

The Three Pillars of Lifelong Learning

New York State Volunteer Ambulance
And Rescue Association

PULSE CHECK

2017 ANNUAL EDUCATION CONFERENCE

Pillar #1 – Education

Does a College Degree Matter in EMS?

Frank P. Mineo, PhD, EMT-P



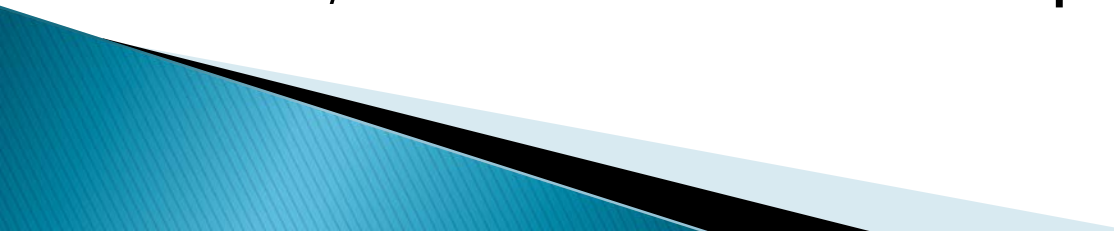
Education

“A College Degree Requirement for Paramedics/EMS; Is it just B.S.?”

EMS 1 News (2012)



What is an EMS Degree

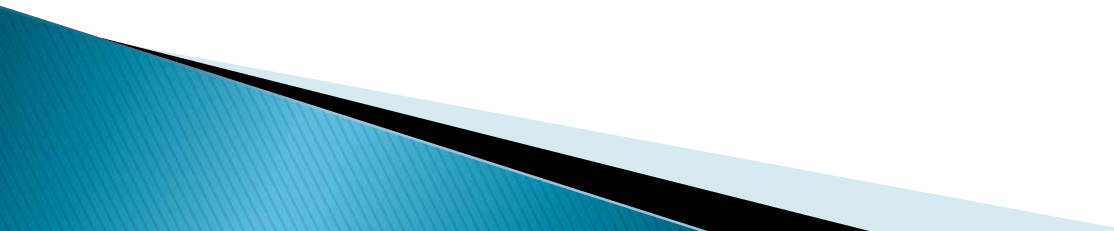
- ▶ For the most part, it's for highly skilled/trained providers, who are looking to advance themselves in the profession.
 - ▶ The focus is not so much on what you learned as part of your clinical training; but how that integrates with the broader EMS and/or other healthcare profession's needs.
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What kind are there?

There are approximately 20 Bachelor's programs in EMS, and another four Masters.

Many of these offer a “bridge” to/from EMS to a different healthcare profession.

These programs include the traditional “brick and mortar” schools, distance learning, and a hybrid of both.



Associates Degree in EMS– American Medical Academy

- ▶ The following General Education Courses are required for your degree in Emergency Medical Services:
 - English Composition I
 - English Composition II
 - College Algebra
 - Introduction to Psychology
 - Public Speaking

University of Southern Alabama– Bachelors Degree

Paramedic to BS in EMS Track

- ▶ Students who have already completed their paramedic education at another institution and who have maintained their license in good standing may apply to the department's **Paramedic to BS in EMS Track**. This special track allows licensed paramedics an opportunity to reach educational goals without the unnecessary repetition of courses or clinical experiences already undertaken as a paramedic student.

George Washington University– Masters Program

The GW EMS program is intended to develop leadership competencies necessary for a successful career in EMS. The combination of courses was selected to build expertise in leadership, creative problem-solving, team-building, clinical decision-making, and management. Through the EMS programs at GW, students will:

- ▶ Develop interdisciplinary management and leadership skills necessary to manage administrative-level responsibilities within a local, regional, state, or federal EMS agency.
- ▶ Acquire the necessary tools and skills to assume the roles and responsibilities within a multidisciplinary team.
- ▶ Leverage regulatory guidelines, organizational strategies, and resources when providing emergency medical services within a community or special population.
- ▶ Analyze processes and evaluation practices to support an EMS culture of safety.
- ▶ Build a broad foundation from which to assess and respond to trends in emergency medical services and health sciences.
- ▶ Demonstrate proficiency in written communication skills necessary to perform as a professional within the field of emergency medical services and to progress to graduate-level work.

