



EMS Instructor Course

Essential teaching knowledge and skills for the effective primary (lead) EMS instructor — CAPCE approved for 40 hours of credit.

TUITION	LENGTH	CREDIT	GRADING
\$250 USD	5 weeks	40 hrs CAPCE	Pass / Fail

Course description

The Prodigy EMS Instructor Course provides the essential teaching knowledge and skills required to be an effective primary (lead) EMS instructor. The outcome-based curriculum is divided into modules designed to meet and exceed the US Department of Transportation / National Highway Traffic Safety Administration (NHTSA) 2002 Guidelines for Educating EMS Instructors curriculum standards for entry-level EMS educators.

Modules include basic principles and practices of learning and motivation, legal and ethical considerations, psychomotor/skills development, scenario/simulation facilitation, coaching and clinical precepting, hybrid and flipped learning methodology, direct instruction, evaluating student competency, research, and cultural humility.

Prerequisites

This is an open-enrollment course; no prior teaching experience is required. Participants are usually experienced EMS practitioners and enthusiastic role models for lifelong learning and professional standards. NHTSA and Prodigy recommend that, ideally, the entry-level EMS educator should have successfully completed a course of academic study and gained clinical experience as an EMS provider, registered nurse, physician, or other allied health practitioner prior to entering the educator program.

Tuition & optional resources

Tuition is **\$250 USD**, plus the cost of any optional recommended resources learners choose to purchase. The following materials are recommended but **not required** as prerequisites or to complete the course:

OPTIONAL RESOURCE	COST
Foundations of Education: An EMS Approach, Third Edition (ISBN 9781284145168, © 2020)	\$71 USD
AHA Instructor Core Course (online)	\$45 USD
NAEMT Instructor Preparation Course (ISBN 9781284027235; online, 6 hours, asynchronous)	\$45 USD
Public Safety Group — Preceptor Training Module (online, 4 hours)	\$30 USD
Bundle: textbook + NAEMT + Preceptor course (\$133) + AHA (\$45)	\$178 USD

Most EMS education programs require AHA BLS/ACLS instructor credentials, as well as PHTLS/AMLS instructor certification from NAEMT. While not required for this course, we highly recommend completing them if these programs are taught in your area.

Student responsibilities

To earn the Prodigy EMS Instructor Course Completion Certificate (CAPCE approved for 40 hours of credit), students must:

- Complete pre-course assignments before class sessions.
- Attend and actively participate in all live sessions.
- Take and pass (within two attempts) the course final exam.
- Complete a course evaluation.

All course materials and live sessions are reached by logging in to Prodigy.

GRADING (PASS/FAIL)

- **70%** — completing all asynchronous materials and actively participating in all live sessions
- **30%** — final exam

TIME DISTRIBUTION

- 5 two-hour live sessions via Prodigy, one each week
- 5 weekly required asynchronous preparatory modules — 30 hours of content

Course goals

Cognitive objectives

At the completion of this course, the student-instructor will be able to:

1. Describe the roles and responsibilities of EMS instructors
2. Describe the relationship between the instructor and the student, assistant instructor, program director and medical director
3. Describe the role of the course syllabus and lesson plan in course management
4. Describe the major components of the syllabus and lesson plan
5. Identify national resources for obtaining information on policies and procedures for EMS education programs and courses
6. Describe attributes of an ethical instructor
7. Describe methods to engage students in the learning process through a positive learning environment
8. Given a lesson plan, describe activities that may be used to differentiate learning for maximum effectiveness
9. Identify the domain of learning and level of depth for a correctly written objective
10. Apply motivation theory to maximize learning and performance
11. Given a lesson plan or session topic, describe an activity that incorporates an ethical lesson into that session

Psychomotor objectives

At the completion of this course, the student-instructor will be able to:

1. Create a lesson plan which utilizes a stimulating variety of teaching techniques, activities and breaks for the purpose of maximizing learning and performance

Affective objectives

At the completion of this module, the instructor candidate should be able to:

1. Defend the importance of continuing professional development for the professional educator
2. Value the role of the instructor in the EMS classroom
3. Serve as a role model for other educators in the EMS setting
4. Value and advocate for diversity, inclusion, and cultural humility in the EMS classroom
5. Appreciate the importance of a positive teacher-student relationship
6. Value the need to provide fair, timely and constructive feedback to students
7. Exhibit professional behaviors in the following areas: integrity, empathy, self-motivation, appearance and personal hygiene, self-confidence, communications, time management, teamwork, diplomacy, and respect

8. Explain the value of serving as a mentor
9. Value the importance of mentoring in the development of a professional EMS instructor
10. Appreciate the importance of a positive learning environment and the overall impact that has on the success of a class

Course schedule

PREPARATORY Module 0: Prior to class (1h)

Course overview: course philosophy · pedagogy (flipped design, asynchronous modules, synchronous live sessions) · course approval · completion requirements · LMS navigation

