

EMS Instructor Qualifications and Credentials Survey

Barrie Morrison, M.Ed.(DE)

INTRODUCTION/BACKGROUND

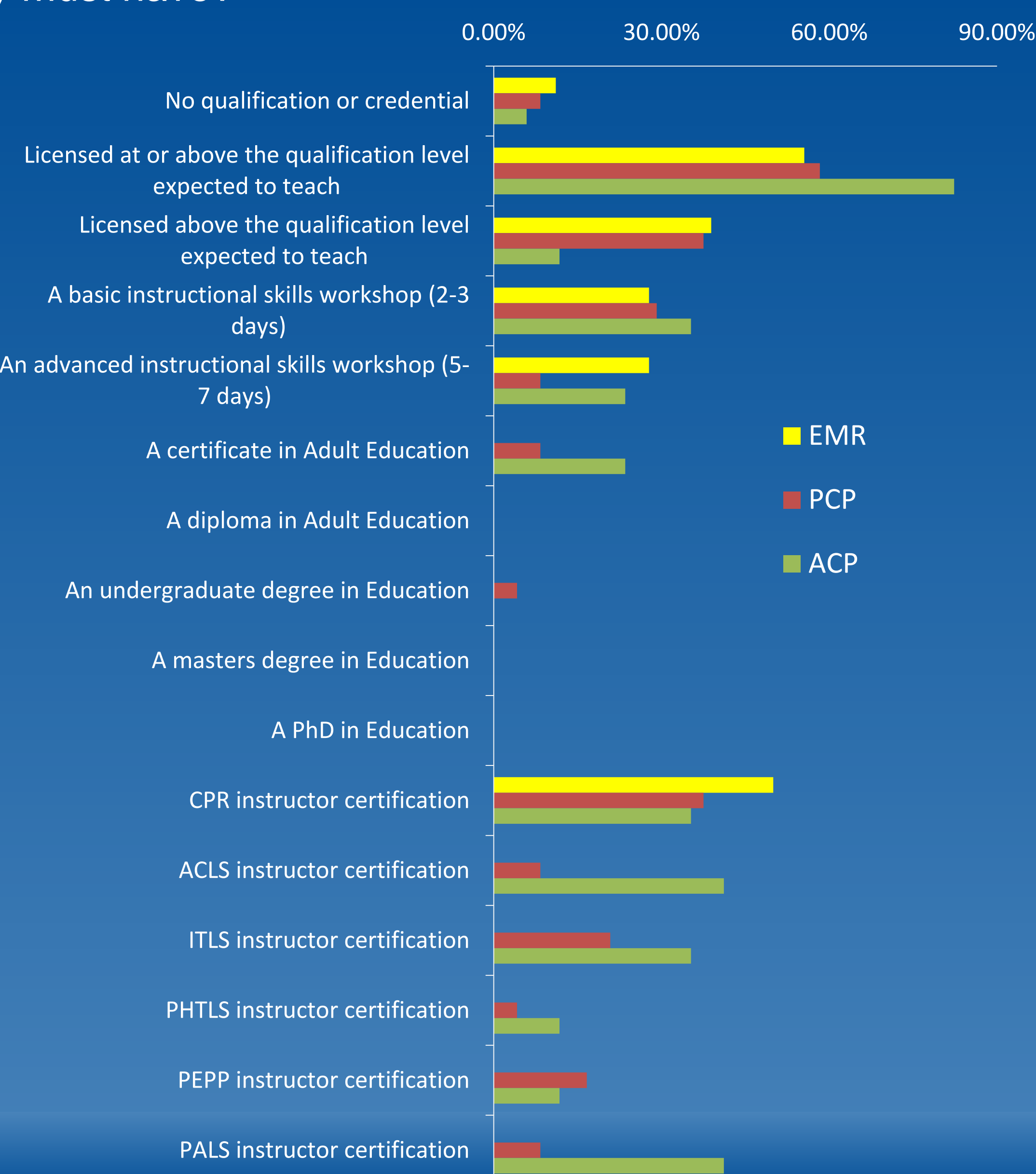
The goal of this research project was to establish a baseline description of existing standards for EMS instructor qualifications and credentials. The premise of the study is that EMS instructor qualifications and credentials vary between institutions who provide EMS education in Canada. The project was conducted through a partnership between the Society for Pre-hospital Educators in Canada (SPEC) and the Justice Institute of British Columbia – School of Health Sciences (JIBC).