Columbia Southern (distance)

BACHELOR OF SCIENCE IN EMERGENCY MEDICAL SERVICES ADMINISTRATION

- ▶ With a curriculum of leadership in EMS systems, EMS planning and development, and risk management practices in EMS, the program of study takes a multi-professional approach to administration of EMS organizations. The program also incorporates legal, political, and regulatory frameworks in EMS settings as well as a study of employee safety and healthy work environments. Upon completion of the program, students should be able to do the following:
 - Analyze systems development and operations principles in EMS.
 - Evaluate personnel management and staffing models in EMS.
 - Implement operating budgets for emergency and non-emergency transport EMS.
 - Summarize legal and regulatory guidelines in EMS.

So if not now...then when?



Let's Discuss!



Some Statistics

- ▶ The unemployment rate for those with a college degree is 2.5%. For high school diploma: 5.6%
- ▶ The average weekly salary for those with a college degree is \$1227; with high school diploma: \$678.
- ▶ 82.6% of those with a college degree have jobs, compared to 67.8% of high school graduates.

CNN Money, 2017



Cost

The average cost of a college education has grown on average 8–10% annually over the past decade or so.

Given the cost and benefits associated with obtaining a degree...does one outweigh the other??

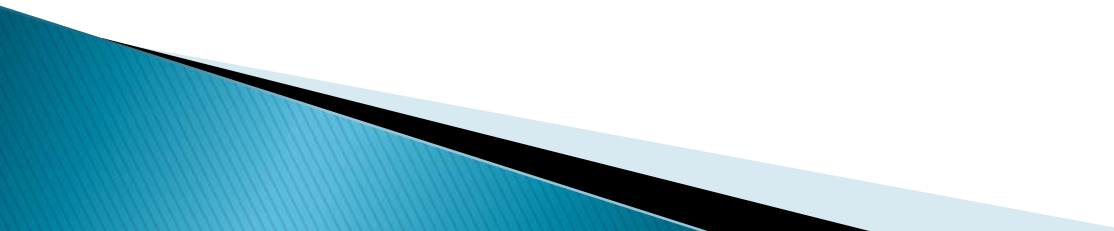
Does it Pay?

- ▶ As of August 2017, the median pay for an EMT in the USA was \$33,269.
- ▶ The median pay for a paramedic was \$40,519.

Bureau of Labor Statistics, US Department of Labor



Stronger, More Sophisticated EMS

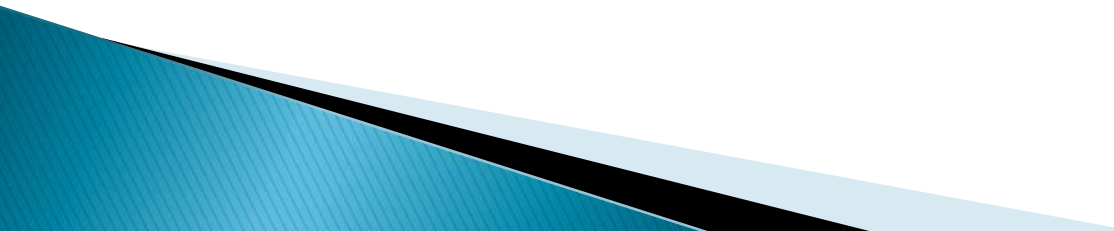
- ▶ Diverse mix of services
 - ▶ Science of EMS Systems
 - ▶ Changes in Workforce
 - ▶ Ability to assess complex situations, communicate effectively, think critically
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What Challenges Lie Ahead?

