



STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH

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TO: All EMS-Instructors

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REF: Guide for Completing New EMS Education Forms

NEW FORMS FOR DOCUMENTING EMERGENCY MEDICAL SERVICE EDUCATION DECEMBER 19, 2011

Purpose:

The New National Education Standards and changes in EMS certification regulations have prompted the need to update the forms required to document the educational process. The Application to Conduct Training (T-1 Form) and the Course Completion Form (T-4 Form) have been modified to accommodate the changes.

Overview:

The *National EMS Education Agenda for the Future* describes a plan to move EMS education more in line with the format and process that other allied health professionals experience in preparation for fulfilling their roles. The *National Core Content*, the *National EMS Scope of Practice Model* indicate broad areas of program content changes for all levels of EMS certification, and the *National EMS Education Standards* reflects a shift in educational philosophy.

On the National and State levels, the discussion of these changes has been on-going for several years, but a number of circumstances have put implementation plans on a tight timeline. The national certification examination company (the National Registry of EMT's) will begin testing to the new materials on January 1, 2012; all EMS publishing companies have transitioned to the new concepts in their most recent publications. In Connecticut, the EMS Advisory Board (with support of the Education and Training Committee as well as the Connecticut Society of EMS Instructors) and the Connecticut EMS Medical Advisory Committee (CEMSMAC) endorsed the transition to the new standards last spring. Connecticut EMS Regulations are in the final stages of review and revision, and integrating the principles of the new standards into the regulatory process has been a significant priority.

The Office of Emergency Medical Services has been orienting EMS Instructors to the challenges raised by the New Education Standards, and the Office has been developing forms that reflect the needs of the new Education Standards while enabling the instructor flexibility. The new forms are substantially different from the previous Applications to Conduct Training (T1 Forms) and Course Completion Forms (T4 Forms): although the principles are the same (the use of formulae to indicate when "Standards or Guidelines" have been met), the forms follow the broader concepts of content that the Education Standards suggest and also allow instructor flexibility regarding the time allotment for each lesson content. There is one Application to Conduct Training (T1 Form) for Initial Certification courses and there is one Application to Conduct Training (T-1 Form) for Recertification Courses. Likewise, there is one Course Completion Form (T4 Form) for Initial Certification courses and there is one Course Completion Form (T4 Form) for Recertification Courses.

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Initial Certification Course Forms

Application to Conduct Training (T-1 Form)

Drop down boxes prompt the EMS-I to select which certification level is to be addressed by the course of training (cell A3) and a number of level specific “standards” are automatically selected (Cells N10 and N16). When the information indicates that the EMS-I has adequately planned for content and length of program, the “Standards Met?” cells will convert to “True” (Cells N11 and N19-21).

Cell B3 has a blank default status; the “Alternative” option is to be designated to accommodate individuals who complete the initial EMT course (as designated the Application to Conduct Training that leaves B3 blank) but, upon completion of the course, experience difficulty passing the national certification examination. The “Alternative” modification establishes the documentation for training of individuals who seek EMR certification following the Alternative Pathway. (See the Alternative Pathway information in a separate document).

The demographic information for the course is similar to previous Applications to Conduct Training. Notes remind instructors to contact OEMS specifically and separately with changes in contact information.

The forms address the National Education Standards concepts. Instructors must be familiar with the document that may be located at: <http://www.ems.gov/education/nationalstandardandncs.html>.

The National Education Standards identify broad “Standards” (Yellow Highlighted Boxes) are listed in column A9 to A174. The dropdown menu identifies the standards, but adds “tags” of 1, 2, 3 etc. Over the course of the program, all of the standards tagged as “1” must be addressed at some point. As they are selected, the Standards “disappear” from the menu; when they all have disappeared, they all have been addressed and cell N15 will read “True”.

The Date (I9-I177) and Times (J9 to K177) columns will be used to track the Standards (A9-A177) taught. Times should be in military time with colons (for example: 4:00 AM = 04:00 and 6:00 PM = 18:00). Column L9-177 adds the times and totals them in N9. When the total hours exceeds expected minimum, cell N11 will convert to “True”.

Days, Dates and Times should document classes at the Standard level; in other words, Columns E9 through K174 relate to Column A9 through A174. Competency Content Modules may be viewed as topics that fulfill or “flesh out” Standards. In the *National Education Standards*, the competencies would be material described in the “blue” areas in the document. On the Application to Conduct Training form, Column C9 through D174 are where the Competency Content material for the identified Standard(s) for that class session is to be listed, but specific times for each Competency should NOT be indicated.

