

# Colorado EMS Educators Association



Fifth Annual

## Colorado EMS Educators Symposium

May 15-18, 2025 in Glenwood Springs

### Thursday, May 15

0800 - 1700 Preconference:

- The NAEMSP One-Day Quality Improvement Workshop
- Colorado Skills Instructor Course

1800 - 2000 Reception - Social Networking in Person - (Cash bar)

### Friday, May 16

- 0730 Continental Breakfast
- 0800 CEMSEA General Meeting
- 0830 Meet the Educator; Meet the Sponsor
- 0930 Ask, Don't Tell
- 1045 Break
- 1100 Blended Learning Models
- 1200 Exhibitor Round-table -Lunch Buffet
- 1330 Flipping the Classroom for Introverts
- 1430 Break
- 1445 Key Components of High-Quality Simulation
- 1545 Break
- 1600 Debriefing Core Concepts
- 1700 Wrap Up for the Day and Announcements



### Saturday, May 17

- 0800 Breakfast Buffet
- 0830 Stop Working So Hard! That's What Students are For
- 10:00 From Dispatch to Discharge: Unlocking the Power of Integrated EMS Data
- 11:00 Break
- 11:15 Navigating the AI Revolution in Education: Opportunities, Challenges and Ethical Considerations
- 1230 Lunch
- 1330 Leveraging AI for EMS Education
- 1430 Break
- 1440 I Put on My Robe and My Wizard Hat
- 1615 Committee - CEES2025 Wrap Up Looking to CEES2026

## Thursday

### Colorado Skills Instructor course

This course is designed to develop proficient instructors to aid in the learning process for performance-based knowledge within EMS programs. The skill instructor facilitates learning in laboratory, scenario, and simulation settings as well as evaluating learner performance in testing situations. Topics in this course include: EMS education in Colorado, laws and instructor liability, adult learning, and development of clinical judgment skills. This course includes interactive learning activities.



*Hands-on skills station, 2023 Colorado State EMS Conference, Keystone, Colorado*

### The NAEMSP One-Day Quality Improvement Workshop



*Brad Cramer, Clinical Quality Manager for Global Medical Response; Remle Crowe, Scott Bourn*

Designed for EMS quality improvement leaders, medical directors and front-line clinicians who want to improve the clinical quality of their service and need tools to be more effective, the NAEMSP One-Day Quality Improvement Workshop applies the lessons of healthcare improvement to the challenges of out-of-hospital care. This introductory course teaches the tenets of improvement science and how to practically apply these lessons to EMS agencies, and EMS Systems large and small.

## Friday



*Team discussions, 2024 CEES, Estes Park, Colorado*

### ASK DON'T TELL

*Dennis Edgerly, Director, EMS Academy at Arapahoe Community College*

EMS and other educational forums have largely been based on a teacher-centric methodology of instruction. The instructor talks, the students listen, and hopefully take good notes. Later in the program the students will be asked to recall what they were told. Unfortunately, concepts such as understanding, comprehending, analyzing and applying are missed. This session will look at other methods of instruction to help foster these concepts in students which are in line with best medical practice and the way the NREMT is currently testing.

### BLENDED LEARNING MODELS FOR DEPARTMENT TRAINING = LESS TALKING, MORE DOING.

*Timothy Neaderhiser, Flight Paramedic & Outreach Coordinator, HCA HealthONE AirLife*

In this course we will discuss blended learning models to better facilitate department education and training events. Most training departments are limited in terms of time and budget. We want to make the most of every chance we get. The focus will be on designing continuing education that is more effective at leading into a dynamic in-person training event. The goal is fewer minutes lecturing and demonstrating, and more hand-on practice with debrief. The vision is to produce an event that supports personnel to achieve success in the task or knowledge and build confidence in their abilities.





## FLIPPING THE CLASSROOM FOR INTROVERTS

*Scott Bourn, Chair, Research Committee; Founder and Faculty NAEMSP Quality & Safety Course, ESO; National Association of EMS Physicians*



Over the past 5-10 years there has been a concerted effort to “flip classrooms” by having students consume most cognitive content as homework prior to class so that classroom time can be used in interactive activities focused on actually using the knowledge in meaningful ways. Overall this method has appeared to be extremely successful, but teachers have long recognized that the approach is not equally favored by all learners. Research has demonstrated that flipped classrooms are uncomfortable and associated with less academic success for learners who are introverts—a group that makes up 33-50% of the adult population. In this insightful program we’ll discuss the characteristics of introvert and extroverts (some of them will surprise you) and identify strategies to enable all personality traits to succeed in YOUR classroom.

## SIMULATION CORE CONCEPTS: WHAT FUNDAMENTALS DO YOU NEED TO KNOW?

*Andrew Spain, Associate Executive Director, Society for Simulation in Healthcare and Kimberly Whitten-Chung*

“It all depends on the objectives!” Thank you Captain Obvious—I have never heard that about simulation before! If you are new/newer to healthcare simulation and want to gain insight into the bigger pieces of designing and delivering a simulation activity and go beyond just being about the objectives, then this session is for you. For instance, simulation is not “just about the plastic!” There is so much more. After a simulation demo, key topics and concepts will be covered in a rapid-fire method, covering a lot of ground in a short period of time. It will be quick—but we will also supply you with resources and places to find out more information and engage in answering the call of your spirit of inquiry about simulation.



