



COLORADO EMS EDUCATORS ASSOCIATION

Presents

the **2nd** Annual

Colorado EMS Educators Symposium

At Pike's Peak Community College, Rampart Range Campus

2070 Interquest Parkway

Colorado Springs, CO 80921-3602

CEES 2022 Schedule at a Glance

DAY 1	Saturday May 21, 2022	DAY 2	Sunday May 22, 2022
1000 - 1130	CEMSEA GENERAL MEETING	0700-0800	BREAKFAST
1130	Site Registration Opens	0800 - 0900	Session 5 Kelly Grayson <i>I Flipped My Classroom, Now What? Managing the Non-Traditional Classroom</i>
1130 - 1230	Educator's Lunch and Mingle	0910 - 1010	Session 6 Landon Churchill <i>Engaging Mixed Generational Classrooms - Pitfalls and Pro-Tips</i>
1230- 1330	Session 1 Dennis Edgerly <i>Evaluating Psychomotor Skills: Requirements and Best Practice</i>	1020-1120	Session 7 Adrienne Wilk and Kimberly Whitten-Chung <i>Raising the Bar on Simulation</i>
1340 - 1440	Session 2 Kelly Grayson <i>Teaching, Mentoring and Stewardship: Can we teach the right attitude?</i>	1125-1225	Session 8 Sahaj Khalsa <i>Evaluating the Affective Domain</i>
1515 -1615	Session 3 Sahaj Khalsa <i>Educating Culturally Competent EMS Providers</i>	1300- 1400	Expert Panel Lunch and Learn Roundtable
1630 - 1730	Session 4 Ian Jones <i>Improving Prehospital Field Training: Lessons Learned from Preceptor Development in HEMS</i>	1400	Closing Remarks

[CLICK HERE TO REGISTER!](#)

CEES 2022 will be following Pikes Peak Community College, Colorado, and local health department guidance regarding masking and social distance in our venues. We will have signs posted at the event letting you know the current guidance. This year the symposium will be in-person only.

EDUCATOR SESSIONS

1. Evaluating Psychomotor Skills: Requirements and Best Practices

Dennis Edgerly

The evaluation of psychomotor skills has historically occurred at the end of an EMS program and has focused on an isolated skill based on a sequential skill sheet. Paramedic psychomotor assessment has evolved over the last couple years to focus less on isolated skills and more on critical thinking incorporating skills. Soon the NREMT paramedic psychomotor exam will not exist and the EMT NREMT psychomotor exam actually never existed. This session will discuss better options for evaluation of a student's ability at the end of an EMS program.

About the presenter:



Dennis has been involved with EMS for several years. He is currently the Director of the EMS Academy at Arapahoe Community College in Littleton, CO. He is a presenter at conferences around the country. He has worked as a contributing author and editor for several EMS textbooks. He remains active with national organizations working to further EMS education.

2. Teaching, Mentoring and Stewardship: Can we teach our students the right attitude?

Kelly Grayson

What is a preceptor, exactly? What is their role in your training program? Do your preceptors act as instructors, evaluators, and mentors, or are they just the medics who have managed to hang around longer than everyone else? All too often, good EMS education programs fail because they neglect to consider the importance of the person teaching your students how to apply on the street what they've learned in the classroom and skills lab.

About the presenter:



Kelly Grayson, AGS, NRP, CCP is a Critical Care Paramedic with Acadian Ambulance in southwest Louisiana, and an EMS Educator for twenty-eight years. He is the owner and founder of MEDIC Training Solutions, an EMS training and consulting firm. He is a passionate EMS advocate and a frequent EMS conference speaker, contributing author to several EMS textbooks, award-winning columnist for EMS1.com and EMS World Magazine, podcaster, and author of several books.

3. Educating Culturally Competent EMS Providers

Sahaj Khalsa

As a growing body of research reveals disparities in prehospital treatment for minority patients, EMS Educators and Program Directors are obligated to understand how we influence this care. We serve as gatekeepers to the profession, and in that role, we may be inadvertently perpetuating disparities in care for our patients. However, we must recognize that these disparities are a result of systemic, not individual, issues, and will require systemic solutions. This presentation will review the latest evidence on disparities and discuss best practices on how to mitigate them. We will identify policies, which may be continuing disparities, and the impact we may have through the “hidden curriculum” in our programs.

