REMO Instructor Update: Psychomotor Teaching and Testing Day

August 4, 2018  0900-1630

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No charge, To register:

https://www.remo-ems.com/emergency-medical-services/course-registration-form/

0900-0915 – Introductions, Goals for the Day

0915-1015 – Teaching Psychomotor Skills Part I

1. Differentiating Competency vs. Certification
2. The Dreyfus Model of Skill Acquisition
   a. Defining entry level competency
   b. Remembering vs. Applying
3. The “high risk/low use” make up of the prehospital world.
   a. Skill degradation and stress
   b. Training at 50%
4. Integrating psychomotor skills and critical thinking
   a. The importance of teamwork

1015-1030 – Break

1030-1200 – Teaching Psychomotor Skills Part II

1. Attaining and Measuring Competency
   a. The importance of failure
   b. Building resilience
   c. Eureka points
   d. Standard setting
2. Teaching Strategies
   a. The forgetting curve and spaced repetition
   b. Deliberate practice
   c. The importance of context
   d. The importance of feedback
   e. Peer evaluation and practice
   f. Mental imaging
3. Passing the test
   a. A test with all the answers
   b. Facing the real world
   c. The realities of psychomotor evaluation

1200-1300 – Lunch

1300-1430 – Testing psychomotor skills Part I
1. Selecting and developing evaluators
2. Evaluator education strategies
3. Bias and the psychomotor test
   a. Avoiding bias
   b. Addressing bias and ethics of psychomotor testing

1430-1445 – Break

1445-1615 Testing Psychomotor Skills Part II

1. Interrater reliability
   a. Interrater reliability exercise
   b. Strategies to improve interrater reliability
2. Evaluating NREMT/State examinations
3. The importance of scenario evaluation
   a. Evaluating a scenario
   b. Evaluating teams
4. The inevitable problem

1615-1815 NYSDOH Instructor Recertification Updates DOH Staff

1815-1830 Conclusions/Questions