



Instructor Course Additions

July through December 2010



Thanks to an overwhelming demand for instructor development, HealthONE EMS has added more of the instructor courses that are already a part of the regular lineup. Additionally, there are new courses that have been developed and will be piloted.

These are not your ordinary EMS courses. All courses are learner-centered to maximize meaningful learning, especially in the area of continuing education. Courses that are a part of a series include action learning projects participants will do within their own organization to put into action the principles and skills taught.

All of the courses listed in this 2010 course catalog addendum have been written and developed by Scott Frasard. Scott has almost 20 years in EMS with the majority of this time involved in educating others in the field. He holds a Masters of Education degree and is completing a Ph.D.; both in adult education with an emphasis in human resource and organization development.



To contact Scott, call (303) 788-8820 or email him at scott.frasard@healthonecares.com.

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Do you not see something you need? Contact Scott for a consultation and your needs may be the next instructor development course!

To register for these or any other HealthONE EMS courses, go to www.healthoneems.com or call (303) 788-6317 or (800) 853-8524

Instructional Designer Series

This series of instructor courses is designed to aid the EMS instructor in designing and developing quality EMS programs that do not exist in a prepackaged curriculum. The series follows the basic instructional design process, ADDIE: Assess, Design, Develop, Implement, and Evaluate. During this series, participants will develop an actual educational program to fit the needs of their affiliated organization and can be used to provide well-designed education programs in the future. Participants will be required to purchase the textbook, *Principles of instructional design, 5th edition* (Gagné, Wager, Golas, & Keller, 2005; ISBN 0-534-58284-2) and use it during the entire five-level series. Outside reading and several individual work assignments will build upon one another throughout the series to develop good instructional design skills. Enough time is scheduled between levels to ensure ample opportunity to complete each assignment and are prerequisites for the next level. The course facilitator will be available and will expect interaction, virtually or in person, to help participants develop and refine deliverables. Participants without completed assignments will not be allowed to progress to the next level.

Following the conclusion of all five courses in the instructional designer series and delivery of the educational program participants develop, a follow-up learner achievement evaluation will be conducted. The purpose of this evaluation is to review the formative and summative program evaluations and assess the quality and effectiveness of the program developed. Suggestions for improvement and/or alternative strategies for participants' programs will be offered, but these improvements are not considered part of the instructional designer series.

Level 1: Assessing Learning Needs

This 8-hour course introduces the instructor to the ADDIE model of instructional design. Participants will be engage in learning activities focused on basic assumptions about instructional design, rationale for instructional design, key aspects of adult learning, and the goals of instruction as the foundation for designing education. Additionally, participants will learn how to conduct a needs assessment to identify gaps that are addressable with education. Following this course, participants will conduct a needs assessment in their organization for use in the second level.

Prerequisites:

- None

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
July 9, 2010	Friday	8:00 a.m. to 5:00 p.m.

Level 2: Designing Instructional Interventions

This 8-hour course builds upon the principles and activities in Level 1 by using the data collected during the needs assessment. Participants will engage in learning activities focused on learner characteristics, factors that influence learning, designing learning objectives, course organization, instructional sequence, integrating multiple objectives, and building lesson plans. Various learning activities will be introduced for participants to consider in their course design. Following this course, participants will build the framework of their educational program for use in the third level.

Prerequisites:

- Level 1: Assessing Learning Needs

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
July 30, 2010	Friday	8:00 a.m. to 5:00 p.m.

Level 3: Developing Instructional Materials

This 8-hour course builds upon the principles and activities in Level 2 by taking the educational program framework and designing support materials necessary for effective learning. Participants will engage in learning activities focused on the nature of instruction, group learning environments, and use of technologies in the face-to-face and virtual classroom. Following this course, participants will develop learning support materials that will build upon their education program framework.

Prerequisites:

- Level 2: designing Instructional Interventions

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
August 20, 2010	Friday	8:00 a.m. to 5:00 p.m.

Level 4: Implementing Instructional Interventions

This 8-hour course builds upon the principles and activities in levels 1 through 3 by taking the educational program framework and support materials and making preparations to implement the program.

Attention will be given to issues surrounding developing facilitator and learner guides, program scheduling, promoting the program, and training trainers. There will also be an opportunity for participants to fine-tune instructional strategies and support materials during this course. Following the course, participants will develop a course plan to include: course schedule, facilitator and learner guides, and promotional strategy.

