

Curriculum Development

Dennis Edgerly

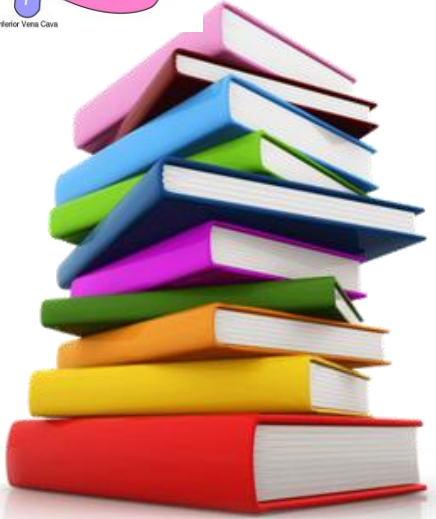
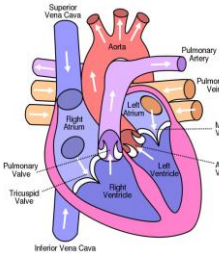
Director EMS Academy

Arapahoe Community College

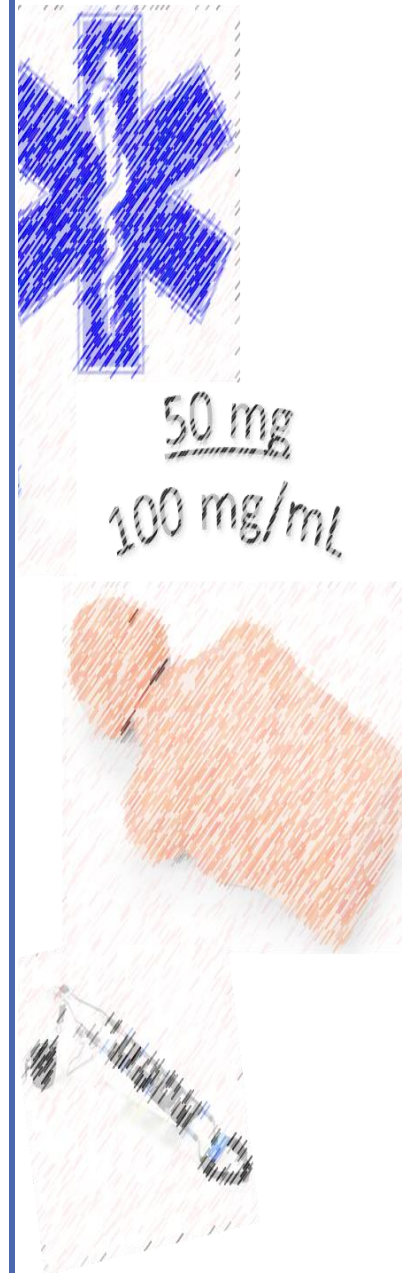
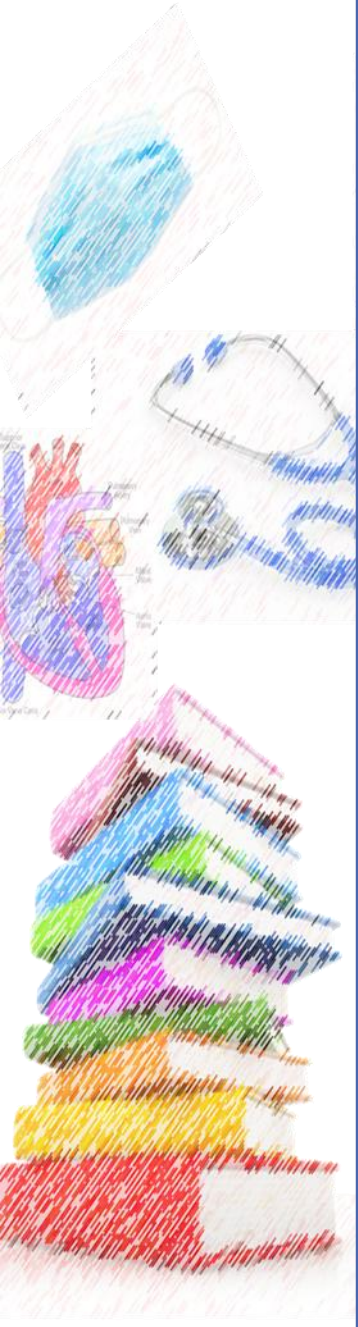
Dennis.Edgerly@arapahoe.edu



