ Using graphic organizers to help learners classify and clarify ideas
- ❑ Employing “stop and think” strategies to allow the brain to incorporate new information

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Adult Learning Theory

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Adult Learning Theory

Adult Learning Theory is a learning methodology which enables adults to apply what they have learned to the real world. Put into practice, it can result in shortened learning curves for students.

Adults are better able to embrace learning when educators include several important elements in the learning environment.

The next 7 slides will cover the following concepts and strategies associated with Adult Learning Theory:

- Believe to Achieve
- Real World Application
- Small Group Activities
- 70-30 Rule
- Process Comprehension Questions
- See, Do, Teach
- Emotional Memory

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Believe to Achieve

Believe to Achieve

Adult students must consider a goal to be **achievable**. Never give students the impression that what they are about to learn is beyond their capacity to comprehend. If adults believe it will be too difficult, learning may not happen at all.

When confronted with difficult concepts, help students gain confidence with phrases like these: “If you found that confusing, you are not alone. I’ll try to explain things in a different way.”

If a student gives an incorrect answer to a question, positive, encouraging feedback such as “That’s close” or “Tell me more” is more effective than “No, you’re totally wrong!”

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Real World Application

Real World Application

Adults must see **the value** in something before they will commit to learning it.

If they can see how it applies to them, adult learners will be more willing to engage in new learning. Application to the real world must be clear.

Knowing the reason for the task gives adult students **a sense of purpose**.

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Small Group Activities

Small Group Activities

Adult students are enabled to share their learning experiences through small group activities. They teach each other concepts in a new way and discuss how it applies to them.

Peer support is enhanced, thus reducing fear of judgment. It also makes the class more interesting and interactive.

Whether online or in the classroom, create a collaborative learning environment where students have a safe space to exchange ideas and information.

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70-30 Rule

The 70-30 Rule

Lecture-based learning is the oldest and most common method of teaching, yet it is the least effective. Studies show that students retain only about 5% of a lecture.

The 70-30 rule states that with more effective instruction, **students talk about 70% of the time, and the instructor speaks for about 30% of the time.**

The 70-30 rule can be achieved by using process comprehension questions, which are explained on the next slide.

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Process Comprehension Questions

Process Comprehension Questions (PCQs)

Students are encouraged to think and speak more with process comprehension questions. Effective instructors avoid yes/no questions because they do not assess comprehension.

By asking **open-ended questions**, students can demonstrate how well they understand a certain concept or process. Take a moment to consider open-ended questions that you might ask your students regarding this prompt:

> ***"Last year, the Dumont company developed a mobile app for its products."***

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Process Comprehension Questions

"Last year, the Dumont company developed a mobile app for its products."

Some open-ended questions are listed below. These are examples of PCQs an instructor might ask students regarding this prompt.

- ***Why*** do you think this company developed the app?
- ***Who*** do you think the target market for this app would be?
- ***How*** does this app enhance mobile usage?
- ***Where*** is the value (for the company and the customer)?

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See, Do, Teach

See, Do, Teach

- During class, let students see how a certain concept or process works (e.g., demonstrate how a fulcrum and lever reduce the work needed to move an object).
- Then, give them a chance to do it by themselves.
- Finally, have the student teach someone else what they just learned.

According to research, students remember only 10% of what they read and 50% of what they see and hear, yet they can remember 90% of what they say and do.

By adding in the extra step of asking students to teach each other, instructors help them to lock in information with 90% retention.

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See, Do, Teach

The heightened retention gained from the See, Do, Teach strategy is a result of:

- **Verbalization:** students say what they just learned, thus reinforcing the concept.
- **Mastery:** if one cannot teach others how to do something, does one really know how to do it?
- **Class management:** sometimes the instructor does not have time to check that every student has mastered the skill or concept; an extra set of eyes helps to ensure that each student is successful.
- **Peer teaching:** a fellow student may be able to explain concepts in a way that best fits another's learning style.