As an example: A program’s first three sessions may appear as:

Education Standard Competency	Competency Content Module	Instructor Last Name	Instructor First Name	Instructor Number	Class Day	Class Date	Class Start Time	Class End Time	Class Duration	Criteria Met	12
Preparatory 1	EMS Systems 1	Jones	William	00000	Monday	01/01/12	18:00:00	22:00:00	4:00:00	Hours	12:00:00
	Research 1								0:00:00	BLS Standard	60:00
	Medical Legal / Ethics 1								0:00:00	BLS Met	FALSE
Preparatory 2	Workforce Safety and Health 1	Jones	William	00000	Wednesday	01/03/12	18:00:00	20:00:00	2:00:00	ALS Standard	
Medical Terminology 1	Documentation 1						20:00:00	22:00:00	2:00:00	ALS Met?	
	Medical Terminology 1								0:00:00	Standards Count	3
Anatomy and Physiology 1	Anatomy & Physiology 1	Williams	John	00007	Monday	01/08/12	18:00:00	22:00:00	4:00:00	Ed Standards Met?	FALSE

In the example, the first session meets on Monday, January 1, 2012 from 6:00PM to 10:00 PM. The Standard to be addressed is Preparatory, and the program will contain three competency module lessons: “EMS Systems”, “Research” and “Medical Legal / Ethics”. There is no indication regarding how much time will be spent developing any of the competencies.

The second session continues the Preparatory standard and introduces the Medical Terminology Standard while dealing with the topics of “Workplace Safety and Health” and “Documentation”. A third competency, “Medical Terminology” is also presented that evening. The times indicated for the second session refer to the Standards, and not the competencies. The third session addresses a single standard and a single area of competency.

The Competency Content column (Cells C9 to D164) functions in a similar fashion to the Standards Column. For the EMT course, all Competencies designated with the tag “1” must be addressed (except those specifically labeled “AEMT”). Repeat classes with the same topic may be identified with higher “tags”. For example, an instructor may teach “Documentation” one time; by using the dropdown “Documentation 1”, the competency is recorded as addressed. If one were to teach CPR, for example, for two nights, the first would be “CPR - Healthcare Provider 1” (also satisfying the competency) and the second would be “CPR - Healthcare Provider 2” (with no change in the competency total). EMT’s currently list 86 required competencies; EMR programs should address 77. When the required number of competencies is addressed, Cell N19 or 20 will convert to “True”. It is important to note that some competencies are required of EMT’s but NOT for EMR’s (instructors must be familiar with the EMS Education Standards in order to know which are in this group, but a Comment box appears when the cursor is held over Cell C8, which serves as a reminder). The form does not distinguish between the competencies required for EMR versus EMT, but the “Comment” attached to Cell C8 may serve as a reminder. EMT courses (and higher) require clinical experiences. Cell E175 requires the instructor to manually change the default “No” to “Yes”; doing so adds 10 hours to the course total and adds the “Clinical” Education Standard to cell N14. Instructors are indicating that a clinical agreement is in place adequate for their students to fulfill this competency. Cells C164 through C174 are left open for instructors to enter any class content they choose; the standard for this area would be “Elective”.

IMPORTANT REMINDER: At this point, Connecticut has NOT adopted the National Scope of Practice Model for the Advanced Emergency Medical Technician (AEMT). Initial certification level courses are to continue to address the EMT Intermediate 85 National Standard Curriculum with the broader content areas previously required. Instructors should use the new Application to Conduct Training and:

1. Address the “Standards” requirements (all tag “1” elements for the A9 to A174 column) plus the Clinical Agreement requirement
2. Assure that each of the Standards level lessons have appropriate, comprehensive competency content
3. Achieve a minimum of 100 hours of class content

CEMSMAC is currently considering the merits of adopting the New National Scope of Practice Model; the recommendation will be forthcoming.

Initial Certification Course Completion Form (T-4 Form)

The Course Completion Form for Initial Certification Programs resembles previous versions: straight forward data entry with occasional dropdown menus and linked cells. The form requires the Instructor to manually change the course outcome default from “Incomplete at this Time” to the accurate response. The “Alternative Pathway” column (Cells L7 to L26) allows an Instructor to convert the Course Completion Form filed for the original EMT course to a Course Completion Form for an Alternative Pathway to EMR Certification candidate by changing the dropdowns in A3 and B3, deleting the candidates for whom it does not apply, and simply leaving the candidates for whom it does.

Re-certification Course Forms

Recertification Course Application to Conduct Training (T-1 Form)

A number of changes have been implemented in the recertification process, and the forms support the changes. Instructors should be familiar with the changes as described in the *EMS Professionals’ Recertification Process Changes* document available on the OEMS website.

Recertification programs no longer focus on National Standard Curriculum expectations. Over the three year recertification cycle, EMS professionals must obtain a minimum number of hours of continuing education and must obtain at least some of those hours in core topic areas that include: Airway Management Care, Cardiac Care, Medical Emergency Care, Trauma Care, Obstetrical / Gynecological Care, Pediatric and Special Needs Patient Care, EMS Operations Competency, Core Skills Competency and a Transition Module. All recertifying personnel must affiliate with an EMS-Instructor to obtain and/or document the acquisition of both the quantity of hours and the content topics for continuing education.