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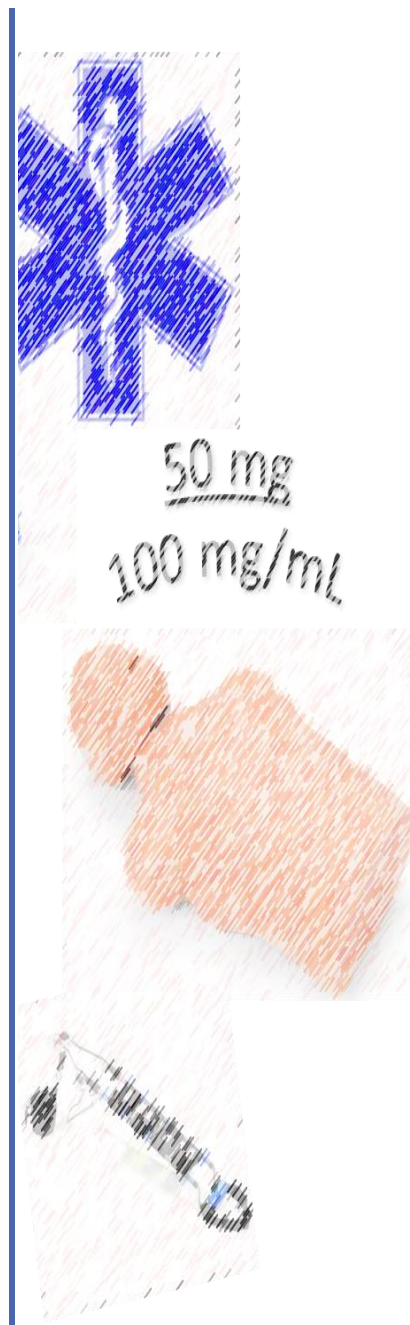
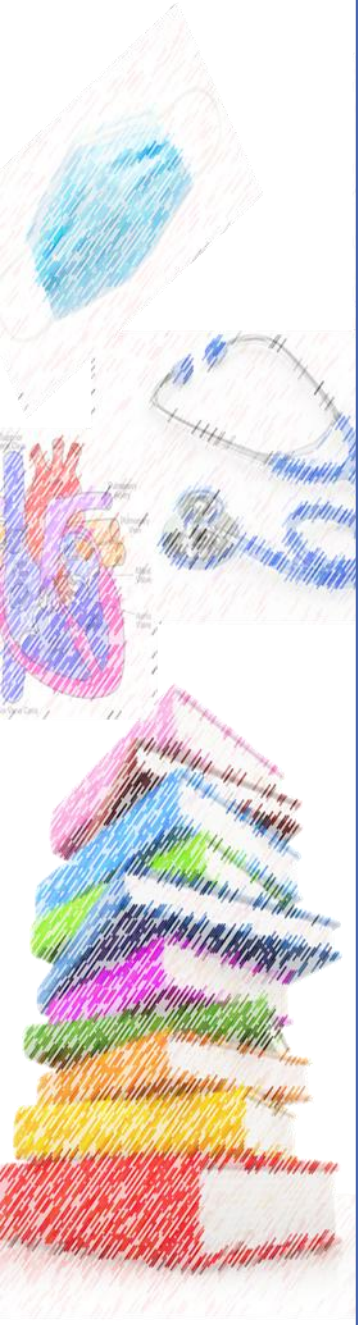
No conflicts to declare



Curriculum

- Derived from Latin currere to 'run' or 'run the course'
- Franklin Bobbitt (1876 – 1956)
 - The Curriculum 1918

“The work of our profession, more than that of any other, requires foresight and far sight. ”



Curriculum

John Dewey (1902)

Hollis Caswell (1935)

Harold Rugg (1926)

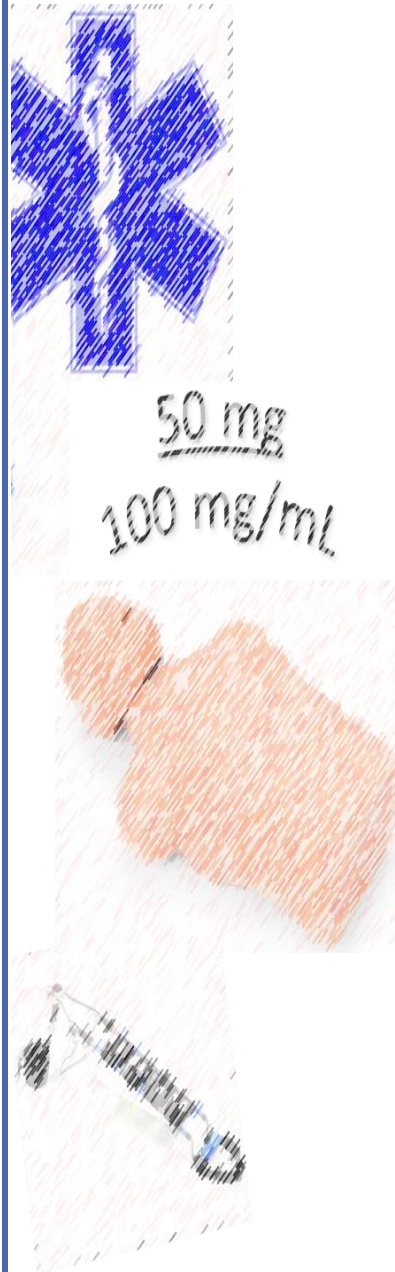
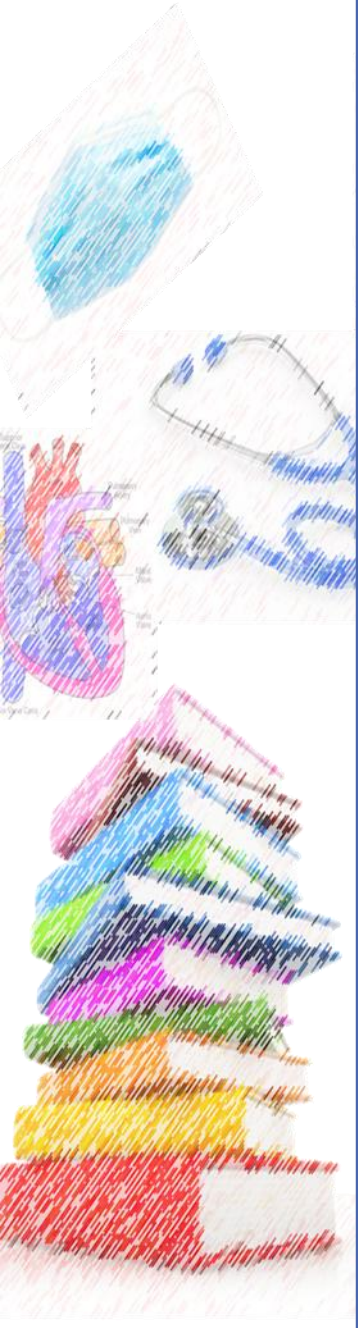
Ralph Tyler (1957)