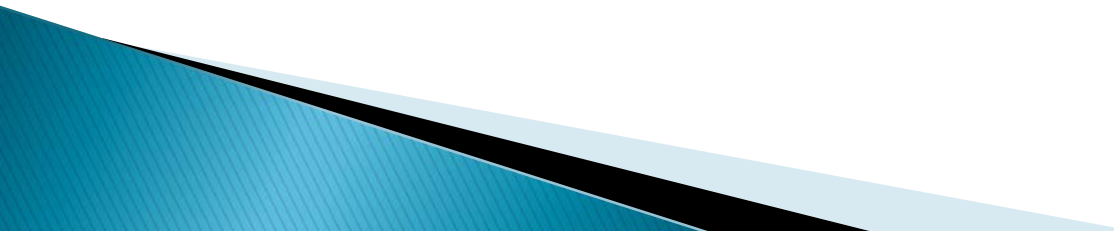
The EMS profession is at a crossroads:

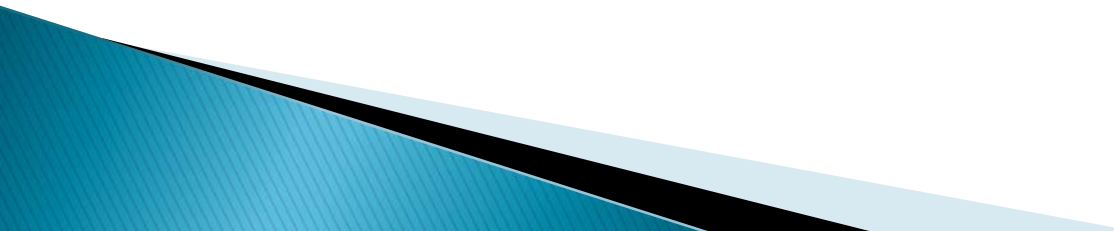
- ▶ Moving forward, increased responsibilities due to people growing older (and sicker), lack of community resources (primary care), and attrition to higher paying careers will impact our profession.
- ▶ Add to this, the low pay and long hours experienced by many in our ranks.

Impact of Baby Boomers

- ▶ With the coming (actually we are already here) of the Baby Boomer generation; there will be a greater need for EMS services.
 - ▶ Added to this will be the launch of “Community Paramedic”, with EMS practitioners serving in the role of primary care providers.
 - ▶ Taken together, the BLS suggests a potential 24% increase in the need for EMS professionals.
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In The End

- ▶ When it comes down to it; this is a personal choice; which requires some hard decisions.
 - ▶ But, keep this in mind...
- 

- ▶ Those with a bachelor's degree can expect to earn about \$1.3 million more over their professional lifetime; a masters will increase that number to almost \$2 million.
 - ▶ A college degree can provide more opportunities both within and outside the profession.
 - ▶ A college degree brings with it a sense of self-fulfillment and accomplishment.
- 

NATIONAL EMS MANAGEMENT ASSOCIATION

*Inspired Leaders serving their
communities.*



Defined Levels of EMS Leadership

- National EMS Officer Levels of Leadership:

- **Supervising EMS Officer**
- **Managing EMS Officer**
- **Executive EMS Officer**

▶ *Note: These are category guidelines as organizational titles may change from service to service.*

For example: Executive EMS Officer may be:

Chief or Director or C.E.O

National EMS Management Association

- ▶ Both the Manager and Executive Level will require a college degree starting in 2020.

Become a Life-Long Learner

Can benefit clinical skills and career; AND drastically improve one's attitude towards work and life in general.

Steps:

- Identify opportunities and act on them
- Revisit material previously learned
- Apply critical thinking based on new information
- Embrace uncertainty
- Cherish training and experience
- Apply knowledge at higher levels (think Bloom's Taxonomy)
- Strive for learning, not perfection
- Practice what you have learned

“Life isn’t about finding yourself. Life is about creating yourself!”

George Bernard Shaw Read

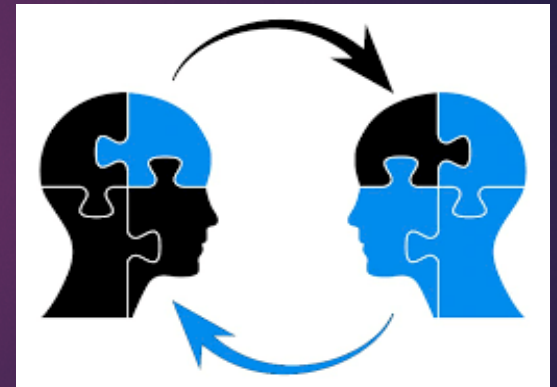
It's also about Sharing with those who follow....

