

2018

JUMP START
CONVENTION

PATHWAYS
TO THE
FUTURE
for all students



JANUARY 23, 2018

Raising Cane's River Center

DEPARTMENT of
EDUCATION
Louisiana Believes

Emergency Medical Responder (EMR) in the High Schools

Gifford Saravia MA, NRP
Education Manager
Acadian Ambulance Service



gsaravia@acadian.com

Humble Beginnings

- Several years ago 1st implemented in a few schools
 - *First Responder Program*
- Acadian Ambulance
- Bureau of Emergency Medical Services (EMS)
 - *Instructors in the High School setting vs BEMS instructors*
- CPR as a pre-requisite for First Responders



Program Evolvemement

- Emergency Medical Responder (EMR)
- Acadian Ambulance Role
- Bureau of EMS (BEMS)
 - *High School instructors must sit for National Registry Exam*
 - *Psychomotor and Cognitive*
- Super Summer and Jump Start



Program Evolvement cont.

- Challenges
 - *Skills mastery*
 - *Content mastery*
- New delivery method piloted in Summer 2017
 - Online Hybrid Model
 - *Didactic taught online over 9 weeks*
 - *Hands on skills taught in one week session during Super Summer week.*
- National Registry (NR) testing scheduled

Considerations

- Instructors
 - *National Registry of Emergency Medical Technicians (NREMT)*
Initial and recertification requirements
- CPR Instructor
 - AHA or Red Cross equivalent*
- Multi-discipline guidelines to adhere to
 - Supersede DOE?*

Considerations

- Students
 - *Minimum entry GPA*
 - *Age limit*
 - *Modifications*
 - *Student to instructor ratios*
- Equipment startup costs



**Emergency Medical Responder (EMR)
Emergency Medical Technician (EMT) Competency
Evaluations**

Bob Brankline BS, NRP

Louisiana Bureau of EMS
Education & Examinations

Bob.Brankline@la.gov

EMR & EMT Competency Evaluations

- **Purpose:**

Providing insight to those interested in an evaluation of a qualified candidate's psychomotor skills that requires a performance which integrates the cognitive and affective learning domain that will directly correlate with knowledge and values.

EMR & EMT Competency Evaluations

- **How do we define psychomotor skills?**

Psychomotor skills represent activities that are essentially movement-oriented. When taught, emphasis is placed on the movement component, through practice. The performance requires an integration of the cognitive and affective domain of learning that correlates with knowledge and values.

EMR & EMT Competency Evaluations

- **Goal**

To validate a skills exam process that directly indicates actual skill performance in the real life setting of pre-hospital care.

EMR & EMT Competency Evaluations

- **Validation Strategies**

- Criterion
- Construct
- Content



EMR & EMT Competency Evaluations

Which Strategy to Use and Why:



EMR & EMT Competency Evaluations

1. Leadership and Scene Management

Thoroughly assessed and took deliberate actions to control the scene, encouraged feedback from Team Members	3
Assessed the scene, identified potential hazards, advocated for safety at all times	2
Incompletely assessed or managed the scene	1
Did not assess or manage the scene	0

EMR & EMT Competency Evaluations

Patient Assessment

Completed an organized assessment and integrated findings to expand further assessment while maintaining situational awareness	3
Completed primary survey, secondary assessment and reassessment given patient condition	2
Performed an incomplete or disorganized assessment	1
Did not complete a primary survey or reassessment of the patient	0

EMR & EMT Competency Evaluations

Patient Management

Managed all aspects of the patient's condition, anticipated further needs, identified changes and rapidly intervened after confirming critical interventions with partner	3
Appropriately managed the patient's presenting condition with appropriate timeliness, prioritization/sequence, adapted treatment plan as information became available	2
Performed an incomplete or disorganized management	1
Did not manage life threatening conditions	0

EMR & EMT Competency Evaluations

Interpersonal Relations

Encouraged feedback, took responsibility for the team, established rapport and interacted in an organized, therapeutic manner

3

Interacted and responded appropriately with patient, crew, and bystanders using closed loop communication and appreciative inquiry

2

Used inappropriate communication techniques

1

Demonstrated intolerance for patient, bystanders, and crew

0

EMR & EMT Competency Evaluations

- Actual time patient transported must be documented

Integration (Field Impression and Transport decision)		
Provided appropriate management, offered a brief summary of prioritized differential diagnosis and considered alternate transport options	3	
Provided appropriate management and identified appropriate field impression, patient acuity and transport destination to team.	2	
Provided appropriate management but did not identify appropriate field impression, patient acuity and transport decision	1	
Did not provide correct management, appropriate field impression, patient acuity or transport destination	0	

EMR & EMT Competency Evaluations

• FAQ's ?? ?? ?? ??

- What is the difference in EMR and EMT?
- What is the difference in La. State EMR and the NREMT EMR?
- Is there an age limit?
- Is there a minimum grade required to enter the program?
- Can we require a grade minimum and age requirement, etc...?
- What is the difference between certifying and licensing?
- What is the Instructor to Student ratio?

EMR & EMT Competency Evaluations