Hilda Taba (1962)

Daniel Tanner / Laurel Tanner (1980)

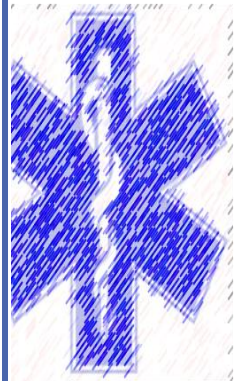
Elliot Eisner (1994)

Zongyi Deng (2017)



What is **NOT** Curriculum

- The textbook
- PowerPoint
- EMS Educational Standards
- National EMS Scope of Practice
- CoAEMSP
- National Registry of EMTs (NREMT)

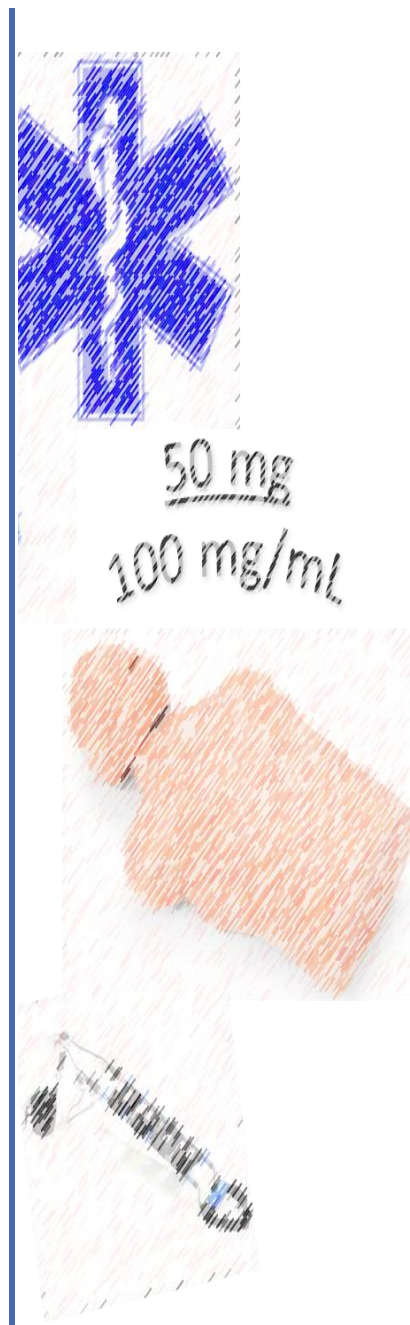
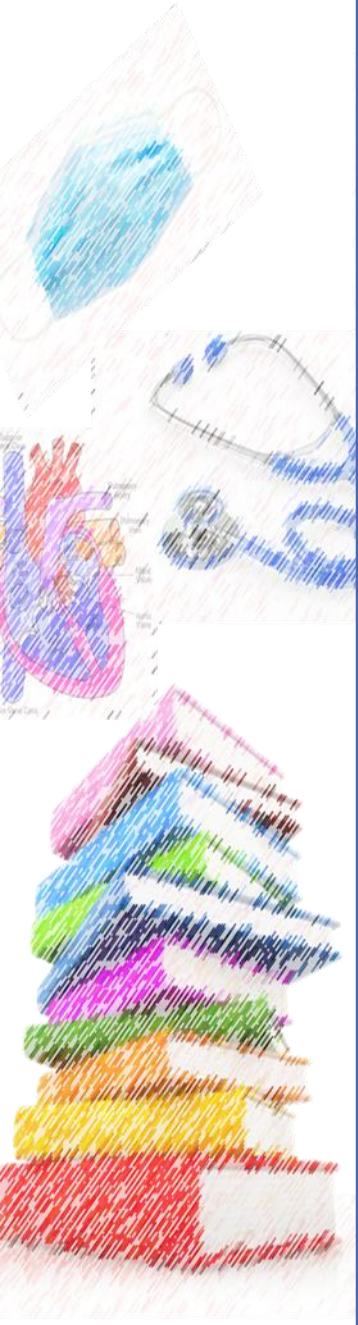