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Emotional Memory

Emotional Memory

Memory is triggered by an emotional response.

According to research, students can remember **up to 100%** if they attach a strong emotion to the concept.

Effective instructors tell **memorable stories** throughout the course because they know it will help students remember.

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Supporting and Retaining Adult Learners

In addition to utilizing the instructional practices mentioned earlier in this presentation, adult educators can further help reduce the stress and fears their students may have by doing the following:

- ❑ Creating a safe and relaxed learning atmosphere
- ❑ Facilitating the formation of support groups
- ❑ Including team learning projects
- ❑ Presenting information in multiple formats
- ❑ Addressing students' unique needs
- ❑ Respecting cultural differences

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Quiz

A **5-question quiz** begins next.

This quiz can help to cement an understanding of theories and instructional strategies for working with adult learners.

Please record your quiz answers on the correct page of the workbook.

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Question 1

Which of the following is NOT one of Malcolm Knowles' assumptions about adult learners?

A. Adult learners have a self-concept of being responsible for their own decisions.
B. Adult learners are motivated primarily by extrinsic factors.
C. Adult learners draw upon their own life experiences to help themselves learn.
D. Adults learn best when they know why they are learning something.

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Question 2

Which of the following is NOT recommended for adult educators to do in the classroom?

A. Set a cooperative climate for learning in the classroom.
B. Design sequential activities to achieve the objectives.
C. Follow the textbook explicitly.
D. Work collaboratively with the learners to select methods, materials, and resources for instruction.

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Question 3

Which of the following can be a barrier to adult participation in learning?

A. Time and/or money issues
B. Conflicts with childcare and/or transportation
C. Lack of confidence and/or interest
D. Lack of information about opportunities to learn
E. All of the above

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Question 4

According to the "See, Do, Teach" model of adult learning theory, students retain the most from _____

A. what they do.
B. what they see and hear.
C. what they read.
D. what they say.

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Question 5

All of the following are recommended strategies for minimizing the cognitive load on learners EXCEPT for which one?

A. Using graphic organizers
B. Chunking complex content into smaller bits
C. Lecturing extensively on relevant topics
D. Stopping instruction momentarily to give students time to think about what they are learning

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REFLECTION 3

Summarizing your thoughts on adult learning theories and strategies, and then relating them to your current and future instructional practices, can help to strengthen your skills as an adult education facilitator.

Please briefly record your responses for Reflection 3 on Workbook page 9.

1. **How would you define an "adult learner"?**
2. **What is one aspect of adult learning theory that closely aligns with your current teaching style? Describe that alignment.**
3. **What is one learning strategy or idea for adult instruction that you would like to learn more about and/or incorporate into your own teaching? Why?**

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Complexities of Adult Learners

This Concepts and Strategies in Adult Education Module primarily addressed how the instruction of adults may differ from the instruction of children.

A wide array of learners enter our classrooms. While some students come ready and excited to learn, others may be struggling with the effects of:

- adverse childhood experiences (ACEs),
- legal issues,
- learning disabilities,
- homelessness, and other forms of trauma.

These roadblocks often make learning difficult.

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Smith, C. (n.d.). *The Six Adult Learning Principles.* [Video]. YouTube. https://www.youtube.com/watch?v=vLJ7cRwKI-I

Schwartz, M. (Teaching and Learning Office, Ryerson University) n.d. *Engaging Adult Learners.* https://www.ryerson.ca/content/dam/learning-teaching/teaching-resources/teach-a-course/engaging-adult-learners.pdf

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University of Maine Instructional Services. (2015, September 13). *Cognitive Load Theory.* [Video]. YouTube. https://www.youtube.com/watch?v=1AyXphKqOEk

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Additional Resources

Adult Education and Literacy: U.S. Department of Education. https://lincs.ed.gov/

California Department of Education. *Adult Education: What Makes Teaching Effective?* (2016, July). Retrieved from https://www.calpro-online.org/documents/CALPRO_BRIEF_13_508.pdf