## DEBRIEFING CORE CONCEPTS: WHAT DO YOU NEED TO KNOW?

*Andrew Spain, Kimberly Whitten-Chung*

Debriefing...it’s a super easy thing to do, right? Well, once you have done it many, many times, it does become much easier. But there are many things that can go off course when trying to debrief. This session, designed for novice educators (but maybe also helpful for anyone more experienced) will cover various concepts and methods of high-quality debriefing. After a debriefing demo, there will be a few of the more important topics that will be investigated: debrief structure; methods of inquiry; learner-focused process; linking to objectives/goals/needs assessment; and engaging your own style as an educator. Debriefing can be challenging to learn—but this course will get you on the path and set you up for success. Spoiler alert—these techniques can be used in real life too

## Saturday

### STOP WORKING! THAT’S WHAT STUDENTS ARE FOR!

*Jeremy Logan, EMS Academy at Arapahoe Community College*

Utilizing an Active Learning approach, educators, regardless of their setting, can improve the quality of student learning. In essence, the one who does the work, does the learning, so educators need to stop working! The more a student engages in the learning process or content, the higher their retention is, with both knowledge and skill. This presentation will briefly discuss how learning actually happens and then highlight strategies that all educators can utilize to break from the “traditional” educational model and move into a non-traditional and evidence-based model of education. This presentation aims to provide specific things that all forms of EMS educators can try, including educators and training officers operating in the pre-licensure or primary education setting, in the post-licensure and orienting new employees or precepting setting, as well as in the post-licensure continuing education setting. The “sage on the stage” approach that we are all too familiar with needs to be a thing



of the past and we need to move into a role more similar to a facilitator of learning. As the old saying goes, “you can lead a horse to water, but you can’t make him drink.” The same can be said for students, and in this case, other educators, “you can lead a student to learning, but you can’t make them learn”. So, the onus of teaching and learning needs to be shifted off of the educator and onto the student. This presentation should help provide strategies to do just that.

### FROM DISPATCH TO DISCHARGE: UNLOCKING THE POWER OF INTEGRATED EMS DATA

*Remle Crowe, Director of Research, ESO*

EMS clinicians routinely make critical decisions in the field, but what happens after the patient crosses the Emergency Department doors? This session explores the power of integrated data – from dispatch to discharge – to reveal the true impact of prehospital care. Learn how analyzing patient outcomes helps evaluate interventions, refine protocols, enhance training, improve satisfaction and even drive policy that lead to better patient care.



*Moulage practice, 2024 CEES, Estes Park, Colorado*

### NAVIGATING THE AI REVOLUTION IN EDUCATION: OPPORTUNITIES, CHALLENGES, AND ETHICAL CONSIDERATIONS

*Leah Tilden*

Get ready to dive into the world of artificial intelligence (AI) and its game-changing role in education! This presentation is all about unpacking how AI is shaking things up for students and teachers alike. We’ll look at technology that’s already in classrooms, like programs that adapt to how you learn, and bots that help grade your papers so teachers can catch a break. However, with great power comes great responsibility. This presentation will also address the potential drawbacks of AI in education, such as data privacy concerns, the digital divide, and the risk of over-reliance on technology. We’ll also take a sneak peek at the trends that are just around the corner and how they might change the way we all think about education. Finally, this presentation wraps up with some practical tips and strategies for bringing AI into your teaching space in a way that feels natural and effective. Join us for a down-to-earth chat about AI’s place in education. You’ll leave with a bunch of new ideas and the know-how to make them work for you and your students.

### LEVERAGING AI FOR EMS EDUCATION

*Carter Smith, Program Coordinator, Pueblo Community College*

Artificial Intelligence (AI) tools offer transformative potential for EMS education, enabling educators to simulate realistic patient interactions that enhance student skills in developing differential diagnoses and patient history gathering. This presentation focuses on equipping EMS educators with practical methods to integrate AI into their classrooms, from authoring AI prompts to evaluating student interactions. Leveraging AI, educators create dynamic, engaging, and effective learning experiences that prepare students for real-world challenges.



*Educator’s Round-table, 2024 CEES, Estes Park, Colorado*

**I PUT ON MY ROBE AND WIZARD HAT:  
ROLE-PLAYING GAMES FOR PROFESSIONAL DEVELOPMENT**

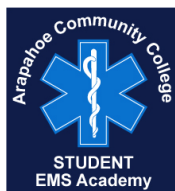
*William Belk, Director of Simulation and Innovative Education, Air Methods Corp.*

In the high-stakes world of Emergency Medical Services (EMS), success hinges on more than technical skills—it requires exceptional teamwork, communication, and emotional intelligence. This innovative lecture explores how tabletop role-playing games like Dungeons and Dragons can serve as powerful professional development tools for EMS educators and leaders.

Through an engaging examination of collaborative storytelling mechanics, participants will discover how structured role-playing experiences can dramatically enhance critical interpersonal skills. The session will delve into how game-based scenarios create safe, immersive environments for practicing complex team interactions, decision-making under pressure, and empathetic problem-solving.



**The 2025 Colorado EMS  
Educators Symposium is sponsored by**



**Thank you!**