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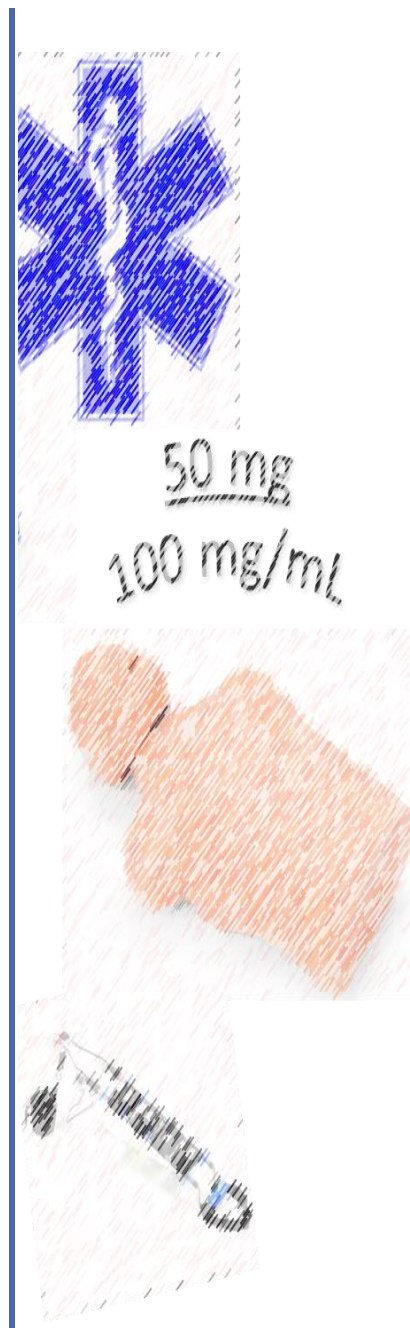
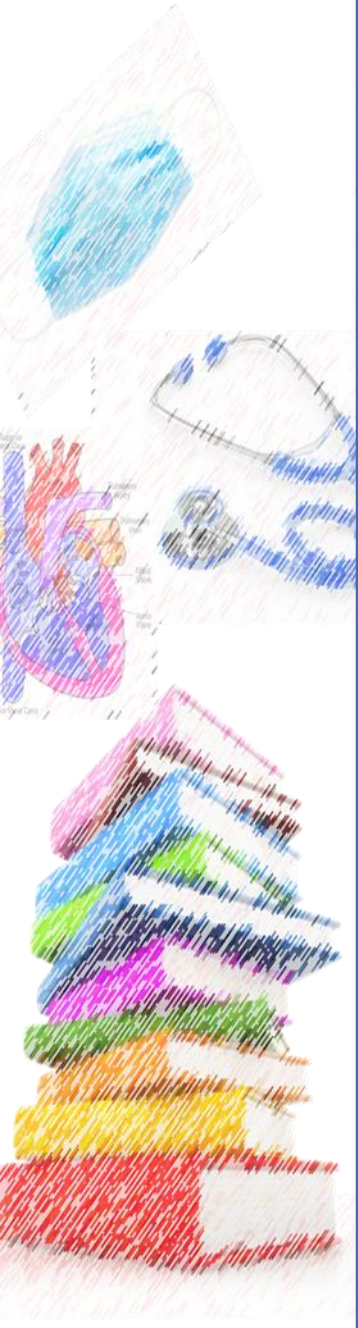


Curriculum

Curriculum is the determination of depth and breadth of content to be learned, the processes in place to create the experiences to facilitate the learning and the evaluation of outcomes resulting in a reevaluation of content and processes.