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Additional Resources

KET Education PBS Learning Media. 2020. *Teaching Strategies: Resources for Adult Educators.* https://opb.pbslearningmedia.org/collection/ketae/

Learning Disability Association of America. *Adult Literacy.* (2020). Retrieved from https://ldaamerica.org/category/adult-literacy/

National Coalition for the Homeless. 2020. *Teaching Resources.* Retrieved from https://nationalhomeless.org/references/teaching/

NWIA College. 2011, February 8. *What is Active Learning?* [Video]. YouTube. https://www.youtube.com/watch?v=UsDI6hDx5uI

Additional Resources

Oregon Adult College and Career Readiness Standards (OACCRS) **Mathematics** Handbook:

OACCRS: Handbook for Mathematics Instruction

Oregon Adult College and Career Readiness Standards (OACCRS) **Language Arts** Handbook:

OACCRS: Handbook for Language Arts Instruction

Trauma Informed Oregon - Trauma Informed Care in Oregon. (n.d.) Retrieved February 21, 2020. https://traumainformedoregon.org/

WV Adult Education. *Teaching Adults in a Correctional Facility WVAdultEd Instructor Handbook, Section 15.* 2018. Retrieved February 21, 2020. https://wvde.state.wv.us/abe/tcher_handbook_pdf/section15.pdf

ALS Coordinator Recertification

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ALS-C Recertification Reminders

- Maintain provider certification
- Attend *at least* 1 update per certification cycle (2 years)
- Complete re-endorsement application (TR-31)
- Obtain EMS physician recommendation signature
- Obtain Regional EMS Council Executive Director signature for every council region you will be offering classes in.
- Email to Chad BEFORE your ALS-C expiration date

Education Coordinator Recertification

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EC Recertification Reminders

- Maintain provider certification
- Teach at least 50 hours of Category 1 CE or initial education
- Attend *at least* 1 update per certification cycle (3 years)
- Complete online recertification quiz (open resource)
- Obtain EMS physician recommendation (EMS Portal)

http://www.vdh.virginia.gov/emergency-medical-services/ems-education-coordinator-recertification-requirements/