About the presenter:



Sahaj has presented at state and national EMS and EMS educator conferences, published research papers in peer-reviewed journals, principal author of a position paper on educating culturally competent EMS providers for the National Association of EMS Educators. This paper sets goals and standards for EMS to continue working towards equitable access to education and care across the country. It was unanimously adopted by the NAEMSE Board of Directors, on which he currently serves.

4. Improving PreHospital Field Training: Lessons Learned from HEMS

Ian Jones

Come discuss ideas for starting, building, and influencing an internal preceptor and mentorship program for your ambulance service. Share in one company’s journey from the initial proposal to having an established preceptor program. Discuss the challenges and lessons learned developing the initial training of the preceptors, tracking the progress of new hires, and adapting the program to achieve goals.

About the presenter:



Ian has spent almost 20 years in EMS starting off as a volunteer with a local ambulance service then progressing through the military as a Combat Medic with a deployment to Afghanistan. Ian went to Paramedic school in 2009, received an AAS in Paramedicine and will soon graduate with a BAS in Organizational Leadership. He is currently a Clinical Education Manager for Air Methods focusing on New Hire Orientation and their Preceptor Program.

5. I flipped my classroom, now what? Managing the non-traditional classroom

Kelly Grayson

You've heard of "the flipped classroom" touted in various forums and conferences, but what is it, really? While it is simple to describe it as, "Do the classwork at home and the homework in class," implementing a flipped classroom involves a great deal more than a cliched saying; it requires more preparation and attention to detail, better use of technology, and a paradigm shift in the way you view the art of teaching. Join Kelly Grayson as he shares his pearls, perils and pitfalls of implementing his own flipped classrooms.

6. Engaging Mixed Generational Classrooms: Pro-tips and Pitfalls.

Landon Churchill

Contemporary instructors are facing an ever-increasing challenge: mixed generations in the classroom. While this has been an age-old factor, it's been amplified by the technological renaissance, the atypically large cultural gap between recent and tenured generations, and the rapidity with which retirements and recruitments are occurring due to a dynamic, volatile job market.

About the presenter:



Landon is a Colorado and Western-Slope native with 12 years in the all-hazards fire service and 10 years instructing at the community college, regional, and local level. He's credentialed with ISFSI through their training officer credential program and with CPSE through the fire officer credential program.

7. Raising the Bar on Patient Simulation

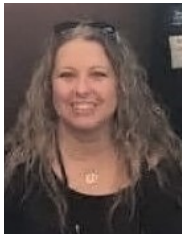
Adrienne Wilk and Kimberly Whitten-Chung

Over the last two decades, simulation as a teaching strategy in EMS education has increased. But how do we know that we are following the best implementation practices? Improved patient outcomes result from enhanced simulated patient encounters. This presentation will explore the Healthcare Simulation Standards of Best Practice and how best to apply those standards in EMS simulation.

About the presenters:



Adrienne Wilk, Ph.D., RN, CHSE, CNE, CHSOS-A, is an experienced nurse and educator specializing in simulation pedagogy. She works as an Assistant Professor at Austin Peay State University, near Nashville, TN. She has been extensively involved in simulation program development and management throughout her career. Dr. Wilk demonstrates a commitment to enhancing simulation by working as an SSH accreditation site reviewer and as a Facilitator for the INACSL Simulation Education Program.



Kimberly Whitten-Chung, MA-Ed, NRP, is a seasoned Paramedic and Educator. With over 10 years of leadership experience, Ms. Whitten-Chung has successfully motivated students and employees to the highest levels of success. She is currently the Paramedic Program Director at Pikes Peak Community College in Colorado Springs. She holds a master's degree in Adult Education and Human Resources and is currently enrolled in a doctoral program for Higher Education Leadership and Curriculum Development, Instructional Design, and Assessment.

8. Evaluating the Affective Domain

Sahaj Khalsa

How can we measure the elusive and oft neglected Affective Domain? Employers often cite 'soft skills' as those new applicants and employees are most lacking. We also know that lawsuits and patient complaints are driven more by poor affective skills than by poor care. This is a discussion focused on measuring this important domain with reliability and validity, allowing educators to help their students develop the skills employers are looking for.

9. Expert Panel and Luncheon Roundtable

Bring your hardest questions and largest challenges to this roundtable discussion. Help your peers find answers and hear a host of seasoned educators weigh in on the issues facing EMS Educators today. Audience participation encouraged. The panelists include the speakers featured on both days of the symposium. Together we will explore what tomorrow's EMS system needs to be and how we should prepare the caregivers that will be needed.

REGISTER TODAY!

Are you a member of EMSAC?

Registration is reduced for members!