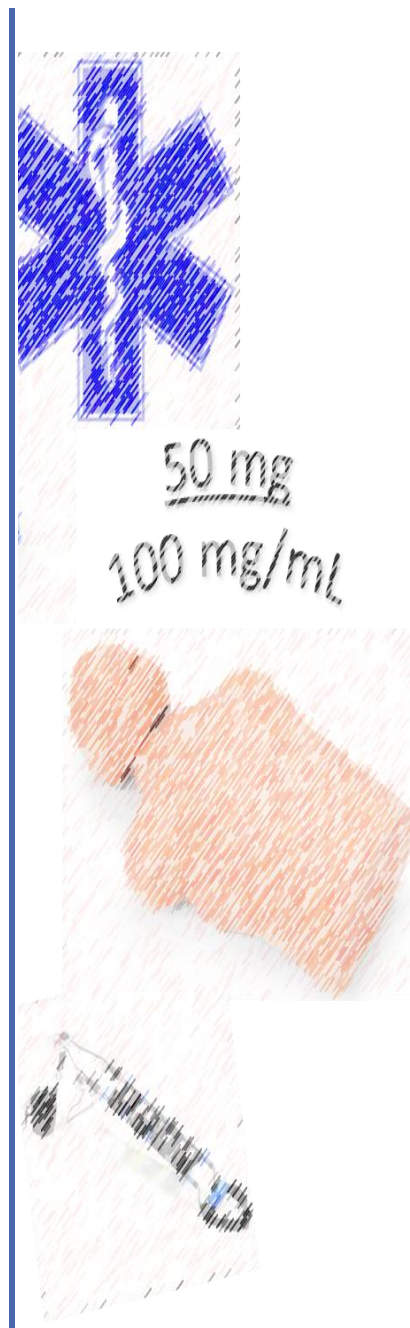
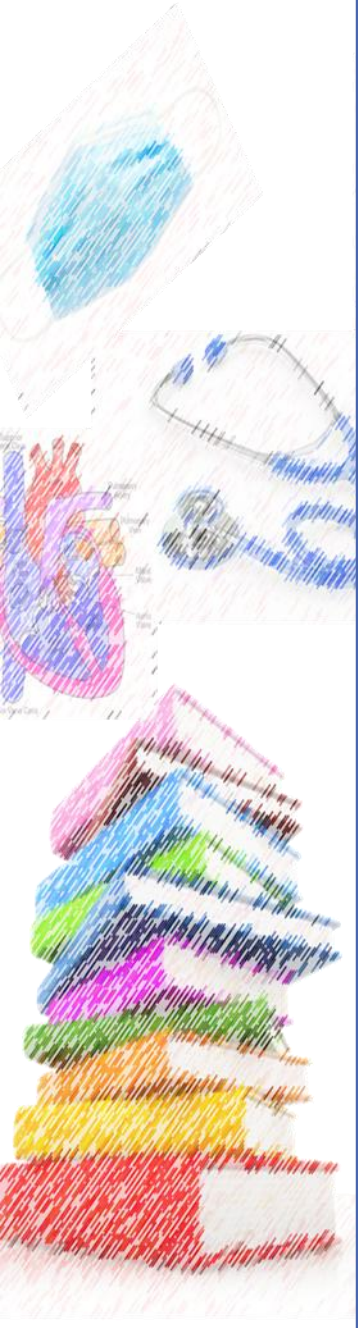


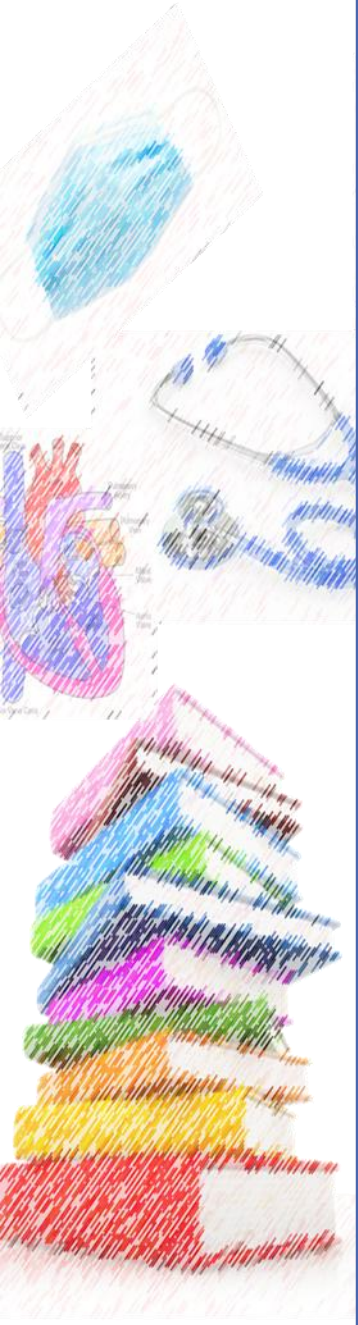
Curriculum is
created by YOU.



Daniel Tanner and Laurel Tanner

In the absence of a holistic conception of curriculum, the focus is on piece-meal and mechanical functions. (1995)

