

APPENDIX XIX: Glossary of Terms

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| Accreditation | To give official authorization to or approval of; to recognize (an educational institution) as maintaining standards that qualify the graduates for admission to higher or more specialized institutions or for professional practice. |
| Affective domain | Part of Bloom's taxonomy, the affective domain deals with feelings, thoughts and values. |
| Analytic learner | Learning preference dealing with how a learner prefers to take in information. An analytic learner prefers to look at details, steps and minute elements. The opposite of an analytic learner is a global learner. |
| Attribution | Regarding education, attribution is a thought process where an individual assigns responsibility for something. Example; a student performs poorly on a practical examination. When reviewing the reasons for poor performance, what does this student attribute to the cause? (lack of preparation time, poor teaching by the instructor, misunderstanding of the procedure, unprepared for testing on that day, etc.) Attribution is important in remediation because it shows how much responsibility a student accepts for their failures. |
| Auditory preference | A learner preference describing how a learner prefers to receive information. An auditory learner prefers the sense of hearing over other senses. |
| Certification | The issuing of a certificate by a private agency based upon standards adopted by that agency that are based upon competency. |

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| Clinical instructor | A member of the EMS education team whose focus in teaching is the clinical setting. This individual must possess a high level of proficiency in the performance of skills in addition to their development as an EMS educator. The clinical instructor often works very closely with students in a real patient care environment. |
| Clinical setting | Generally an actual patient care environment where student will interact with real or simulated patients to practice skills or to demonstrate skills proficiency. |
| CoAEMSP | Committee on Accreditation of Educational Programs for the Emergency Medical Service Profession provides accreditation services for paramedic programs. Its primary goal is to foster partnerships with educational programs in continuous quality improvements. |
| Cognitive domain | Part of Bloom's taxonomy, the cognitive domain deals with thinking and knowledge. |
| Cohort Group | Several students who are attending a course together. |
| Continuing education | The continual process of life-long learning that involves learning new content materials. It is different from refresher education which is a review of previously learned content. |
| Curriculum | A particular course of study, offered in a special field. For EMS education it is has traditionally included detailed lesson plans. |
| Depth and breadth | Depth refers to how far into a level of learning one should go in teaching it and breadth refers to the amount of material to cover (width). The greater the depth and breadth the more fully the material is covered. |

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| Didactic instruction | Designed or intended to teach. Didactic instruction generally deals with cognitive material needed for learning to take place in the cognitive, affective and psychomotor domain. Didactic instruction can be presented through a variety of methods, including lecture, small group work, problem-based learning, etc. |
| Discipline | Orderly or prescribed conduct or pattern of behavior. |
| Domains of learning | A method of categorizing learning into like groupings. Bloom used three domains: cognitive, affective and psychomotor. Other educational researchers have used more. |
| DOT-NSC Curriculum | Department of Transportation National Standard. |
| Educational Objective | The outcome/goal of the teaching/training conducted; the desired knowledge to be imparted. |
| Entry level | Refers to the novice or new EMS educator who has completed a formalized course of study of the body of knowledge proscribed by the EMS instructor curricula. This individual may possess teaching experience or credentials from another allied health field or education setting, but has limited experience teaching EMS content. |
| Emergency Medical Services | Collective name for all levels of certification or licensure for individuals who provide out-of-hospital patient care. |
| EMS Agenda for the Future | Public document finalized in 1996 that focuses on aspects of EMS related to emergency care outside traditional health care facilities. Serves as guidance for EMS providers, health care organizations/institutions, governmental agencies and policy makers committed to improving the health of their communities and to ensure that EMS efficiently contributes to that goal. |

