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The current situation regarding COVID-19 is unprecedented, therefore we are taking measures to ensure the students continue receiving the highest level of instruction through a virtual portal. Though not ideal, we cannot impede our students from graduating and working in the field any more than we are being forced to under these conditions. I intend to alter future content delivery and vision for the PBSC EMS program while we are under the Covid-19 emergency status. We are moving forward with a return to campus date of June 1st, though this date is fluid and will change based on College, State, and CDC recommendations.

Over the past few weeks, we have several considerations that have been discussed and implemented including moving all didactic instruction to a virtual online classroom. This didactic transition into the online environment was seamless as it is already in place. However, the psychomotor lab portion (hands-on) has become a much more difficult task in regards to presentation and assessment. Fortunately, we have the virtual capabilities to apply the much-needed instruction in a different capacity and remain compliant with the required national disciplines (AHA, NAEMT, CoAEMSP) for assessments. After meeting with my core staff we have decided to use Zoom.us ® with the basic, free version. These meetings will allow us to provide our students with instruction on certain laboratory skills in spite of a college-wide shut down. Zoom.us ® meetings are web-based seminars, with a 40 min limit, and up to 100 participants. The advantage of Zoom.us ® over Blackboard Collaborate is ultimately accessibility. For the less “tech-savvy” instructors and students, Zoom is available by an app for a media device or a website URL. As long as the individual has an internet connection they can have a meeting. Collaborate requires many more steps to access the meeting, beginning with logging into blackboard, then clicking the right class, then clicking the meeting tab, and finally clicking the meeting room. With input from my staff, the thought is, the more steps we have, the more we lose on the journey there.

According to my Department Chair, Psychomotor Lab Coordinator, and my Paramedic Faculty, the meeting environment would look like this moving forward for both EMT and Paramedic Cohorts. Beginning Monday, April 13<sup>th</sup>, the Occupational Skills Evaluator

assigned to that shift will be responsible for meeting with a “squad” of students of 4-6 at a time. This maintains our ratio of no more than 6:1 and allows a more comprehensive environment for a smaller group of students. The smaller group, anecdotally, provides a more complete and open environment, to encourage facilitated learning as well as expressive opportunities for the students. The material to be presented will be pre-recorded, for consistency sake, by the aforementioned OSE instructors (with oversight by the Psychomotor Lab Coordinator). The recordings will be given to the student ahead of time, and our lab instructors would then set up a meeting to discuss the topic of learning for that shift. The next session could potentially include “tabletop” assessments concerning the student's understanding of the skill. Ultimately, this keeps, both the student and instructor fresh with the lab material, so that, when and if we return, the transition back into the hands-on lab will be seamless. Additionally, using our most senior lab instructors (chosen by the Department Chair and Psychomotor Lab Coordinator) we will offer students virtual assistance labs during set, assigned times. These virtual assistance labs will be utilized for a review of previously learned skills and scenarios. These labs provide a pathway to ensure that student knowledge is retained.

The Psychomotor Lab Coordinator will assist the OSE's during their virtual meeting and instruction. Additionally, and as needed, he will “jump” back and forth through the virtual assistance lab meetings to ensure instruction is being taught correctly and concisely to our standard. This, of course, will require some groundwork, with additional recordings of the material ahead of time, availability of senior instructors, and any needed training on how to use the system. My overall goal is to let the current students know, that despite a global pandemic, they will graduate from our program as the best EMT and Paramedic students in the State, a standard we will not deviate from. This format ensures they are the most prepared for National Testing Standards, in consideration of the current situation, and as field ready as if Covid-19 did not exist.