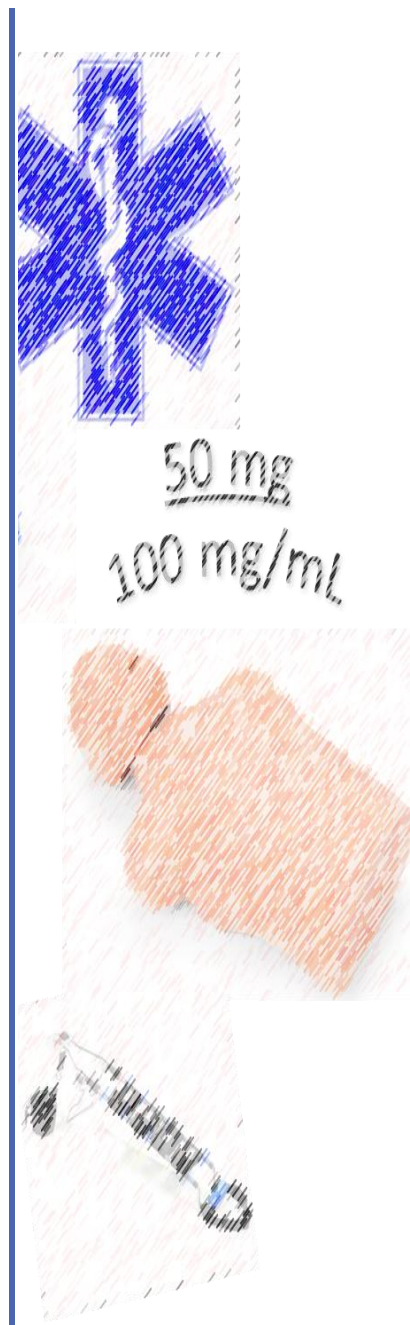




Ralph Tyler (1902 – 1994)

The Basic Principles of Curriculum and Instruction

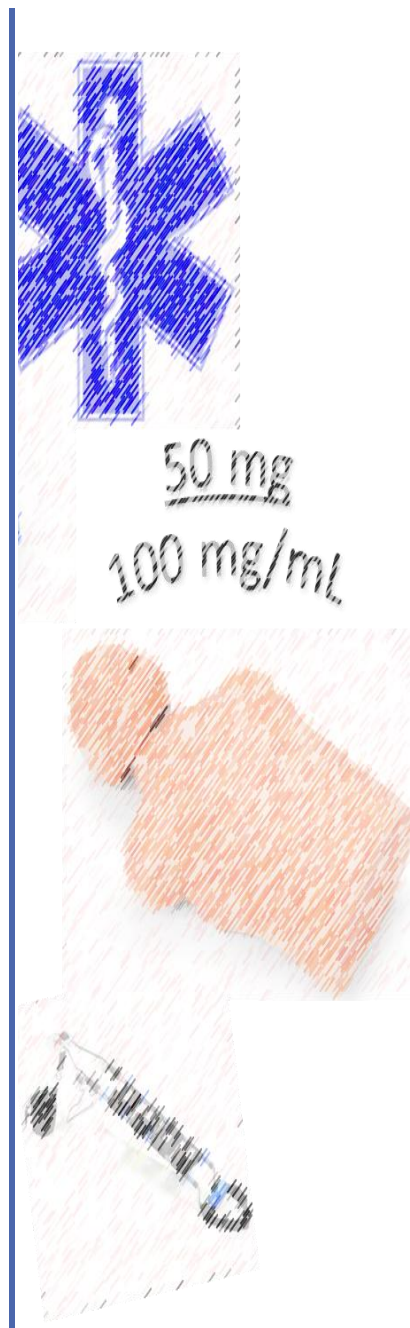
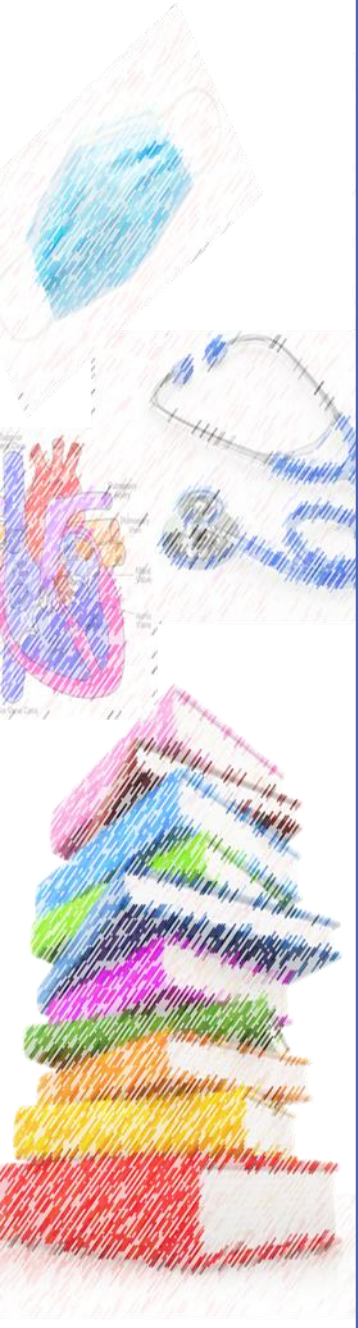
Tyler's Four Fundamental Questions

1. What educational Purposes should the school seek to attain
 2. What educational learning experiences can be provided that are likely to attain these purposes?
 3. How can these educational experiences be effectively organized?
 4. How can we determine whether these purposes are being attained?
- 

