



Summary of Discussion Points

Goal for Agenda

To explore continuing education opportunities and mechanisms

Current Models of CEH Education for EMS License Renewal

I. Current Models of CEH Education for EMS License Renewal

- a. In-Person, Instructor-Led
 - i. Mostly topic/lesson focused
 - ii. Method used by most service-Level CEH Training
 1. Usually led by local instructor
 2. Oriented towards local training needs, state EMS topics, topics for clinician license renewal
 3. Benefits
 - a. Addresses local training needs
 - b. IC license not required – “instructor must be qualified to teach the topic”
 - c. High degree of availability and accessibility
 4. Current challenges
 - a. Accessibility may be limited
 - i. Location
 - ii. Cost
 - b. Approval process is inconsistent between the Regions and Maine
 - c. Maine EMS has very limited ability to address variable quality of instruction and instructors
 - d. Many instructors may be subject matter experts but have little or no formal training in EMS instruction and/or education theory and instruction
 - e. ***Limited availability/lack of licensed ICs**
 - f. ***Limited availability/lack of instructor subject matter experts**
 - iii. Standardized CEH Curricula Programs
 1. Easily accommodates courses with skills content
 2. No program development time needed
 3. Multiple topics included – easier to satisfy multiple CEH content areas at once
 4. Current Challenges
 - a. Courses typically longer and require greater time commitment
 - b. Availability and accessibility of programs is diminishing
 - i. Lack of credentialed instructors
 - ii. Lack of training centers to deliver courses in regions/locations needed
 1. Some programs turfed to hospitals
 - iii. Program cost may inhibit accessibility for some clinicians
 - iv. Employers dropping requirements for some program courses due to costs of doing so
 - v. Potentially affects accessibility to CEHs, as well as having effects on clinical practice

- b. Online Learning
 - i. Asynchronous eLearning– not led by an instructor
 - 1. May be locally developed or commercially available
 - 2. Usually, self-paced
 - 3. No limit on CEH hours via distributive learning
 - 4. Widespread availability.
 - 5. Widespread accessibility where fees are not involved
 - 6. Challenges
 - a. Inaccessibility may be an issue where commercial CEH training requires a fee for subscription or per/course
 - b. Commercial classes do not generally address local, or state needs and are general “for the masses” in nature
 - c. Locally developed programs are inconsistent in quality and approval
 - 7. ***Limited availability/lack of instructor subject matter experts in both content and utilizing this learning mode**
 - ii. Synchronous eLearning – instructor videoconferencing
 - 1. May be locally developed or commercially available
 - 2. No limit on CEH hours via distributive learning
 - 3. Widespread accessibility where fees are not involved
 - 4. Challenges
 - a. Limited availability – resource intensive to produce
 - b. Limited accessibility – where there is a fee
 - c. Approval for CEH credit may be limited if program is not state or CAPC approved
 - d. ***Limited availability/lack of instructor subject matter experts in both content and utilizing this learning mode**
 - iii. Hybrid eLearning – asynchronous or instructor-led video conferencing with in-person attendance requirement for skills practice
 - 1. Commercially available or locally produced
 - 2. Many standardized CEH programs available
 - 3. Widely available
 - 4. Widely accessible
 - 5. Challenges
 - a. Accessibility may be an issue if there is a fee or travel required for an in-person component
 - b. Consistency and quality may be issues for locally produced courses
 - c. ***Limited availability/lack of instructor subject matter experts in both content and utilizing this learning mode**

II. Instructor CEH Training

- a. Modes of acquiring instructor CEH training parallel those for EMS clinical education
- b. Challenges
 - i. Lack of instructor trainers
 - ii. Limited availability of EMS instructor-oriented CEH programs online
 - iii. Ambiguity regarding what constitutes “Instructor CEHs”
- c. System challenges related to IC education
 - i. Standards for IC licensing are not equivalent to 2002 Standard for Educating EMS Instructors for Lead Instructors.
 - ii. Lack of formal pathway for instructor development/mentorship beyond initial IC licensure course – especially for instructors who opt not to teach licensure education.
 - iii. Maine EMS has no way to vet, evaluate or credential instructors to teach state EMS training programs – neither initially nor periodically.
 - iv. The pool of adequately prepared candidates for any open Program Director position is not adequate to meet the potential demand.
 - v. Previous mechanisms of instructor training have been dependent more upon individuals, than an education system or pathway.

- vi. Without a consistently available and accessible mechanism for instructor initial training and instructor development from entry-level to Program Director, there will continue to be a lack of trained and prepared instructors for both CEH and licensure education
- d. Concept proposal to the group by Chris Azevedo
 - i. Maine Institute for Emergency Services Training and Research
 - 1. State level dedicated EMS educational institution, which is college-based.

III. Recommendations

- a. Investigate opportunities for grant funding to subsidize CEH education
 - i. State grants
 - ii. Other state funds
 - iii. Foundation grants
- b. Maine Institute proposal action options:
 - i. Develop an actual proposal (budget, etc.) and submit it.
 - 1. Pro – There is a lot of energy currently in legislature and Criminal Justice Committee to put funding into EMS at this time. No guarantee if that will carry over to next legislative session. We don't know if we will have the ability for the 132nd legislative session to report out a bill for this work
 - ii. Propose creation of a stakeholder committee to investigate developing this concept and will have the authority to report out more legislation in the next legislative session.