Prerequisites:

- Level 3: Developing Instructional Materials

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
September 10, 2010	Friday	8:00 a.m. to 5:00 p.m.

Level 5: Evaluating Educational Effectiveness

This final 8-hour course builds upon the principles and activities in levels 1 through 4 by taking the educational program framework and developing an evaluation strategy to determine learner achievement and program effectiveness. Participants will learn how to identify evaluation criteria, select and develop evaluation tools, determine how to assess data collected from the evaluation tools, and draw conclusions from these assessments. Both formative and summative evaluations will be the focus, laying the framework for refining the educational program each builds and measuring meaningful aspects of learner achievement. Following this course,

participants will develop a formative evaluation strategy for their program and an instrument to measure learner achievement following participation in their program.

Prerequisites:

- Implementing Instructional Interventions

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
October 1, 2010	Friday	8:00 a.m. to 5:00 p.m.

Program Planner Series

This series of instructor courses is designed to aid the EMS instructor in democratically negotiating the program planning process. Understanding issues of power, interest, and practical action in planning decisions about education programs is critical in conducting effective programs. Viewing program planning as a social activity where negotiating interests in relationships of power is the focus of this series. Participants will be required to purchase the textbook, *Working the planning table: Negotiating democratically for adult, continuing, and workplace education* (Cervero & Wilson, 2006; ISBN 0-7879-6206-6) and use it during the entire five-level series. Outside reading and several individual work assignments will build upon one another throughout the series to develop good instructional design skills. Enough time is scheduled between levels to ensure ample opportunity to complete each assignment and are prerequisites for the next level. The course facilitator will be available and will expect interaction, virtually or in person, to help participants develop and refine deliverables. Participants without completed assignments will not be allowed to progress to the next level.

Following the conclusion of all five courses in the program planner series and delivery of the educational program participants develop, a follow-up learner achievement evaluation will be conducted. The purpose of this evaluation is to review the formative and summative program evaluations and assess the quality and effectiveness of the program developed. Suggestions for improvement and/or alternative strategies for participants' programs will be offered, but these improvements are not considered part of the instructional designer series.

Level 1: Negotiating the Program's Needs Assessment

This 8-hour course introduces the instructor to the Cervero & Wilson (2006) model of program planning. Participants will be engaged in learning activities focused on deciding who program stakeholders are, whose interest matters, power relationships that exist during the assessment process, connecting stakeholders' needs to the historical and social context, and democratically negotiating these needs. This perspective raises awareness of the real-life values and politics present in the needs assessment process and not reducing the process to a simple technical process. Following this course, participants will conduct a needs assessment in their organization, with particular attention paid to the political concerns for use in the second level.

Prerequisites:

- None

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
September 24, 2010	Friday	8:00 a.m. to 5:00 p.m.

Level 2: Negotiating the Program's Educational, Management, and Political Objectives

This 8-hour course builds upon the principles and activities in Level 1 by using the data collected during the needs assessment. Participants will engage in learning activities focused on identifying the three types of objectives, prioritizing these objectives, and using these objectives to inform programmatic decisions. Attention will be on anticipating how

power relations frame the negotiation of objectives. Following this course, participants will develop a strategy for negotiating the power relationships and develop program objectives for the program need identified in level 1.

Prerequisites:

- Level 1: Negotiating the Program’s Needs Assessment

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
October 15, 2010	Friday	8:00 a.m. to 5:00 p.m.

Level 3: Negotiating the Program’s Instructional Design and Implementation

This 8-hour course builds upon the principles and activities in Level 2 by designing the instructional strategies and learning activities for the program need identified in level 1. Participants will engage in activities to manage the politics of selecting and organizing content and selecting program formats and instructional strategies. Additionally, issues surrounding the politics of selecting and preparing instructional leaders are addressed. Following this course, participants will develop their program to include format and instructional strategies.

Prerequisites:

- Level 2: Negotiating the Program’s Educational, Management, and Political Objectives

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
November 5, 2010	Friday	8:00 a.m. to 5:00 p.m.

Level 4: Negotiating the Program’s Administrative Organization and Operation

This 8-hour course builds upon the principles and activities in levels 1 through 3 by taking the developed program and addressing the variety of administrative tasks necessary to bring the program fully into existence. These tasks include program finance, marketing, location, and administration. Following the course, participants will develop strategy to attend to these issues for their program.