Three Essential forms of Curriculum

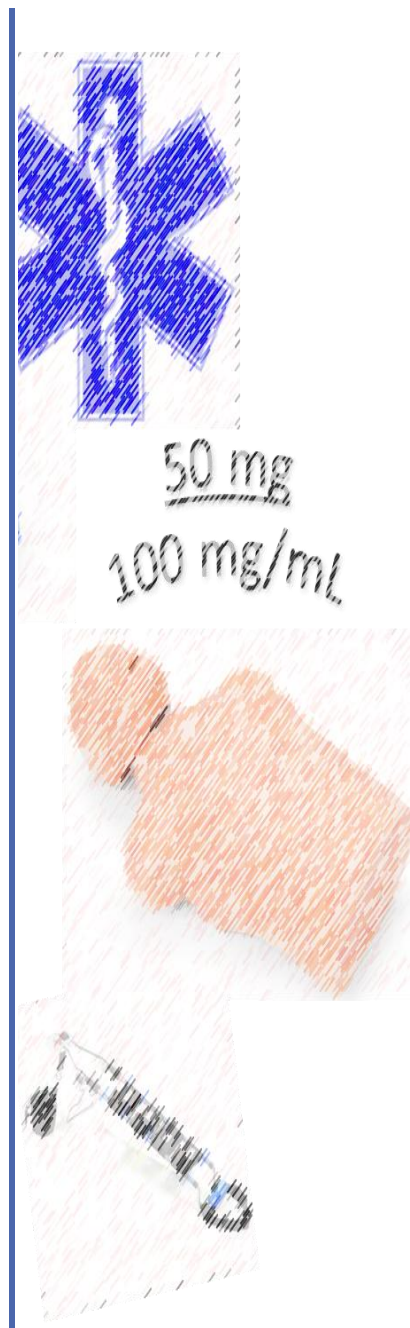
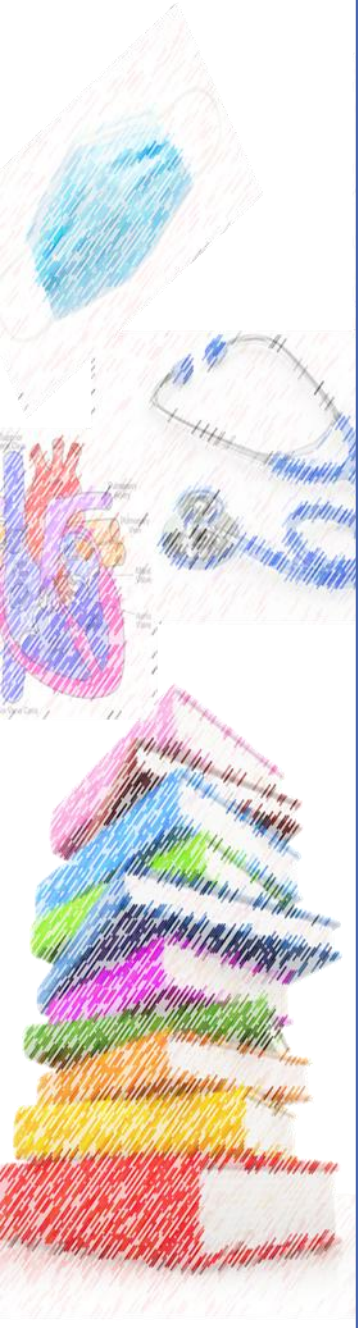
Elliot Eisner (1994)

- Explicit curriculum
 - what you plan to teach
 - what you want them to know
- Implicit curriculum
 - what is learned but not written down
 - can be intentional or unintentional
- Null curriculum
 - what students do not have the opportunity to learn
 - what they learn by the absence of information



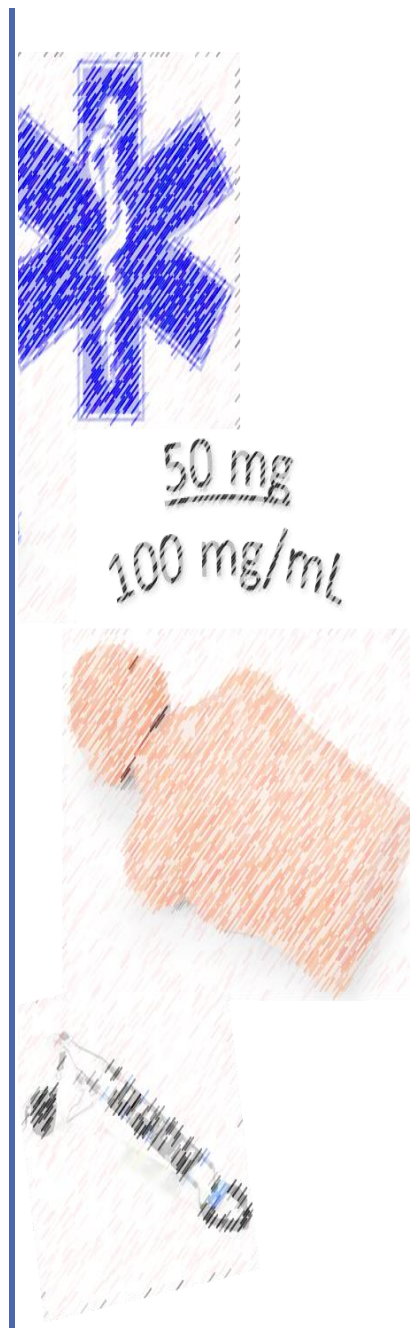
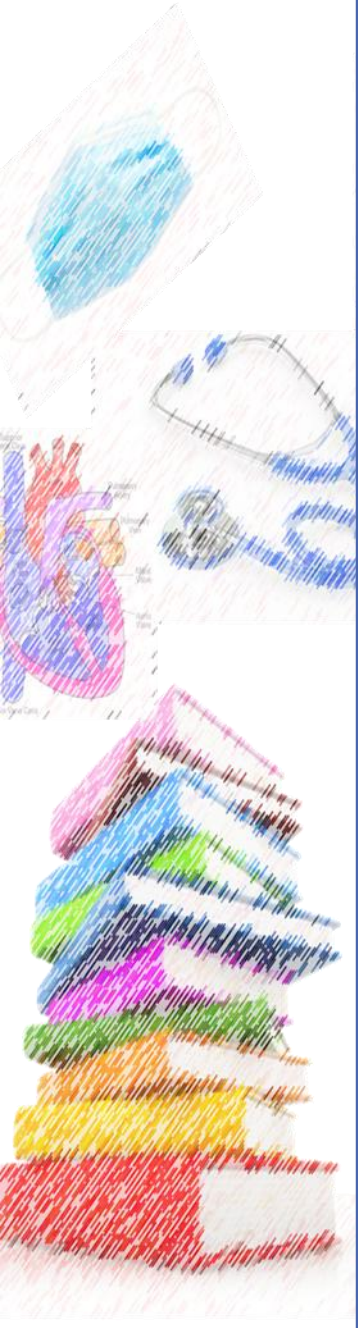
Curriculum Development