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| Emergency Medical Technician | A member of the EMS team who provides out-of-hospital emergency care; includes certification of EMT-Basic, EMT-Intermediate, and EMT-Paramedic which identify progressively advancing levels of care. |
| Formative evaluation | Process of evaluation that is conducted while training is in progress. It may be formal or informal but is generally designed to provide the instructor and student with a snapshot of where they are currently compared to where they want to be. |
| Goals | The end toward which effort is directed, goals in education are the primary reason a course or program is being taught. |
| Global learner | Learning preference dealing with how a learner prefers to take in information. A global learner prefers to look at the big picture first and then break it up into chunks to study. The opposite of a global learner is an analytic learner. |
| Kinesthetic preference | A learner preference describing how a learner prefers to receive information. A kinesthetic learner prefers the sense of touch over the other senses to learn. |
| Laboratory instructor | Member of the EMS education team whose primary responsibility is to assist students in learning psychomotor skills. This individual must possess a high level of proficiency in the performance of skills in addition to their development as an EMS educator. The laboratory instructor often works very closely with students in simulated patient care environment, but they may work with actual patients. |
| Laboratory setting | Generally a simulated patient care environment designed to allow students to practice skills and techniques on simulated patients. |
| Learning preference | Another term for learning style. A learning preference is the preferred mode or method a learner has for learning. |

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| Learning style | A preferred mode or method a learner has that is unique to the way the perceive, store and retrieve knowledge and information. |
| Lesson plan | An instructional tool that allows the educator to map out their plan for learning for a given time frame. |
| Mastery level | EMS instructor who has demonstrated proficiency in all areas of the art and science of education. This individual often serves as a mentor to other instructors while continuing to grow and develop their own skills. |
| Memory degradation | Loss of memory that occurs over time. |
| Metacognition | The process of thinking about thinking. Taking deliberate steps to look at the processes one goes through to problem solve. |
| Motivation (intrinsic and extrinsic) | Intrinsic motivation comes from within an individual and is the force driving someone to learn. Extrinsic motivation is the driving force that is provided from outside of the individual that serves to build within them a desire to learn. |
| Objective | Expressing or dealing with facts or conditions as perceived without distortion by personal feelings, prejudices, or interpretations. |
| Pedagogy | The art, science, or profession of teaching. |
| Performance agreement | The process where goals, objective and content from a lesson plan are compared to determine if they are working towards achieving the same ends. |

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| Portfolio | A method of compiling educational products (lesson plans, tests, slide presentations, games, etc.) generated by an instructor that allows the instructor to present a representative body of work for review and comment. |
| Primary instructor | This member of the educational team is the individual who is the main educator in charge of a cohort group of students who are attending a course. In addition to providing and coordinating classroom instruction, the primary instructor also coordinates other aspects of the course or works closely with a program director in the coordination of a course. |
| Professional educator | An individual who is committed to lifelong learning and who strives to increase their depth and breadth of knowledge and skills of education. |
| Program director | This member of the educational team is the individual who has administrative oversight over one or several EMS courses. |
| Psychomotor domain | Part of Bloom's taxonomy, the psychomotor domain deals with skills, manipulations of objects, and muscular control. |
| Rubric | An explanatory or introductory commentary, rubrics are also learning tools that provide descriptions and help clarify subjective information. For example, an objective may state that a student must demonstrate proficiency in starting an IV. A rubric will break down the grading scheme so students can see exactly what criteria are required to demonstrate proficiency. |

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| Skills instructor | Similar to a laboratory instructor, the skills instructor is a member of the EMS education team whose primary responsibility is to assist students in learning psychomotor skills. This individual must possess a high level of proficiency in the performance of skills in addition to their development as an EMS educator. The skills instructor often work with students in simulated patient care environment or with actual patients. |
| Student handbook | Instructional tool that describes the rules and regulations pertinent to the specific program or course the student is enrolled in. |
| Summative evaluation | Process of evaluation that is conducted at the completion of training. It is generally formal, but may be informal, and is designed to test if students achieved the goals and objectives identified for the course. |
| Taxonomy | The study of the general principles of scientific classification. |
| Visual preference | A learner preference describing how a learner prefers to receive information. A visual learner prefers the sense of sight over other senses. |