

# Contra Costa Emergency Medical Services Model Curriculum Guidelines

**Purpose:** This document describes and defines a standardized process for creating new training. It is to be used as a template to develop quality-training modules. Contra Costa County Emergency Medical Services Provider agencies and stakeholders are encouraged to use this as a guideline in the development of their own training programs. The goal of these guidelines is to set a standard for training throughout the county.

## Model Lesson Plan

- **Needs Assessment**
  - Training is based on clear, identified needs within the county or agency and may include
    - Annual needs surveys
    - Critical Incidents
    - Advisory Groups
    - Regulatory requirements and guidelines
    - Accreditation requirements
    - Quality Indicators
    - Performance Indicators
    - Protocol Revision
    - Outcome Indicators
  
- **Identify Topic for Training**
  - Identify and consult agency and medical experts within the consortium to participate as resources in developing training. This may include
    - Developing a work group for content development
    - Identifying appropriate stakeholders for feedback
    - Research topic and/or review programming already developed
  
- **Develop Objectives**
  - Behavioral and performance objectives using SMART objectives strongly recommended
    - Specific: Details exactly what needs to be done
    - Measurable: Achievement or progress can be measured
    - Achievable: Objective is accepted by those responsible for achieving it
    - Realistic: Objective is possible to attain
    - Timed: Time period for achievement is clearly stated

- Example: Student will be able to demonstrate how to put on and remove gloves for personal protection by the end of the course.
  - Student evaluation should be based on these objectives
- **Determine appropriate training methodologies/strategies**
  - Identify the target audience (ie: BLS/ALS)
    - If both groups involved consider modifying objectives/evaluation process to address both groups
  - How are you going to deliver the training?
    - Instructor led
      - Lecture/ Didactic
      - Practical Skills
      - Computer Simulation
      - Scenario based
    - Self Directed
      - Computer based
      - Written module
- **Identify Materials Needed**
  - Computers
    - Power point
    - Outlines/handouts
  - Audiovisual
  - Multimedia
  - Simulators
  - Manikins
  - Medical Equipment
- **Develop content and supporting materials**
  - Instructor content
    - Lesson Plan
      - Course Description
      - Objectives
      - Materials Needed
      - Content
        - Powerpoint/notes/scenarios
        - Instructor script
        - Supplemental reading/Bibliography
      - Patient documentation component ie: PCR
  - Learner content
    - Sign In Sheets
      - Include contact and license information
    - Student outlines/handouts

- Student resources/recommendations for further study
- **Program Planning**
  - Dates
  - Times
  - Room
  - Refreshments
  - Additional faculty
  - Advertisement/Marketing
  - Registration/confirmation of registration
- **Lesson Evaluation**
  - Pre-Course
    - Post-test/checklists based on objectives
    - Annotated Answer Key
      - Lists answers and gives rationale
      - Useful tool for both instructors and students
    - Course and Instructor Evaluation
    - Certificates of Completion
  - Post-Course
    - Review instructor and student evaluation
      - Was training effective?
      - Plan for remediation when appropriate
    - Give feedback to appropriate parties involved in content development
    - Recommend content or teaching methodology changes based on feedback
    - Update and revise content for next program based feedback