Optional (anytime — 12h): Research 101 (4h) · AHA Core Instructor (purchased after you align with your local training center) · NAEMT online course (6h)

WEEK 1 Module 1: EMS instructor basics (4h)

Foundations ch. 1, 2, 3, 8, 9, 10, 25

Freedom House Ambulance: The FIRST Responders · Assessment of prior knowledge · Intro to EMS education & mentoring · The biggest myths in education · Building connection: principles of presentation design · Educational design · Maximizing learning through positive classroom culture · EMS education legal cases

Live session: Legal cases

WEEK 2 Module 2: Cognitive content (6h)

Foundations ch. 12, 13, 14, 16, 17

Applying the science of learning · Affective domain (intro to the instrument) · Developing self-regulated learners · Direct instruction micro-lesson · Bloom's taxonomy of learning objectives · Flipped classroom · Principles and applications of microlearning

Live session: Lesson makeovers to higher-level learning strategies & self-regulated learning as instructor/preceptor

WEEK 3 Module 3: Skills and simulation (9h)

Foundations ch. 18, 19

Educational strategies for psychomotor skills · Evidence-based models for skills training · Preventing skill degradation over time · Deliberate practice · Educational strategies for scenarios · CoAEMSP and NREMT simulation guidelines and recommendations · Translating simulations into better outcomes · Low-dose high-frequency education · Psychomotor skills acquisition

Live session: Training scars and psychomotor scenario problem identification and solutions

WEEK 4 Module 4: Assessment (6h)

Foundations ch. 20, 21, 22, 23

Avoiding training scars in EMS education • Competency assessment through immersive experience • We are doing it wrong: psychomotor skills & check sheets • Mastering the art of feedback • Assessment of the affective domain • Using ChatGPT for exam items & scenarios

Live session: Item writing using AI and item review panels

WEEK 5 Module 5: Cultural humility, teamwork & communication (4h)

Foundations ch. 6, 7

Creating a culture of learning / composting failure • Person-first language • Neurodiversity / learning differences • Overcoming barriers to recruitment & retention • Crew resource management concepts • Practice final exam

Live session: Course wrap-up — feedback framework & summative assessment review (predict-the-test activity)

POST-COURSE Assessment & evaluation

Comprehensive final exam: 80% to pass • two attempts • 60-minute time limit

Course evaluation: anonymous survey about content, instructional design, delivery platform, instructors, etc., used for CQI

Course participation

Students are expected to attend the full session of each class meeting. Achievement of the course learning outcomes and individual competencies is based not only on completed modules, but also on student engagement in the classroom community. Your participation in in-class activities and discussions helps with your own construction of knowledge, as well as your classmates'. In-class activities include, but are not limited to, application of course content to case studies, reflective activities, scaffolding activities for assignments, and in-class polls and surveys. Your participation grade is determined by the level of effort and the quality of your participation in the weekly class activities.

Participation is graded weekly using the rubric below. Students may miss a single live session and still be eligible to complete the course by watching the recording and completing a make-up assignment. However, absences result in a lower participation grade and missed participation points.

ACTIVE PARTICIPATION (2 PTS)	MODERATE PARTICIPATION (1 PT)	LOW PARTICIPATION (0 PTS)
Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned	Attempts to participate and completes most assignments and activities	Is absent, exhibits lack of preparation and noncompletion of required assignments or activities
Initiates discussion and supports points using specific references to readings or other asynchronous materials	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Furtheres the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furtheres the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material
Participates continuously via video and audio for the entire live session	Some limited video or audio participation for part of the live session	Participates via only audio or video and/or attends only part of the live session

Technical requirements

- A stable internet connection – continuous connectivity is required.
- A laptop or desktop computer equipped with a functioning webcam and microphone. Mobile devices or tablets are not suitable for taking the final exam, and not having access to a laptop or desktop may prevent course completion. Mobile devices may be used temporarily while students are transferring

to a more stable environment, but access to the Prodigy platform and the ability to view documents while in Zoom is necessary. Reliance solely on mobile devices will yield a lower quality experience for both learners and colleagues in the course.

- A Prodigy account.
- A Zoom account (a free account is fine).

Disclosure of session recordings

These meetings are conducted over Zoom through Prodigy and are recorded. The recording feature for others is disabled, so no one else can record the session through Zoom; no recording by other means is permitted. Sessions are archived in our course account and available to Prodigy users. If you have privacy concerns and do not wish to appear in the recording, do not turn on your video. If you prefer to use a pseudonym instead of your name, please let us know what name you will be using so we know who you are during the session. To ask a question privately, address your chat question to the host only (not to "everyone"), or contact us by another private method. If you have questions or concerns, please contact the course coordinator.

Links of interest

- [DOT/NHTSA 2002 National Guidelines for Educating EMS Instructors](#)
- [Foundations of Education: An EMS Approach — chapter list](#)