METHODS

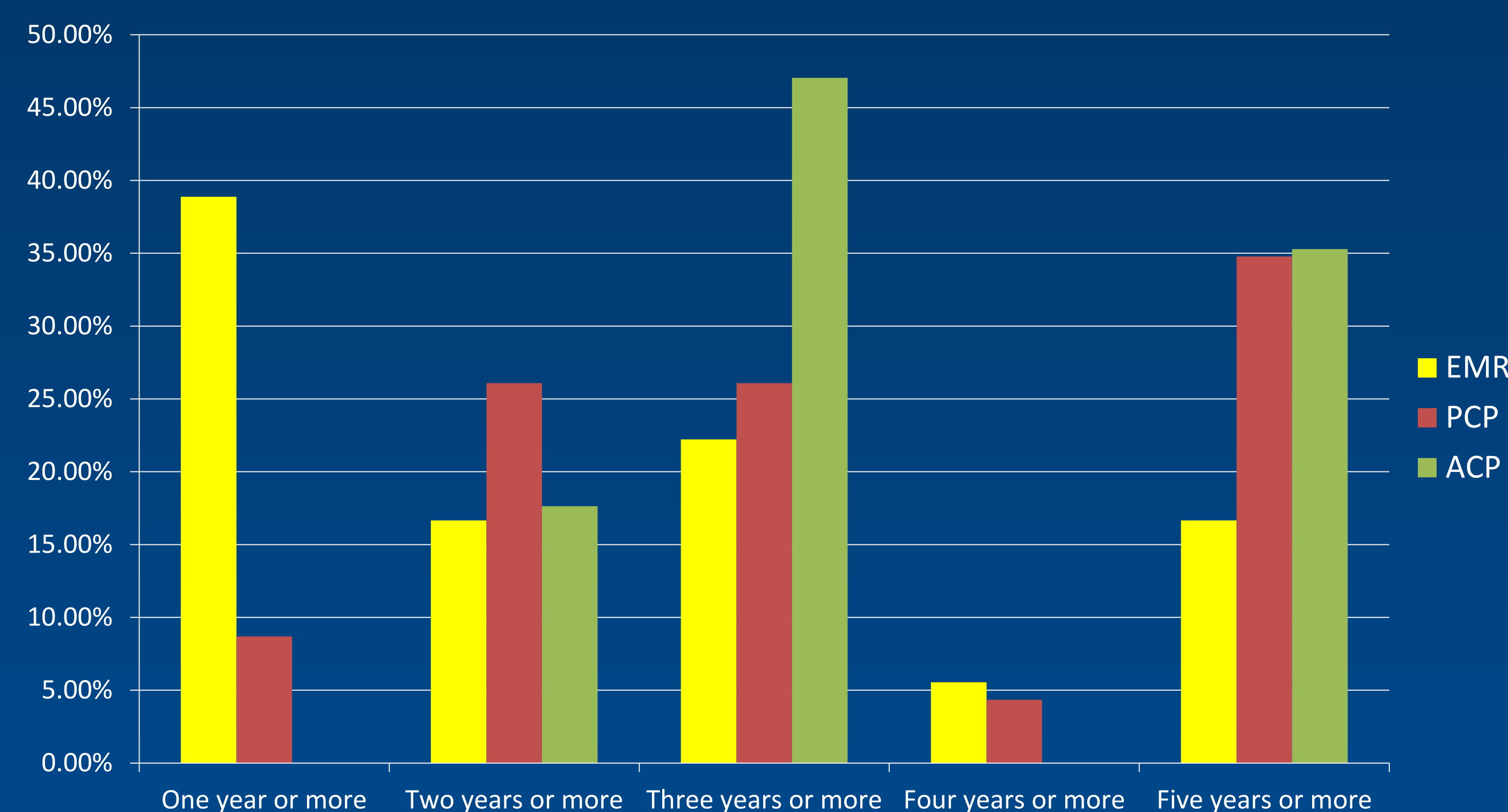
SPEC and the JIBC collaborated to develop questions for an online survey. Sixty-one (61) EMS educational organizations from across Canada, both public and private, were approached, using email and phone calls, asking if they would be willing to participate in the online survey. Forty-two (42) organizations agreed to participate. Subsequent emails were sent providing access information to the online survey. Thirty-two (32) participants completed the survey for an overall compliance rate of 52%.