Prerequisites:

- Level 3: Negotiating the Program’s Instructional Design and Implementation

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
November 26, 2010	Friday	8:00 a.m. to 5:00 p.m.

Level 5: Negotiating the Program's Formal and Informal Evaluation

This final 8-hour course will build upon the principles and activities in levels 1 through 4 by taking the developed program and planning how to evaluate its effectiveness. Participants will engage in activities that address how to evaluate programs based on educational, management, and political objectives, how to manage the politics of evidence and criteria, anticipating how power relations frame program evaluations, and how to democratically evaluate a program. Following this course, participants will develop an evaluation strategy for their program to measure program effectiveness.

Prerequisites:

- Level 4: Negotiating the Program's Administrative Organization and Operation

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
December 17, 2010	Friday	8:00 a.m. to 5:00 p.m.

Individual Courses and Workshops

To meet the demands of busy EMS instructors and program administrators, a selection of half-day and full-day courses and workshops have been designed to address areas of need in EMS education. Participants in courses should expect to interact with the facilitator and other participants in learner-centered instructional activities while participants in workshops should expect to bring with him or her something relevant to the topic that will be the focus of work. From this work, the participant will leave with a product that has a value-added contribution for their organization.

Conducting Learning Needs Assessments

This course is designed to give the participant a foundational understanding of various perspectives and strategies to conduct a learning needs assessment. Attention will be paid to the defining *needs assessment* along a continuum from primarily objective to primarily subjective. Participants will discover a multitude of strategies for collecting data, analyzing data, and making sound decisions for continuing education offerings. Issues such as sources of information, influences affecting the process, and outcomes resulting from a needs assessment will be explored via the Frasard (2010) model of learning needs identification and prioritization.

Prerequisites:

- None

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
July 20, 2010	Tuesday	8:00 a.m. to 5:00 p.m.

Evaluating Program Effectiveness

This course is designed to give the participant a foundational understanding of various perspectives and strategies to conduct continuing education program evaluations. Attention will be paid to Kirkpatrick's (1984) model of evaluation and its application to EMS education. Each level will be explored in detail with strategies for implementation considered. Additionally, the topic of formative and summative evaluations from the instructor's (or teaching institution's) and learner's perspective will be included with implications for program development and continuous improvement.

Prerequisites:

- None

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
July 27, 2010	Tuesday	8:00 a.m. to 5:00 p.m.

Educational Leadership: Mentoring New Instructors

This course is designed to give the participant a foundational understanding of some of the issues surrounding the selection and mentoring of new instructors. Transitioning field EMS providers to the world of teaching and instruction is a challenge for any educational institution. Participants will learn about mentoring new instructors in the areas of: building professional relationships, legal implications of teaching, lesson planning, time management, learner assessment, preventing teacher burnout, dealing with classroom management issues, and working within the political and cultural make-up of the educational institution. A rich resource handbook will provide

participants with a wealth of information to plan an effective new instructor mentoring program at their own institution.

Prerequisites:

- None

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
August 12, 2010	Thursday	8:00 a.m. to 5:00 p.m.

Identifying Learning Styles to Improve Teaching Effectiveness

This course is designed to give the participant a foundational understanding of how various learning styles impact learning achievement. Several of the most significant learning theories will be spotlighted with particular focus on David Kolb's (1984) experiential learning model and learning styles inventory. Participants will identify their preferred learning style, preferred teaching style, and correlate these insights to the classroom setting. Participants will explore the idea of a "teaching around the circle" approach to classroom facilitation to maximize learning. Various teaching strategies and learning activity ideas will be included in the dialogue.

Prerequisites:

- None

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
August 24, 2010	Tuesday	8:00 a.m. to 5:00 p.m.

Legal Matters in Education

This course is designed to give the participant a foundational understanding of various legal issues that impact EMS instructors and educational institutions. Topics include: discrimination, Americans with Disabilities Act (ADA), Family Educational Rights and Privacy Act (FERPA), students records, copyrights, curriculum selection and design, test validation, instructor liability, and training institution liability. In addition to what *could* be litigious in EMS education, the course will focus on a risk management perspective on each of the legal exposures included.

Prerequisites:

- None

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
September 1, 2010	Wednesday	8:00 a.m. to 5:00 p.m.

Reflective Practice as a Method of Teaching

This course is designed to give the participant a foundational understanding of reflective practice for education. Participants will examine the key principles of reflective practice, its value in education, the various forms of reflective practice, and a process for practical application. Additionally, participants will learn how to evaluate the results of using reflective practice in their classrooms.

