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

EMS 1 News (2012)
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.
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.
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
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.
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.
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
The average cost of a college education has grown on average 8–10% annually over the past decade of 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.

Stronger, More Sophisticated EMS

- Diverse mix of services
- Science of EMS Systems
- Changes in Workforce
- Ability to assess complex situations, communicate effectively, think critically
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.
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
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 uncertainly
- Cherish training and experience
- Apply knowledge at higher levels (think Bloom’s Taxonomy)
- Strive for learning, not perfection
- Practice what you have learned

R. Duckworth, 2017
“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 mentoring:

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<thead>
<tr>
<th>Source</th>
<th>Coaching</th>
<th>Mentoring</th>
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<tbody>
<tr>
<td>1. Source</td>
<td>Direct manager</td>
<td>Individual outside direct reporting structure</td>
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<tr>
<td>2. Focus</td>
<td>Performance &amp; skills, Task-based</td>
<td>Individual &amp; career development</td>
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<td>3. Frequency</td>
<td>Short-term</td>
<td>Long term</td>
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<td>4. Structure</td>
<td>Unstructured</td>
<td>Structured</td>
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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.”

- 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 —
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”
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

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!
“"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!