ABBREVIATED SURVEY RESULTS

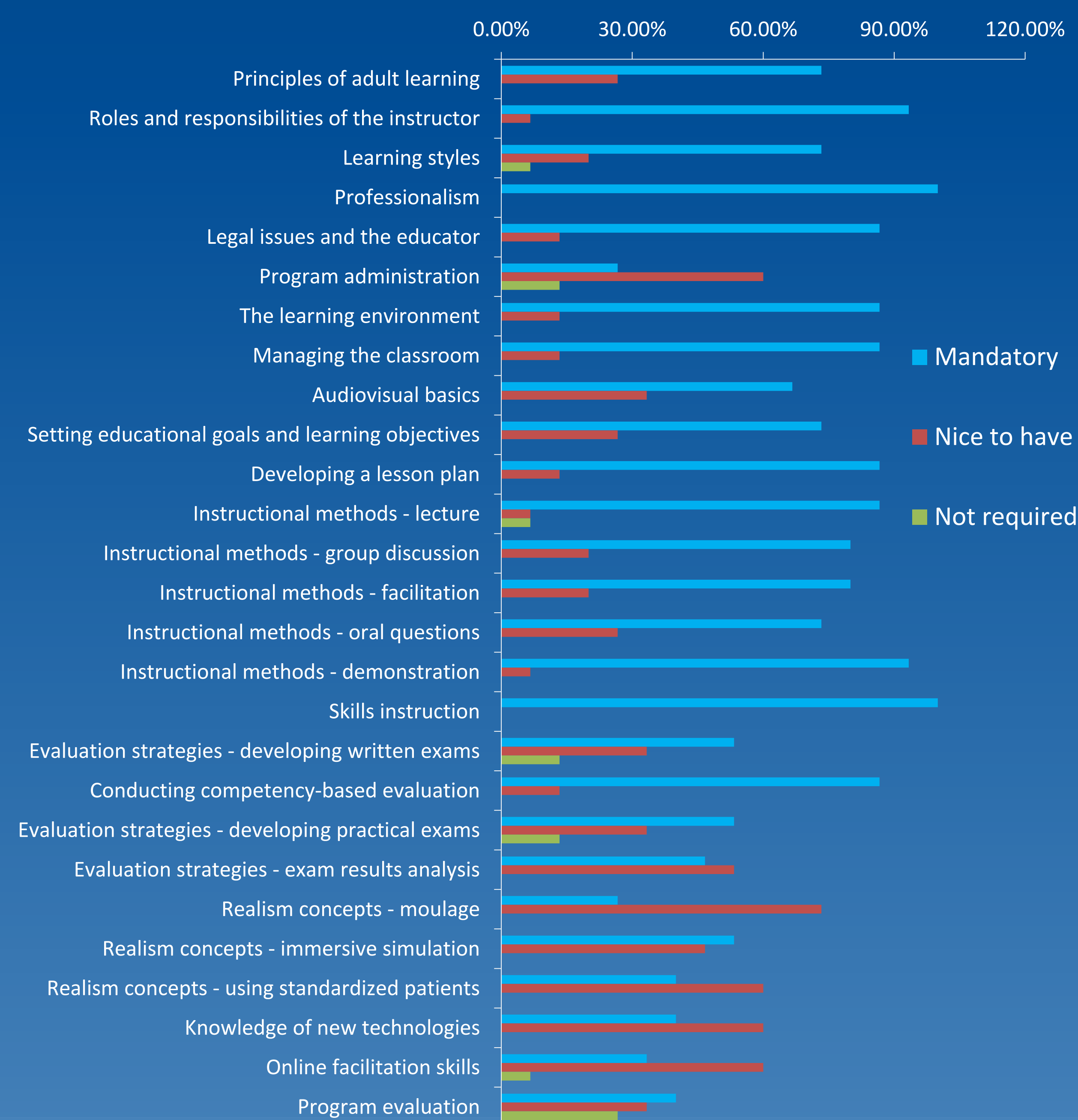
When recruiting or hiring instructors to teach at the EMR, PCP, and ACP levels, what is the minimum educational qualification(s) that they must have?



When recruiting or hiring instructors to teach at the EMR, PCP, and ACP level, what is the minimum number of years of experience that they must have?



What do you think should be the minimum requirements (topics/activities) for an EMS related educational credential?



DISCUSSION:

Survey results indicate that EMS educational institutions rely on field and clinical experience when recruiting instructional faculty. Formal academic credentialing in education or adult education is the exception rather than the rule with evidence that organizations look towards instructional skills training and specialized credentialing to meet program niche requirements.

Program specific orientation, mentoring, and observation of teaching skills plays a large part in ensuring faculty are capable of teaching independently in the classroom. Monitoring of instruction pays a key role in quality assurance.

Organizational support for instructor professional development varies. Mandated and optional professional development tends to focus on instructional skills training and specialized instructor credentials. There is very little support for academic educational credentials.

When survey respondents were presented with a wide range of adult education topics most were of the opinion that these topics should be mandatory in an EMS related educational credential. Over 50% of respondents favour the concept of a national EMS instructor competency profile that would give educational organizations and individual instructors, standards to base and compare their instructor qualifications against.

Further questions for discussion include:

- Would the findings of the survey be similar with other allied healthcare professionals?
- Is the quality of instruction “better” for those organizations that have higher credentialing standards?
- Does field and clinical experience truly make a difference in the quality of instruction?

ACKNOWLEDGEMENT:

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For further information and complete survey results, contact:

Barrie Morrison M.Ed.(DE)
Faculty Development Manager
JIBC – School of Health Sciences
bmorrison@jibc.ca