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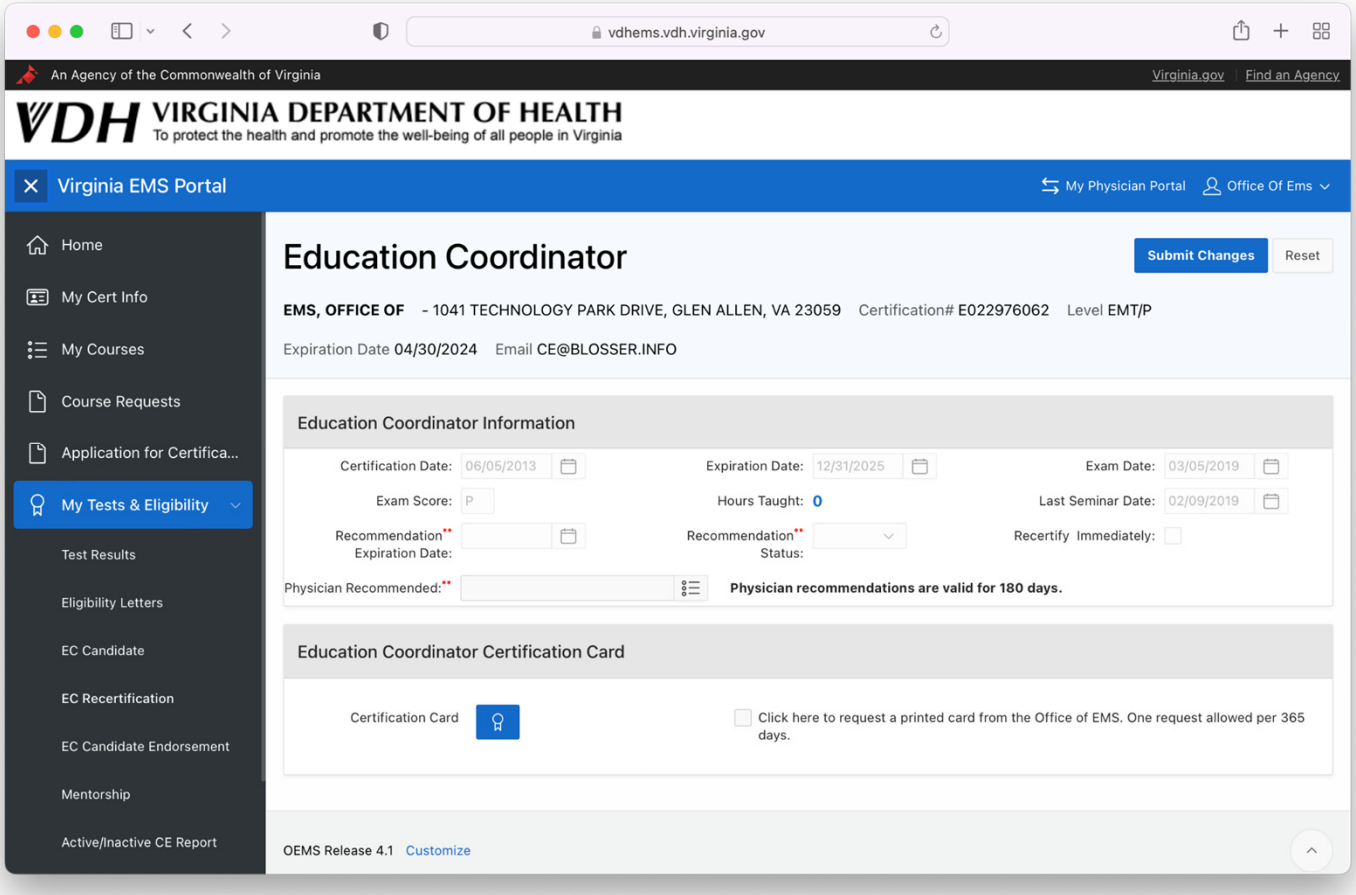
EC Recertification Menu