Instructors will use the Recertification Program Application to Conduct Training (T-1 Form) to document their recertification programs. By selecting the level of recertification in Cell A3, the minimum recertification hour requirement appears in Cell N10.

The remaining demographic information is completed as it has been in previous versions of the form.

Column A9 – A34 identifies the class topic; the topic may be as general as “Managing Pediatric Emergencies” to something more specific as “Assessing Pediatric Patients for Signs of Child Abuse”, for example. In Column B9 to B34, the instructor will select the topic category, which will be tallied in Column N18 through N28. Cell N28 will convert to “True” when all topics have been addressed.

The new recertification process allows for both live instruction and distributive learning. For live courses, the Delivery Method (Column F) would include two options: “Live – Limited Time Frame” for classes planned for a very restricted time period (for example, the traditional weekend course) or “Live – On-going” for classes that may continue for a year or more (such as programs that meet monthly on the second Tuesday, for example). Topic sessions that are planned in strictly distributive learning format (as might have been the case with the ICS 100 courses previously required) would use the “Distributive” option.

For live sessions, the CEU authorization (Column G) may be filled as “Local Medical Director”; if the module is planned as distributive, the means by which CEU credit is authorized is to be identified. The Continuing Education Coordinating Board for EMS (CECBEMS) is one such CEU approving body; the American Heart Association, the National Association of EMT’s are examples of “Other National” CEU approving organizations. The Course Medical Director (or local sponsor hospital medical directors) should be aware of any distributive learning modules planned and may approve other distributive formats at his or her own discretion. The medical director’s distributive learning approval is indicated in the dropdown menu and is confirmed with his or her signature on the form. PLEASE NOTE: OEMS WILL NOT APPROVE CEU’S FOR PROVIDER LEVEL RECERTIFICATION CLASSES; THIS APPROVAL MUST COME FROM NATIONALLY RECOGNIZED GROUPS AND/OR MEDICAL DIRECTION FOR THE COURSE.

The Dates and Times (Columns I, J and K) are to be completed as they have in previous forms. If the topic session is planned as distributive, the day would be listed as “Distributive”, date would be the first date of the course, the start time would be “00:00” and the end time would be the hour corresponding to the number of CEU’s to be awarded (for example, if two CEU’s were assigned, the start time would be 00:00 and the end time would be 02:00).

The times will total in Cell N9; when the minimum time expectation has been met, Cell N11 or 12 will convert to “True”, and when both time and content are True, Cell N34 will convert to True indicating that recertification requirements have been addressed.

The content of the Transition Module has yet to be determined. By the required implementation date of July 1, 2012, the transition elements of the recertification program will be finalized, with the intent of assuring that all certified technicians have developed competency in the New Scope of Practice modules that appear in the Gap Analysis posted on the NASEMSO and OEMS webpages no later than July 1, 2015.

Recertification Course Completion Form (T-4 Form)

The Recertification Course Completion Form (T-4 Form) could more accurately be considered an EMS professional’s personal continuing education program documentation form with a group reporting summary. Because the recertification process enables distributive learning formats and because all recertification efforts must be coordinated by an Emergency Medical Services Instructor, the forms must facilitate documentation of each candidate’s continuing education efforts as part of the instructor’s cohort of students.

The form consists of two sheets. The first, entitled Course Completion Form, is the summary report of CEU activity. The top five rows address demographic information and have dropdown menus and comment notes to assist the instructor. Most of the body of the form auto-fills as data is entered on the second page (Candidate Recert Record). The Instructor must enter the Recert Exam Score in Column L7 through L26 when he or she receives them from OEMS; EMS-I’s may then manually change the default “Incomplete at this Time” (Column M7 through M26) when the candidate has successfully met all requirements, passed the practical examination, and passed the recertification written exam with a score of 70% or higher or otherwise exited the Instructor’s recert program.

The second sheet records each candidate’s recertification education process. To successfully recertify, a candidate must accrue a minimum number of continuing education hours and must address a “core content” body of knowledge. The gray shaded area in Column A4 through A41 indicates the minimum program content areas. Each candidate must address all of the shaded area requirements in order to recertify, and so all candidates will have information entered in the fields assigned to him or her through row 41. Candidates with “extra modules” or repeat topics may have data entered for rows beyond 41.

The form will accommodate up to thirty continuing education opportunities, based on the possibility that an EMT recert candidate could conceivably take thirty distributive learning modules of 1 hour CEU value each to achieve thirty hours and all core topic areas goals. The form automatically tracks each candidate's progress, tallies it in the column assigned to the candidate and records it in the appropriate cell on the first or "Course Completion Form" sheet. For programs in which all participants complete all the recert requirements at the same time and in the same way, the Instructor could complete the elements for Candidate 1 in the area B4 through B41 and then copy and paste that information into the areas for the number of candidates that were in his recert cohort. When most of the candidates satisfy the requirements in common, but particular individuals meet certain elements uniquely, the form allows the Instructor to copy and paste the common information and then go to individual records to make specific modifications. The format requirements were discussed earlier in this document.