- ▶ Mentoring–Gene Iannuzzi
- ▶ Coaching–Linda Reissman

Pillar # 2–Mentoring

Gene Iannuzzi, RN, MPA, CEN, EMT–P/CIC

Mentoring in EMS



*"There is no
lack of
KNOWLEDGE
out there...
Just a shortage of
asking for
HELP"*



"WE KNOW A THING OR TWO BECAUSE WE'VE SEEN A THING OR TWO !"

4 Essential Differences between coaching and mentoring¹:

	Coaching	Mentoring
1. Source	Direct manager	Individual outside direct reporting structure
2. Focus	Performance & skills. Task-based	Individual & career development
3. Frequency	Short-term	Long term
4. Structure	Unstructured	Structured



What Makes A Good Mentor?

- ▶ Experienced
- ▶ Open minded
- ▶ Actually likes people – willing to commit time and energy
- ▶ Track record of success/role model
- ▶ Knowledgeable in their field
- ▶ Knows their own limitations



What Makes A Good Mentor?

- ▶ Can take a broad view and offer alternatives
- ▶ Understands that there may be multiple “right” answers
- ▶ Offers risks/benefits in finding solutions
- ▶ Doesn't impose their own beliefs/solutions as “the” way
- ▶ Allows mentee to find their own way and provides guidance
- ▶ “I told you so” is not in their language – lifts up instead of puts down
- ▶ Happy to see mentees succeed – even if they achieve more than the mentor!

"One of the greatest values of mentors is the ability to see ahead what others cannot see and to help them navigate a course to their destination."

John C. Maxwell



What Makes a Good Mentee?

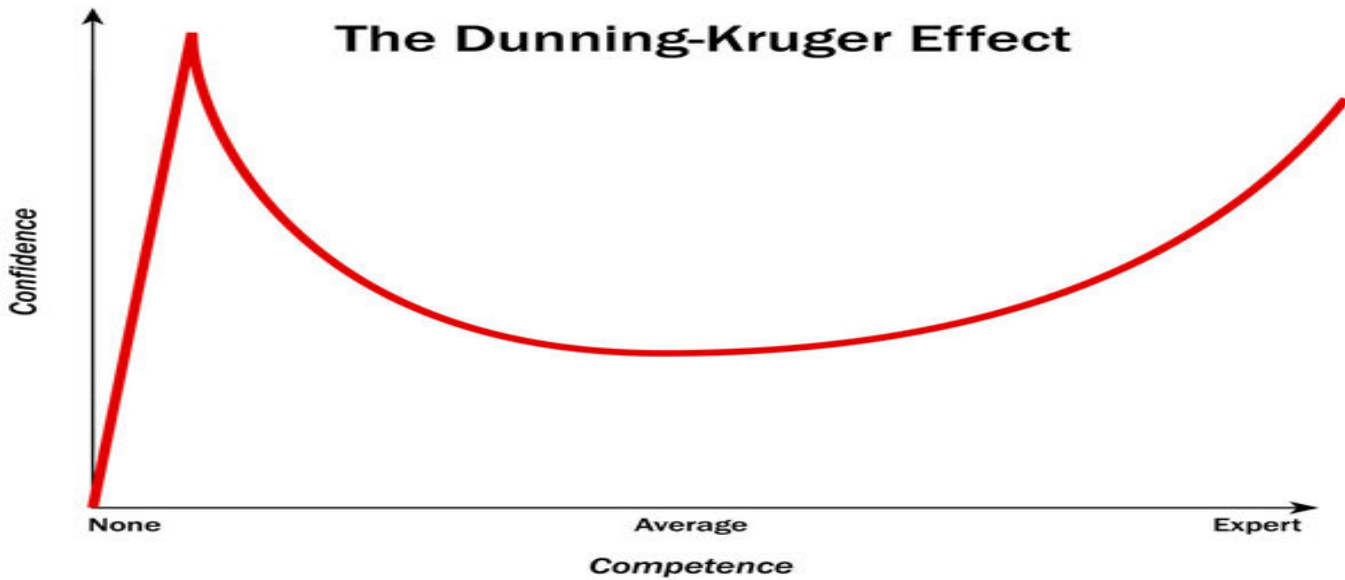
- ▶ Willing to learn
- ▶ Can put ego aside/not full of themselves
- ▶ Able to articulate goals
- ▶ Willing to put in time and effort
- ▶ Doesn't see challenges as personal attacks
- ▶ Not looking for quick fix
- ▶ Understands raw talent is not enough to succeed
- ▶ Has respect for those who came before
- ▶ *Committed to lifelong learning*



