



## AGENDA

**7:30AM – 8:00AM**  
Registration and vendors

**8:00AM – 8:15AM**  
Welcome

**8:15AM – 9:15AM**  
Session 1, Part 1

**9:15AM – 9:30AM**  
Break and vendors

**9:30AM – 10:30AM**  
Session 1, Part 2

**10:30AM – 10:45AM**  
Break and vendors

**10:45AM – 11:45AM**  
Session 2, Part 1

**11:45AM – 12:45PM**  
Lunch and vendors

**12:45PM – 1:15PM**  
Iowa Department of  
Public Health Bureau of  
Emergency and Trauma  
Services - *Update*

**1:15PM – 2:15PM**  
Session 2, Part 2

**2:15PM – 2:30PM**  
Break and vendors

**2:30PM – 3:30PM**  
Session 3, Part 1

**3:30PM – 3:45PM**  
Break and vendors

**3:45PM – 4:45PM**  
Session 3, Part 2

This conference is designed for EMS instructors and those who have an interest in teaching.

There are no requirements for attending beyond the desire to provide better educational opportunities!

## WHEN

Saturday, March 30, 2019  
8:00am – 4:45pm

## WHERE

Mercy College of Health Sciences  
928 6th Avenue  
Des Moines, IA 50309

## HOTEL

Comfort Inn and Suites  
923 3rd Street, Des Moines

## GROUP NAME:

Iowa EMS Training Association Conference  
Rate: \$129

**REGISTER ONLINE BY MARCH 23**

[www.iaemstraining.org/conference](http://www.iaemstraining.org/conference)

## \$55 REGISTRATION FEE

Payment methods include check, credit card and direct billing to EMS service. If billing directly, please provide a letter of billing authorization from your EMS service.

There is a **\$10** discount for IEMSA members

SEVENTH ANNUAL IOWA  
**EMS INSTRUCTOR  
DEVELOPMENT CONFERENCE**  
SATURDAY | MARCH 30, 2019 | DES MOINES



**DAN BATSIE | BA, NRP**  
KEYNOTE SPEAKER

IOWA EMERGENCY MEDICAL SERVICES  
TRAINING PROGRAM ASSOCIATION  
[www.iaemstraining.org/conference](http://www.iaemstraining.org/conference)

## SESSION 1, PART 1

### *Stress Inoculation in the Classroom*

Stress in critical situations impacts the ability to think, perform and react, but rarely is it ever discussed in the classroom. Conversely, most EMS practitioners learned to manage the worst situations through trial by fire. That is, they learned lessons from their failures. What if there was a way to provide new practitioners the tools to manage the effects of stress and improve performance as they gained experience? What if we could prepare them not to learn through failure, but through a carefully designed plan to ready the student for the rigors ahead? This class will examine how stress, fear and anxiety impact human physiology and the EMS practitioner's ability to make decisions and perform. More importantly, we will describe how education can inoculate students from the effects of stress and provide key classroom strategies to better prepare students for the realities of real world EMS.

## SESSION 1, PART 2

### *Train like You Fight: Using Realistic Scenarios to Better Prepare EMS Students*

Scenarios and simulation have been used in EMS education for decades, but are the lab sessions we are offering preparing students for their real-world challenges? Staffing, time considerations, equipment issues and being just plain lazy have all caused us to "cut corners" and imprint dangerous lessons on our candidates that allow them to fall short when faced with critical situations. This class will discuss how to add realism and improve scenarios at all levels of EMS education. High fidelity simulation does not always mean expensive manikins and budget busting simulation labs. We will discuss the use of programmed patients and offer real world, low cost strategies designed to improve any educational setting.

## SESSION 2, PART 1

### *If You Are Bored, So Are They: Building Enthusiasm in EMS Education*

All of us at one time or another felt a passionate enthusiasm for EMS. New students have it; new employees have it; and deep down so do you. But why are we so shy about displaying the smallest amount of passion in the classroom. It's time we as educators remembered why it was we got into

this field anyway. Although your enthusiasm may be buried beneath years of crusty and monotonous experience, the time to find it is certainly before you step into the classroom. This class will discuss how a small amount of passion and enthusiasm in the classroom can significantly enhance the learning environment. We will discuss ways to utilize the novice enthusiasm of the learners for the greater good of the group. We will also describe how your own enthusiasm can be found through teaching.

## SESSION 2, PART 2

### *I Can't Take Another PowerPoint: Using Active Learning to Enhance the Classroom Experience*

In a world of nonstop information, our students want to be engaged and invest in their own education. Yet far too often we offer them little more than pre-made power points and regurgitation of reading they have already done. If we wish to truly capture their enthusiasm and build lifelong learners, we need to take our lesson plans to the next level. We need to require more than passive attendance to pass along the tools they will need to develop their own excellence. Active and student-centered learning creates an environment where attention is grabbed, and thinking is required. This class will discuss how to develop active learning strategies for your classroom. Specific tactics will be discussed to enhance critical thinking, make learning more representative of the modern world and improve retention of the most vital information.

## SESSION 3, PART 1

### *Clinical Judgment and the Affective Domain – How Affective Lessons Can Improve Critical Decision-Making Skills*

The affective domain is more than just rainbows, hugs and handholding. In fact, this domain is an essential foundation students will use as they face their most difficult challenges as EMS providers. Instructors for years have utilized the affective domain to instill an important moral compass in their students, but far too often have neglected its true importance – The creation of intrinsic motivation to make the right decision in critical moments. This class will describe the relationship between the affective domain and clinical decision making and discuss the role of empathy and insight in the psyche of a decision maker. Specific classroom

examples will highlight how affective lessons of initial licensure programs can influence the student's ongoing quest for excellence and provide an invaluable foundation for good judgment in difficult situations. This class will highlight licensure programs but will also describe lessons applicable to all levels of education and training. All levels are welcome, but the class is designed for EMS educators.

## SESSION 3, PART 2

### *The Physiology of Empowerment – Linking an Environment of Self-Esteem and Self-Confidence to Academic Success*

A confident learner is a successful learner, but can we actually instill traits of self-esteem in the EMS classroom? We not only can, but it has been demonstrated that doing so actually impacts outcomes in terms of academic success. This class will discuss the link between self-confidence/self-esteem and biochemistry and will describe educational methodologies to promote student empowerment in the classroom. We will discuss specific examples surrounding the adult learner and explore techniques used to address common issues. All levels are welcome, but the class is designed for EMS educators.



DAN BATSIE | BA, NRP

Dan Batsie is the Chief of Emergency Medical Services for the Vermont Department of Health. He has been a paramedic in New York, Maine and now Vermont for more than 28 years. Prior to working in Vermont, he was a regional education coordinator for the State of Maine and administered the paramedic programs for Eastern Maine and Kennebec Valley Community Colleges.