

# Minutes

## Maine EMS Education Committee Meeting

Wednesday, 9 March, 2011  
Champlain Conference Room  
DPS Building- Augusta  
0930-1200

- I. Call to Order 0933  
**Committee Members:** Joanne Lebrun, Eric Wellman, Scott Cook, Leah Mitchell, John Brady  
**MEMS Staff:** Kerry Sousa Pomelow  
**Guests:** Chris Pare, Shaun St Germain, Kevin Gurney, Jessica Blomerth, Don Sheets
- II. Introductions/Public Comments- **No Quorum**  
No comments
- III. Additions to Agenda- **No Quorum**
- IV.
- V. Acceptance of Minutes- **No Quorum**
- VI. Staff Report: New CEH Roster in PDF and Word; Ops will be producing, with the Bangor Daily News, a flyer for EMS Week which will go out in every newspaper in Maine the Friday before EMS WEEK May 13<sup>th</sup>.
- VII. Unfinished Business
  - a. CEH Requirements Revision
    - i. Subcommittee---Eric discussed meeting and creating a breakdown chart of CEH categories describing them in detail and the minutes from this meeting see below "TCAP Appendix I"
  - b. MDPB protocol update report
    - i. Group (color) reports green? specific equipment noted on spread sheet
    - ii. Group (color) red: discussion regarding changes to this section included if there will be changes at the EMT-I level, and changes coinciding with the new AHA guidelines
  - c. IC Course Pilot.....still pending no firm start date
  - d. TCAP approvals/annual reports
    - i. Updates: all due reports are in; all 9 centers have had onsite evaluations; most have responded with corrections to their reports
    - ii. Round table: April 5<sup>th</sup>, 10 am, an opportunity for evaluators and TC representatives to discuss the process and best practices
    - iii. Revisions: Subcommittee to meet following this meeting to discuss changes needed for this document/process
  - e. Education standards implementation: waiting for protocol revisions
  - f. AVOC TTT: Scheduled for March 24<sup>th</sup> here in Augusta 5pm -9 pm

- g. Appendix G –Board concerned with wording regarding Master/Bachelors degrees for ICs teaching original instructor courses. Kerry will research wording in national documents and report back to the committee.

VIII. New Business

IX. Adjournment 1044

TCAP Subcommittee met at 1055

**Equipment list:** to be changed to an excel spread sheet with course packages (needed on site equipment) clearly identified

John and Eric will identify what and how this list will be implemented and create an Excel spread sheet

Leah and Kerry will assign package codes

**Substantive change:** Discussion ensued regarding what to include in annual reports and what needs to be reported sooner topics mentioned included: staff changes, clinical agreement changes, discipline, facility changes, distributed learning changes

Daryl has developed a very thorough form the ED Comm needs to decide what must be reported.

**Safety:** Discussion regarding our ability as evaluators to inspect a facility for safety along with the vagueness of the document lead to several suggestions: requiring TCs to have a yearly inspection by local code/fire officer with documentation of safety issues; rewording the document so it is clear and meets life safety code for classrooms

Kerry will seek Fire Marshal's office input

**CBOs:** Discussion regarding needed changes in CBOs tabled pending new protocol revisions and adoption of NES as both of these will impact the CBOs

Adjourned at 1150

## TCAP Appendix I - Continuing Education

- Process for CEH approval
  - Beginning to end
  - Issuing CEH
- CEH and Licensure courses
- Instructor CEH
  - Instructors may receive 1:1 CEH credit for teaching licensure courses.
- Assigning CEH categories
  - Define categories
    - Preamble – Continuing education must be relevant to EMS.
      - Content must in some way link or reference a specific component of the NHTSA Education Standards for Emergency Medical Services.
        - Link to Ed Standards
        - Link to Eric’s list
    - Operations
    - BLS Topics
      - Define BLS (Eric)
      - Topics and skills reviewed within Em. Responder, Basic EMT, Ed. Standards and/or MEMS curriculum enhancement for those levels.
    - BLS Skills
      - Skills are defined as a psychomotor objective that is performed by the provider in order to receive credit
      - Topics and skills reviewed within Em. Responder, Basic EMT, Ed. Standards and/or MEMS curriculum enhancement for those levels.
    - ALS Topics
      - Topics and skills reviewed within Advanced EMT/Intermediate and Paramedic. Standards and/or MEMS curriculum enhancement for those levels.
    - ALS Skills
      - Topics and skills reviewed within Advanced EMT/Intermediate and Paramedic. Standards and/or MEMS curriculum enhancement for those levels.
    - Instructor Coordinator
      - Topics reviewed within the NHTSA Instructor Coordinator Curriculum.
- Preapproved CEH classes
- Distributive Learning
- FAQ
  - Can an evaluator/practical assistant/victim get CEH credit for a psychomotor examination?
    - Psychomotor examinations can be a preapproved CEH class.
      - Emergency Responder Examinations and/or EMT = 1 hour BLS topic and 1 hour IC to be utilized once per licensure period.
      - Advanced EMT/Intermediate and/or paramedic = 1 hour ALS topic and 1 hour IC to be utilized once per licensure period.
      - Certificate will be issued by MEMS evaluator on the day of the exam.
        - Create a certificate to use at PSE’s
  - Can I get credit for specialty course instructor programs?
    - Some specialty course instructor programs have been pre approved (eg. AHA Core Instructor course). If the course has not been preapproved by MEMS, a TC must evaluate and assign MEMS CEH credit.
      - CECBEMS Question with Kerry