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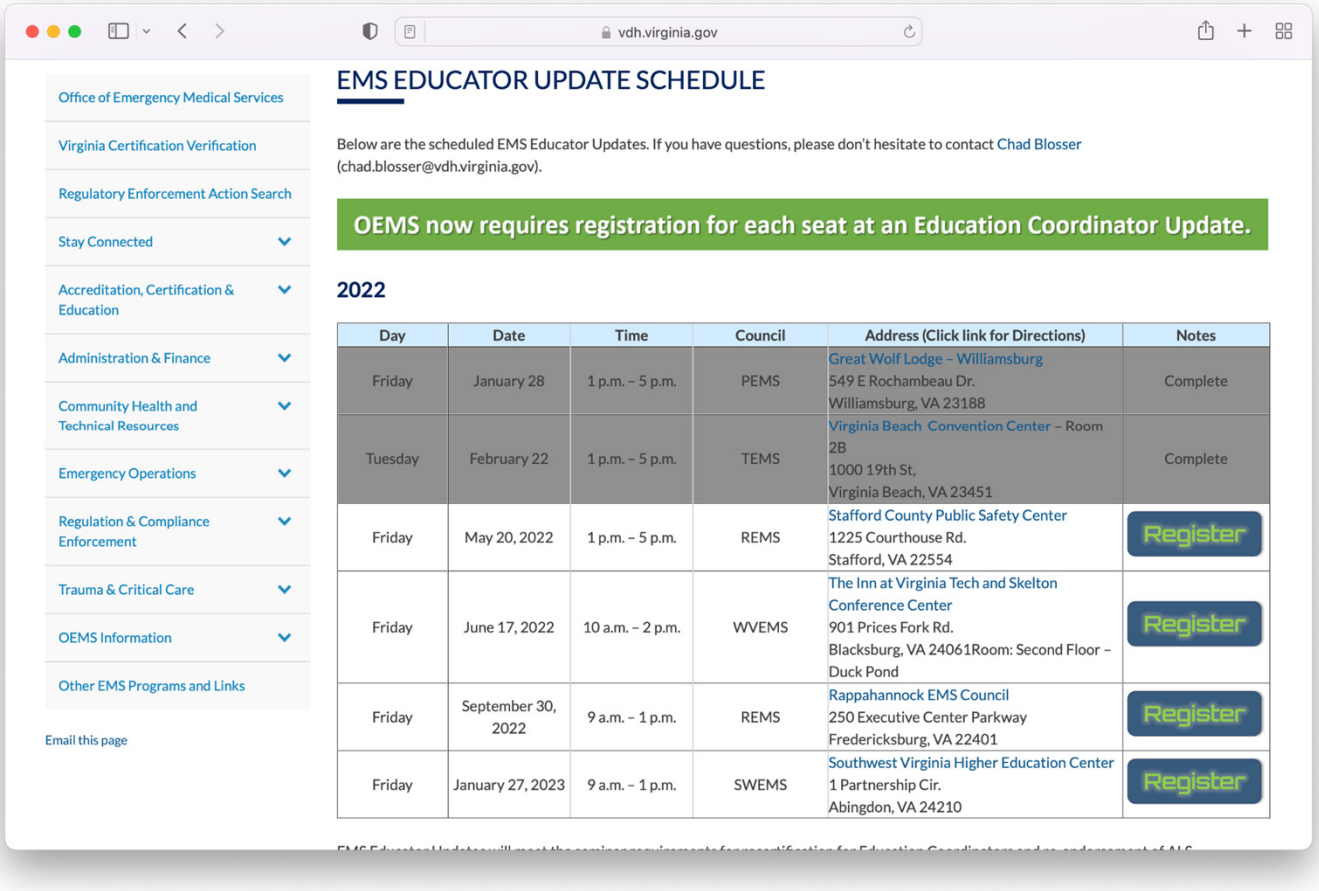
Educator Update Schedule



EMS EDUCATOR UPDATE SCHEDULE

Below are the scheduled EMS Educator Updates. If you have questions, please don't hesitate to contact Chad Blosser (chad.blosser@vdh.virginia.gov).

OEMS now requires registration for each seat at an Education Coordinator Update.

2022

Day	Date	Time	Council	Address (Click link for Directions)	Notes
Friday	January 28	1 p.m. – 5 p.m.	PEMS	Great Wolf Lodge – Williamsburg 549 E Rochambeau Dr. Williamsburg, VA 23188	Complete
Tuesday	February 22	1 p.m. – 5 p.m.	TEMS	Virginia Beach Convention Center – Room 2B 1000 19th St, Virginia Beach, VA 23451	Complete
Friday	May 20, 2022	1 p.m. – 5 p.m.	REMS	Stafford County Public Safety Center 1225 Courthouse Rd. Stafford, VA 22554	Register
Friday	June 17, 2022	10 a.m. – 2 p.m.	WVEMS	The Inn at Virginia Tech and Skelton Conference Center 901 Prices Fork Rd. Blacksburg, VA 24061Room: Second Floor – Duck Pond	Register
Friday	September 30, 2022	9 a.m. – 1 p.m.	REMS	Rappahannock EMS Council 250 Executive Center Parkway Fredericksburg, VA 22401	Register
Friday	January 27, 2023	9 a.m. – 1 p.m.	SWEMS	Southwest Virginia Higher Education Center 1 Partnership Cir. Abingdon, VA 24210	Register

