

NASEMSO Timeline for Implementation of the EMS Education Agenda--2010

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Introduction

In 1996, the National Highway Traffic Safety Administration (NHTSA) and the Health Resources and Services Administration (HRSA) published the national consensus document titled *EMS Agenda for the Future (Agenda)*. The intent of the *Agenda* is to create a common vision for the future of EMS and is designed for use by government and private organizations at the national, state and local levels to help guide EMS planning, decision making, and policy including EMS education.

In 2000, the *Agenda* was followed by the [*EMS Education Agenda for the Future: A Systems Approach \(Education Agenda\)*](#). The purpose of the *Education Agenda* is to establish a system of EMS education that more closely parallels that of other allied health care professions. The *Education Agenda* was developed at the request of the National Association of State EMS Officials (NAEMSO) with support from the National Highway Traffic Safety Administration (NHTSA) and the Health Resources and Services Administration (HRSA.) Since the release of the *Education Agenda*, much has been accomplished. The *National EMS Core Content (Core Content)*, *National EMS Scope of Practice Model (Scope of Practice Model)*, and *National EMS Education Standards (Education Standards)* have been completed. As the professional association that represents state lead agencies for EMS, NAEMSO has taken the primary role in coordinating implementation of the EMS Education Agenda.

Because implementation will require a multifaceted, multidisciplinary approach by a variety of EMS stakeholders, this Timeline document (albeit non-binding) has been created to illustrate the complexities of implementing the *Education Agenda*. It represents several milestones for implementation and identifies EMS stakeholders that have expressed an interest in participating in a range of implementation activities with a time-oriented goal for achieving them. This chart does not represent an exclusive list and additional objectives will be added as they are identified. Individual states retain the authority to determine their level of participation.

NAEMSO believes the *Education Agenda* will ensure a consistency of quality and content among EMS programs, provide career mobility for individuals who seek reciprocity among the states, and align EMS with other health professions and enhance the professional credibility of EMS practitioners.

Companion documents include:

[Frequently Asked Questions for Implementing the EMS Education Agenda: A Systems Approach](#)

[Talking Points for Implementing the EMS Education Agenda: A Systems Approach](#)

[2009 National EMS Education Standards Gap Analysis Template](#)

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What's Needed?	Primary Responsibility	Who Can Help?	2010 (Jan-Jun)	2010 (Jul-Dec)	2011 (Jan-Jun)	2011 (Jul-Dec)	2012 (Jan-Jun)	2012 (Jul-Dec)	2013 (Jan-Jun)	2013 (Jul-Dec)
NASEMSO										
Finalize Transition Toolkit*	NASEMSO	Stakeholders and Professional Associations	X	X	X					
Establish on-line clearinghouse for Best Practices	NASEMSO	NAEMSE	X	X	X	X	X			
STATES										
Determine state-adopted scope of practice levels	Individual states	NASEMSO	X	X						
Determine need for model legislation, legislative/regulatory changes	Individual states	NASEMSO	X	X	X					
Determine state timelines for implementation	Individual states	NASEMSO	X	X						
Conduct state gap analysis and identify skill changes	Individual states	NASEMSO	X	X						
Determine reversion/progression policies for existing personnel who may wish to certify/function at a lower/higher level	Individual states	NASEMSO	X	X						
Determine education modules for State-added content	Individual states	NASEMSO	X	X	X					
Determine testing mechanism for State-added content	Individual states		X	X	X					
Identify reciprocity procedures	Individual states	NASEMSO	X	X	X					

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Determine renewal, re-certification, or re-registration expectations for existing practitioners and communicate to stakeholders	Individual states	NASEMSO, NREMT	X	X	X					
Identify instructor qualifications that must be met prior to using the <i>Education Standards</i>	Individual states	NASEMSO, NAEMSE, CoAEMSP	X	X	X					
Determine state evaluation and licensing processes	Individual states	NASEMSO	X	X	X					
Determine education program requirements	Individual states	NASEMSO, CoAEMSP, NREMT, NAEMSE	X	X						
Determine state-based transition policies for existing practitioners and educators	Individual states	NASEMSO	X	X	X					
Determine CE content to facilitate transition to new state-adopted levels	Individual states	NASEMSO, NAEMSE	X	X						
Evaluate state-based gap analysis to determine testing needs (if any) for bridge/transition	Individual states (and their educators)	NASEMSO	X	X						
Discontinue exams (that are based on National Standard Curricula)	Individual states		X	X	X	X	X			
Implement new exams that are based on Education Standards	Individual states	NREMT				X	X	X		
Identify methods to measure competency of cognitive, psychomotor and affective skills of EMS practitioners	Individual states	NASEMSO, NAEMSE		X	X	X				

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EDUCATORS/INSTRUCTORS										
Establish checklist of instructor competencies	NAEMSE	NASEMSO	X	X						
Instructor orientation to assist transition from NSC to Education Standards (i.e. differences in materials, focus on depth and breadth, focus on hours-based to competency-based lesson plan design)	NAEMSE	NASEMSO	Conduct pilot	Begin process≥	X	X				
Instructor orientation to "bridge" concept from one level to the next higher level	NAEMSE	NASEMSO	X	X	X	X				
Identify new teaching/education materials	NAEMSE	Publishers	X	X						
Identify 6-12 month re-evaluation process to measure instructional effectiveness (with the goal of providing further support and assistance to instructors as needed)	NAEMSE			X	X	X				
EMS PROGRAMS										
Identify guidelines for clinical observations	Education Programs	NAEMSE, CoAEMSP	X	X						
Establish template for program affiliation	Education Programs	CoAEMSP, NAEMSE	X	X						

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Identify depth and breadth of course information	Education Programs	Publishers with NAEMSE input as SMEs	X	X						
Determine delivery methods for content	Education Programs	CAAHEP	X	X						
Identify methods to measure competency of cognitive, psychomotor and affective skills of the student	Education Programs	NAEMSE	X	X	X					
PROFESSIONAL ORGANIZATIONS										
Conduct Information and awareness programs re: program accreditation	CoAEMSP	NAEMSO	X	X	X					
Identify optional and mandatory core content for CE	NREMT, individual states	NAEMSO, NAEMSE	X	X						
Establish (NREMT) Re-registration expectations	NREMT		X	X	X					
Identify new exam content	NREMT		X	X						
Rollout new exams	NREMT				X	X	X	X		

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PUBLISHERS										
Ensure adequate text and support materials are in place for program delivery	Publishers	Individual states	X	X	X					
MISCELLANEOUS										
Develop educational modules on topics not addressed in Education Standards**	EMS agencies, Professional associations	NAEMSE , publishers	X	X						

* Learning module to explain Education Agenda, Talking Points, Frequently Asked Questions, Single page "Education Agenda Fact Sheet", Gap Analysis Template, General Timeline/ Implementation Plan, Resource List, Clearinghouse for Education Best Practices

**For example, vehicle operations/driving best practices, EMS health and safety, OSHA requirements and fit-testing, immunizations, physical abilities to do the job, and policies or protocols related to the scope of practice