**Maine EMS  
Continuing Education Hours Breakdown**

	<b>Category</b>	<b>EMS Standards</b>
<b>1</b>	<b>EMS Operations</b>	<b>Preparatory</b> ( <i>EMS Systems, Research, Workforce Safety &amp; Wellness, Documentation, EMS System Communication, Therapeutic Communications &amp; Medical Legal/Ethics</i> ), <b>Public Health, EMS Operations</b> ( <i>Principles of Safely Operating a Ground Ambulance, Incident Management, Multiple Casualty Incidents, Air Medical, Vehicle Extrication, Hazardous Materials Awareness, &amp; Mass Casualty Incidents Due to Terrorism &amp; Disaster</i> )
<b>2</b>	<b>BLS Topics</b>	<b>Anatomy &amp; Physiology, Medical Terminology, Pathophysiology, Life Span Development, Pharmacology</b> ( <i>Principles, Medication Administration &amp; Emergency Medications</i> ), <b>Airway Management, Respiration &amp; Artificial Ventilation</b> ( <i>Airway Management, Respiration &amp; Artificial Ventilation</i> ), <b>Patient Assessment</b> ( <i>Scene Size-Up, Primary Assessment, History Taking, Secondary Assessment, Monitoring Devices &amp; Reassessment</i> ), <b>Medicine</b> ( <i>Medical Overview, Neurology, Abdominal &amp; Gastrointestinal Disorders, Immunology, Infectious Disease, Endocrine Disorders, Psychiatric, Cardiovascular, Toxicology, Respiratory, Hematology, Genitourinary/Renal, Non-traumatic Musculoskeletal Disorders &amp; Diseases of the Eyes, Ears, Nose &amp; Throat</i> ), <b>Shock &amp; Resuscitation, Trauma</b> ( <i>Trauma Overview, Bleeding, Chest Trauma, Abdominal &amp; Genitourinary Trauma, Orthopedic Trauma, Soft Tissue Trauma, Head, Facial, Neck, &amp; Spine Trauma, Nervous System Trauma, Special Considerations in Trauma, Environmental Emergencies, and Multi-Systems Trauma</i> ), <b>Special Patient Populations</b> ( <i>Obstetrics, Neonatal Care, Pediatrics, Geriatrics &amp; Patients with Special Challenges</i> )
<b>3</b>	<b>ALS Topics</b>	Hands-on performance & placement of airway adjuncts, positive pressure ventilation (PPV), suctioning, supplemental oxygen devices, bleeding control, wound & burn care, AED, CPR/FBAO, cervical collar placement, helmet & safety equipment removal, seated spinal immobilization, supine spinal immobilization, spinal rule-out protocol, splinting, traction splinting, blood glucose monitoring, patient movement techniques & devices, medication administration ( <i>oral, sublingual, MDI, auto-injector</i> )
<b>4</b>	<b>BLS Skills</b>	Hands-on performance & placement of ECG leads, manual defibrillation, synchronized cardioversion, transcutaneous pacing, endotracheal intubation, blind insertion airway, BiPAP/CPAP, surgical airway management, chest decompression, blood glucose monitoring, EtCO <sub>2</sub> Monitoring, NG/OG tubes, IV access, IO
<b>5</b>	<b>ALS Skills</b>	

		access, PIFT & critical care devices, medication administration ( <i>oral, sublingual, MDI, auto-injector, IV/IO push, IV/IO infusion, IM/SQ, nebulized, nasal, transdermal</i> )
<b>6</b>	<b>Electives</b>	
<b>7</b>	<b>Instructor/ Coordinator</b>	Instructor Roles and responsibilities, Classroom & Program Administrative issues, Educational Legal issues, Teaching resources, Educational Research, Goals and objectives, Lesson plans, Evaluation techniques, Student Motivation, Ethics, Learning Environment, Learning Styles, Domains of Learning, Presentation Skills, Facilitation techniques, Communication, Feedback, Teaching psychomotor skills, Affective Domain, Remediation, Teaching critical thinking skills, Discipline, and Culture