

# How to Use the Application to Conduct Training (T1) Form

How to use the new t1 forms

The Form must have the Title: Application to Conduct Transition Recertification Programs

Select the correct form: There is a separate T1 form for each of the certification levels – EMR, EMT, and Paramedic (no Transition Program is available for the AEMT at this point in time)

The Program “demographic” information (Lead Instructor information, location, Medical Director, etc. found in the first six rows of the form) remains unchanged in format.

Each recertification level has its own Application to Conduct Transition Recertification Training that indicates the particular content area requirements (the first column [cells A9 to A26] and program minimum duration (N10). The course content and class schedule area of the Application to Conduct Training has been modified to prompt instructors to both address the Transition content as described by the National Highway Traffic Safety Administration (NHTSA) and the National Association of EMS Officials (NASEMSO) as well as to guide them through the Connecticut OEMS recertification requirements. Every program must address the Education Standard Competencies listed for at least one course module, and each program must meet the minimum course length listed.

The **Competency Content Module** describes the particular elements of the Education Standard that are to be addressed in the particular course session. Instructors may identify those elements by referencing the **NASEMSO Transition Template** or the **Gap Analysis Transition Content Guide** (OEMS) for the particular Scope of Practice level.

The listings under the heading **Education Standard Competency** reflect the general areas in the Education standards in which educational content expected for that level of provider has changed. The items listed there reflect a set of knowledge, skills or other information that either was not in the National Standard Curriculum and has been added in the Scope of Practice Model; or particular elements of the National Standard Curriculum that has been removed in the Scope of Practice Model. This material, added or deleted, is the educational content described by the “Gap Analysis”, and, in order to “transition” to the new care standards, certified EMS professionals must be aware of the changes and be able to apply the new expectations to their patient care activities. For example, for the Education Standard Competency, “Preparatory”, the NASEMSO Template identifies the area of “EMS Systems”, new material regarding EMT professionalism and information regarding improving patient safety and preventing medical errors has been introduced.

Each form lists the areas in which change is indicated in the Education Standard for that specific Scope of Practice level. Instructors providing Transition educational programs must assure that those subject areas are addressed at least once. Some of those areas may be adequately addressed in a single class session, but others may require additional class sessions in which to do so. When the Instructor enters the date for the first lesson that addresses the Education Standard Competency, the T1 form identifies that the topic has been addressed (a “1” appears in the column to the right of the standard) and, when all Standards have been addressed at least one, the “Ed Standards Met?” will record “True”. To record the additional sessions, instructors should move to the open cells below the last listing in the column

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(for example, cell A27 on the EMT Transition Form) and select a topic area from the dropdown menu. Instructors will complete the supporting information (lecturer, format, date, times, etc.) for the selected topic across the row. Please note that the entries are not required to be in chronological order.

Each of the listings in the **Education Standard Competency** column will have at least one **Competency Content Module** that more specifically describes the content topic of the class session. The **Education Standards** and, to a more detailed level, the **Competency Content Modules** should be viewed as the target minimum program content expectations. The more specific content topics may be found through a number of resources. Each of the resources has been emailed to all instructors and is available on the OEMS webpage.

1. The **Transition Template** for each Scope of Practice level (NASEMSO Document) describes the Education Standard area, suggests a level of detail for that Standard and references the Instructional Guideline (NHTSA document) for that Scope level.
2. OEMS has prepared a “**Gap Analysis Transition Content Guide**” as a “quick reference tool” that very briefly summarizes and portrays the information contained in the corresponding Transition Template. The Education Standard and a brief description of the Instructional Guideline suggestions are included.
3. State specific content is described by the attached “**State Specific Scope of Practice Skills**” sheet.

These resources present not only the content, but, for planning purposes, a rough estimate of the time frames that one might expect to devote to the topic areas in a classroom setting as well. These time frames described by the Transition Templates for each topic are simply suggestions and are not considered minimum time requirements for each topic; the goal of recertification programs is to assure that the participants develop expected competencies in the area, regardless of how much or how little time is required to do so.

The overall recertification program **does** have minimum time requirements, but each component topic that constitute the program do not. OEMS has developed a document that describes the overall time frames indicated by the Transition Templates (**Transition Program Time Guides**) and has indicated standard by standard the specific time recommendations (in minutes) and the overall implications for the durational content for recertification programs (in hours). For each of the Scope of Practice levels, EMS-Instructors may be able to incorporate the essential and supplemental cognitive materials described in the Transition Templates to programs within the regulatory guidelines for recertification programs. The Hazardous Materials Awareness level expectation may extend the EMR recertification program, or it may possibly impact information considered to be supplemental in some parts of the Transition Template.

The content topics are to be described in the second column (**Competency Content Module**) of the form. The Transition Template descriptors may be used, or the Instructor may assign a title that more accurately describes the particular lesson content. Instructors choosing to incorporate distributive modules must either assure that the modules specifically identify that the Transition content has been

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included in by the distributive program source (EMS-I's maintaining supportive documentation) or the distributive units may be supplemented by Instructor-delivered transition lessons or established via another means.

When the Application to Conduct Training indicates that all Standards and Content requirements are addressed, the program will be approved. Instructors must be certain to use Transition Program Course Completion (T4) Forms that properly identify the Transition Program Approval Numbers.

Completing the implementation of the EMS Education Agenda for the Future is a significant undertaking, and hopefully the forms and supporting documents will make the process easier for instructors and other EMS professionals. Although the intent of the package is to clarify and facilitate the strategy for accomplishing the task at hand, patience, communication and collaboration will certainly be essential to ultimately achieving implementation. Please contact the OEMS Education and Training Coordinator at 860-509-7551 or via email at: [kevin.brown@ct.gov](mailto:kevin.brown@ct.gov) with any questions, problems and / or suggestions.