



**Current Maine EMS Levels of Clinician Licensure:**

- Emergency Medical Responder (EMR)
- Emergency Medical Technician (EMT)
- Advanced Emergency Medical Technician (AEMT)
- Paramedic

**Existing Modes of Obtaining Main EMS Clinician Licensure**

| Method of Obtaining  | Advantages   | Disadvantages/<br>Limitations  | Needs/Improvements   |
|--|--|--|--|
| <b>Certificate Course</b><br>(non-academic certificate) <ul style="list-style-type: none"> <li>• Authorized Training Center</li> <li>• Collegiate</li> </ul> | <ul style="list-style-type: none"> <li>• Flexibility of non-academic model</li> <li>• Ability to go beyond academic walls</li> <li>• Ability to draw in “traditional” students not desiring a degree or academic program enrollment</li> <li>• Flexible admissions process</li> <li>• Course funding mechanisms- i.e., grants</li> </ul> | <ul style="list-style-type: none"> <li>• Funding mechanisms – grant funding may be limited in availability period</li> <li>• Program admin support services</li> <li>• Ability to be applicable for academic credit is inconsistent</li> </ul>   | <ul style="list-style-type: none"> <li>• Lack of resources necessary to support demand for courses               <ul style="list-style-type: none"> <li>○ Instructor</li> <li>○ Equipment</li> <li>○ Simulation</li> <li>○ Clinical (not controllable)</li> <li>○ Financial</li> </ul> </li> <li>• Program staffing Availability of clinical sites</li> <li>• Continuation of funding</li> <li>• Limitations on simulation capabilities and resources</li> <li>• In general, poor understanding of academic rigor of courses.</li> <li>• Lack of student investment in success</li> <li>• “Poor understanding of academic rigor and expectations of both academic and non-academic initial education programs”</li> <li>• Expectations of student working full time and attending the program simultaneously.</li> </ul> |
| <b>Academic Course</b><br>(college, high school) <ul style="list-style-type: none"> <li>• Academic Certificate</li> <li>• Academic degree</li> </ul>         | <ul style="list-style-type: none"> <li>• Course funding – student financial aid</li> <li>• Accommodates students seeking a degree from the start</li> <li>• Provides direct academic credentials</li> <li>• Facilitates degree opportunity beyond entry-level</li> </ul>   | <ul style="list-style-type: none"> <li>• Associate’s degree time commitment is greater than other AAS programs</li> <li>• Doesn’t facilitate those who don’t want time/expense of being enrolled in an academic program (Paramedic)</li> <li>• flexibility of delivery is limited</li> <li>• Academic staffing model more limited</li> </ul> | <ul style="list-style-type: none"> <li>• Program staffing Availability of clinical sites</li> <li>• Limitations on simulation capabilities and resources</li> <li>• In general, poor understanding of academic rigor of courses</li> <li>• Lack of student investment in success</li> <li>• “Poor understanding of academic rigor and expectations of both academic and non-academic initial education programs”</li> </ul>  |

| Method of Obtaining   | Advantages  | Disadvantages/<br>Limitations   | Needs/Improvements  |
|---|---|---|---|
|   |   |   | <ul style="list-style-type: none"> <li>• Expectations of student working full time and attending the program simultaneously.</li> <li>• Lack of resources necessary to support demand for courses               <ul style="list-style-type: none"> <li>○ Instructor</li> <li>○ Equipment</li> <li>○ Simulation</li> <li>○ Clinical (not controllable)</li> <li>○ Financial</li> </ul> </li> </ul> |
| <b>Reciprocity (NEW-ADDED)</b> <ul style="list-style-type: none"> <li>○ Current NREMT certification</li> <li>○ Current licensure from another state</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Allows Maine licensure for personnel from other states</li> <li>• Rapid path to licensure</li> <li>• Ensures licensure to National EMS Education Standards (Maine EMS)</li> </ul>  | <ul style="list-style-type: none"> <li>• Difficult to account for out-of-state licenses not equating to NREMT certification levels</li> <li>• Lack credentialing mechanism</li> </ul>   | <ul style="list-style-type: none"> <li>• Mechanism for assessment and credentialing</li> </ul>  |
| <b>NREMT Re-Entry pathway (NEW-ADDED)</b> <ul style="list-style-type: none"> <li>• Pathway to gain/regain state Maine EMS licensure via gaining/regaining NREMT certification</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Eligibility               <ul style="list-style-type: none"> <li>○ Expired NREMT certification</li> <li>○ Current state EMS license (any state) regardless of ever possessing NREMT certification</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Lack adequate mechanism for verifying psychomotor skills (PSE sunseting)</li> <li>• Unable to account for any gaps in skills KSAs added to SOP since last licensure</li> <li>• Lack credentialing mechanism</li> </ul> | <ul style="list-style-type: none"> <li>• Mechanism for assessment and credentialing</li> </ul>  |