Sometimes, Things Don't Work So Well

- ▶ It's a bad fit/personal styles don't mesh
- ▶ The mentee expects the mentor to solve their problems
- ▶ One or the other is too rigid and spouts dogma
- ▶ It turns into a competition
- ▶ It's voluntary, and someone decides to leave
- ▶ The mentee or the mentor has reached the limit of benefit of the relationship

The Dunning-Kruger Effect



“Those who think they know it all have no way of finding out they don't.”

blog.zaredann.com - Leo Buscaglia



The Value of Mentoring In EMS

- ▶ Avoiding dead ends (without stifling new approaches)
- ▶ Not repeating mistakes (“it sounded like a great idea, but...”)
- ▶ “If you’ve seen one EMS system, You’ve seen one EMS system”
- ▶ Access to broader knowledge/knowledge from other fields
- ▶ Historical Perspective
- ▶ Succession Planning





NOT A JEDI YET



NOT NECESSARILY JEDI
MASTERS

YOU MUST CHOOSE



BUT CHOOSE WISELY



The future belongs to those who
give the next generation reason for
hope.

— *Pierre Teilhard de Chardin* —

AZ QUOTES

Some Additional Reading

"True Mentorship In Medicine"

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3038821/>

"What the Best Mentors Do"

<https://hbr.org/2017/02/what-the-best-mentors-do>

"Mentoring Millennials"

<https://hbr.org/2010/05/mentoring-millennials>

"From Novice To Expert"

<http://www.nursing-theory.org/theories-and-models/from-novice-to-expert.php>

Pillar #3–Coaching

Linda Reissman, MS, CHEP, CIPS

Coaching

- A coach supports another to achieve a specific personal or professional goal by providing training, advice and guidance
- Informal relationship between two people, of whom one has more experience and expertise than the other and offers advice
- Coaching differs from mentoring as it's focus is on specific tasks or objectives, as opposed to mentoring one toward general goals or overall development

Coach vs. Mentor

Coaching

- Task/Topic oriented
- More structured
- No long term strategy
- Short term
- Performance driven
- Skills/behaviors practice, feedback, correction
- Results measured objectively

Mentoring

- Relationship oriented
- More informal
- Strategic in Design
- Long Term
- Development Driven
- Listening, advice, making connections, role model
- Results may be subjective

Coach vs. Mentor Quiz

I would like to:

- Read EKGs
- Be an officer at my agency
- Improve my evoc skills
- Become a doctor
- Transition to a new career

I should seek a:

- Coach
- Mentor
- Coach
- Mentor
- Mentor

Choose your coach carefully

- <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=oahUKEwii9ZfKubvWAhVG5iYKHVccDz8QyCkIKDAA&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DHoTuoU6AhdA&usg=AFQjCNHW5ojzF5KwUpWS2kUJqfKm7Swwbw>

How to select a coach...

- Professional in good standing
- Specializes in field of interest/area of expertise
- Committed to you and the area of interest
- Has the time
- Prior experience
- Flexible
- Remember, sometimes the coach finds you....