Prerequisites:

- None

Tuition:

- \$80.00

Education Credits:

- 8 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
September 16, 2010	Thursday	8:00 a.m. to 5:00 p.m.

Developing Learners' Skill Performance

This workshop is designed to give the participant an experience using a solid framework for developing learners' skill performance. Built upon Dorothy Mackeracher's (2004) phases of physical learning coupled with Kolb's (1984) levels of skills acquisition, the process of developing skills is taught in the EMS context. Participants will learn by doing both as a facilitator and participant.

Prerequisites:

- None

Tuition:

- \$50.00

Education Credits:

- 4 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
October 6, 2010	Wednesday	8:00 a.m. to 12:00 p.m.
November 1, 2010	Monday	8:00 a.m. to 12:00 p.m.

Learner-Centered Teaching Strategies

This workshop is designed to introduce the participant to the concept and philosophies of learner-centered instruction in an experiential manner.

Participants will be exposed to a variety of teaching strategies that can be used to teach any topic by actually experiencing the strategies first-hand.

Attention will be given to achieving learning objectives without lecturing and how to effectively implement these strategies in your classroom.

Prerequisites:

- None

Tuition:

- \$50.00

Education Credits:

- 4 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
October 5, 2010	Tuesday	1:00 p.m. to 5:00 p.m.
November 1, 2010	Monday	1:00 p.m. to 5:00 p.m.

Practical Skills Evaluator

This workshop is designed to give the participant an insider's view of issues they may face as a skills evaluator during a practical skills exam. A major focus for this workshop is the National Registry of EMT's guidelines for evaluators, legal issues with skills evaluation, objectivity, and documentation. Participants will roll-play as an evaluator with live and simulated skills exams and engage in critical dialogue about how their actions and inactions can impact practical exam candidates, test coordinators/administrators, and teaching facilities.

Prerequisites:

- None

Tuition:

- \$50.00

Education Credits:

- 4 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
October 14, 2010	Thursday	8:00 a.m. to 12:00 p.m.
November 2, 2010	Tuesday	8:00 a.m. to 12:00 p.m.

Writing Course Learning Objectives

This workshop is designed to give the participant a practical experience of writing learning objectives in each of the three learning domains (cognitive, psychomotor, and affective) while learning about the fundamentals of good learning objectives. Participants will gain insight about why learning objectives are so important in education, the qualities of useful learning objectives, and the pitfalls of poorly written learning objectives. Much of the time spent in this workshop will be focused on writing and revising learning objectives that are (or will be) part of continuing education the participant

teaches. Participants who register for this workshop should bring with them several examples of learning objectives as a foundation for learning.

Prerequisites:

- None

Tuition:

- \$50.00

Education Credits:

- 4 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
October 14, 2010	Thursday	1:00 p.m. to 5:00 p.m.
November 2, 2010	Tuesday	1:00 p.m. to 5:00 p.m.

Writing Effective Test Items

This workshop is designed to give the participant a practical experience of writing test items in the cognitive learning domain. Types of items include multiple choice, true/false, matching, short answer, and essays. Associated topics related to test item writing will include the use of publisher-provided test generator items, the revised Bloom’s Taxonomy educational objectives, and grading of test items. Much of the time spent in this workshop will be focused on writing and revising actual test items that are (or will be) part of continuing education the participant teaches. Participants who register for this workshop should bring with them several examples of test items as a foundation for learning.

Prerequisites:

- None

Tuition:

- \$50.00

Education Credits:

- 4 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
November 15, 2010	Monday	8:00 a.m. to 12:00 p.m.
December 9, 2010	Thursday	8:00 a.m. to 12:00 p.m.

Validating Test Items

This workshop is designed to give the participant practical experience with conducting test item validation. Participants will be exposed to steps in validating test items with particular focus on various issues of validity and reliability beyond what is typically undertaken in EMS education. Participant will learn how to use Microsoft® Excel to analyze data and make determinations on item performance. Participants who register for this workshop should bring with them several examples of test items as a foundation for learning.

Prerequisites:

- None

Tuition:

- \$50.00

Education Credits:

- 4 hours continuing education

<u>DATES</u>	<u>DAYS</u>	<u>TIMES</u>
November 15, 2010	Monday	1:00 p.m. to 5:00 p.m.
December 9, 2010	Thursday	1:00 p.m. to 5:00 p.m.

NOTES



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