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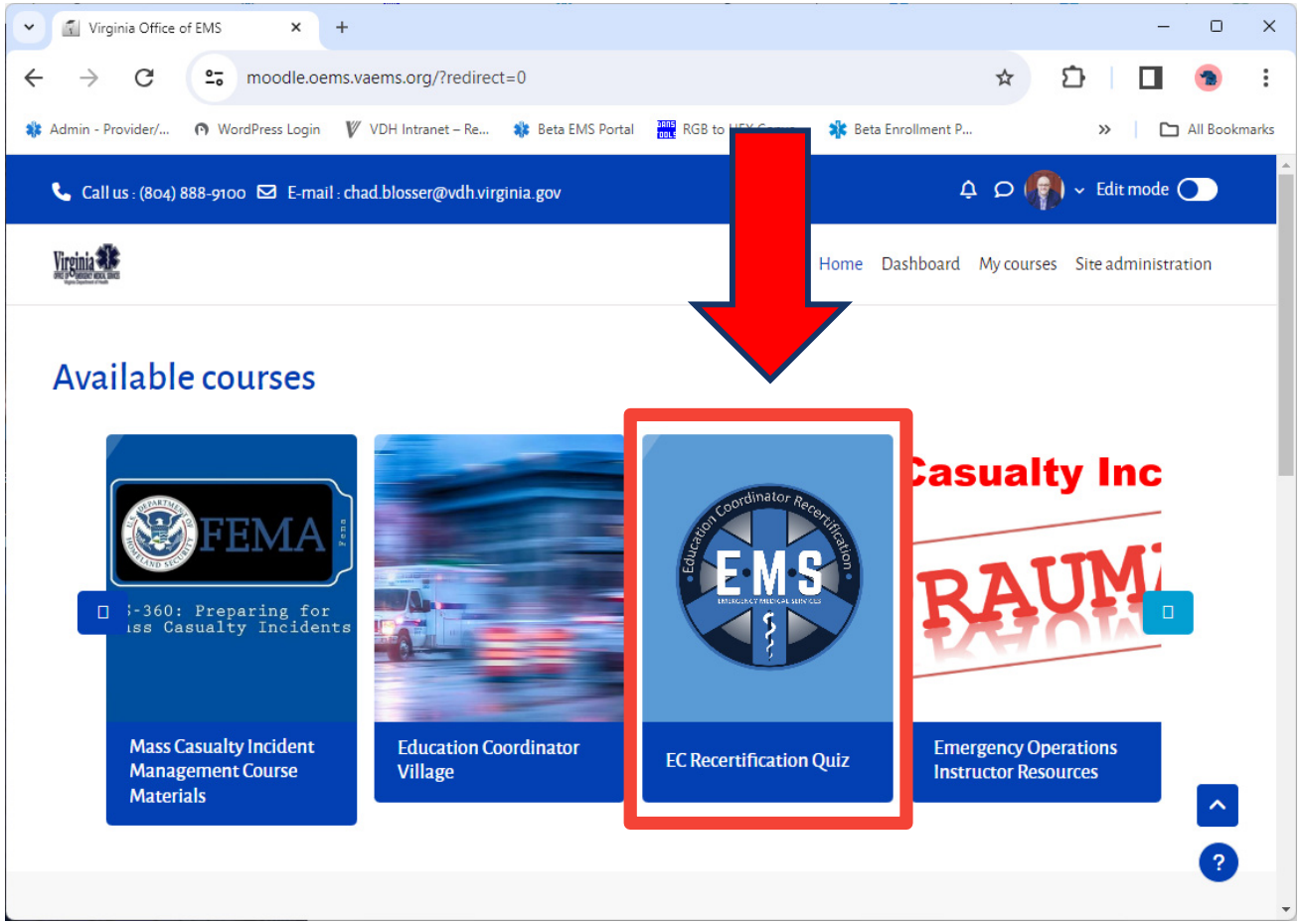
Recertification Quiz on Moodle (Open Resource)



THANK YOU