Qualities of a good coach

- Listens
- Asks open questions
- Clarifies points made
- Encourages reflection
- Avoids “telling”
- Builds rapport
- Encourages commitment to action
- Non judgmental
- Challenges beliefs
- Helps to see big picture
- Doesn't have all the answers
- Develops trust & respect
- Solution focused
- Believes one can learn, develop and change

So many choices...

- Who you like *may not* be a good coach
- Who you don't like *may be* a good coach
- Who you respect *will make* a good coach
- Who you respect, and who respects you *makes the best* coach

Qualities of a good “*coachee*”

- Decide what are you trying to achieve:
 - What matters most short term?
 - Seek and provide feedback
- Be willing to grow and change
- Be confident but humble
- Make the time to be coached
- Integrate your learning into your daily routine

A model for coaching - STRIDE

- **Strength** – What's going well? What's working?
- **Target** – What would you like to be better and why?
- **Reality** – What is the current situation? What problems is it causing? What are the obstacles?
- **Ideas** – What have you tried? What did/didn't work? What would you do if the obstacles weren't there?
- **Decision** – What are you going to do? What are the steps? When will you do it? What support might you need?
- **Evaluation** – How will you know it has worked? What will be different?

Coaching for Organizational Growth

- Develops staff in specific competencies
- Facilitates new system, program policy, implementation
- Helps staff meet organizational expectations
- Establishes a standard of excellence
- Bonding (Dino's vs. newbies)
- Development of new or potential managers




Why be a coach?

- “No one learns as much about a subject as one who is forced to teach it.” — Peter F. Drucker
- Help the EMS profession
- Influence, make a difference, be part of the solution
- Your “coachee” may save more lives and coach others
- Potentially brings EMS Dino’s back to life !

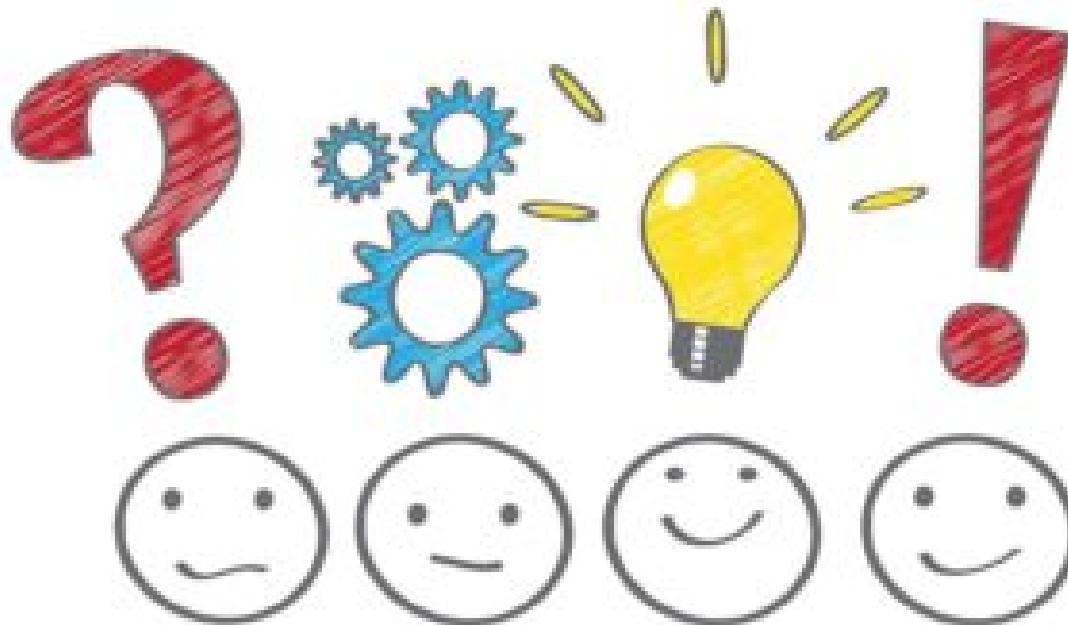


**Coaching
Begets
Coaching**



*““A good coach can change a game. A
great coach can change a life.”
— John Wooden*

Thank you Questions/Comments



The Three Pillars of EMS Education

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Thank you and good luck!