What is your goal?



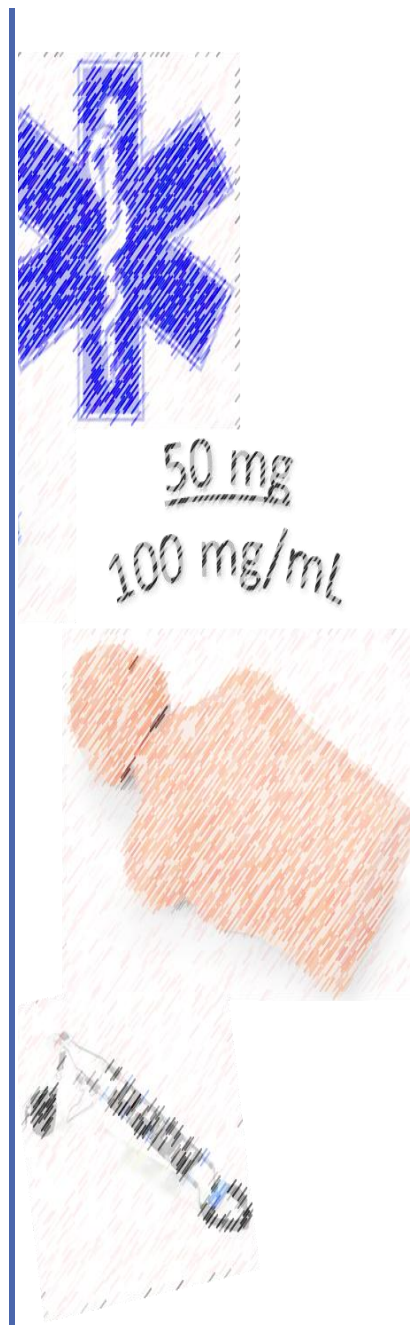
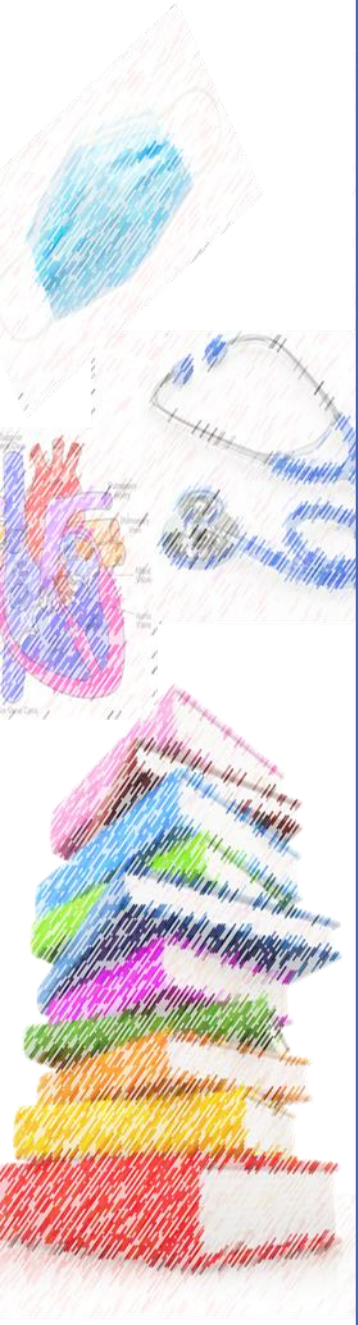
Curriculum Development

To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.



Curriculum Development

- What is your goal?
 - technically proficient
 - well rounded life long learners
 - just want them to pass certifying exams



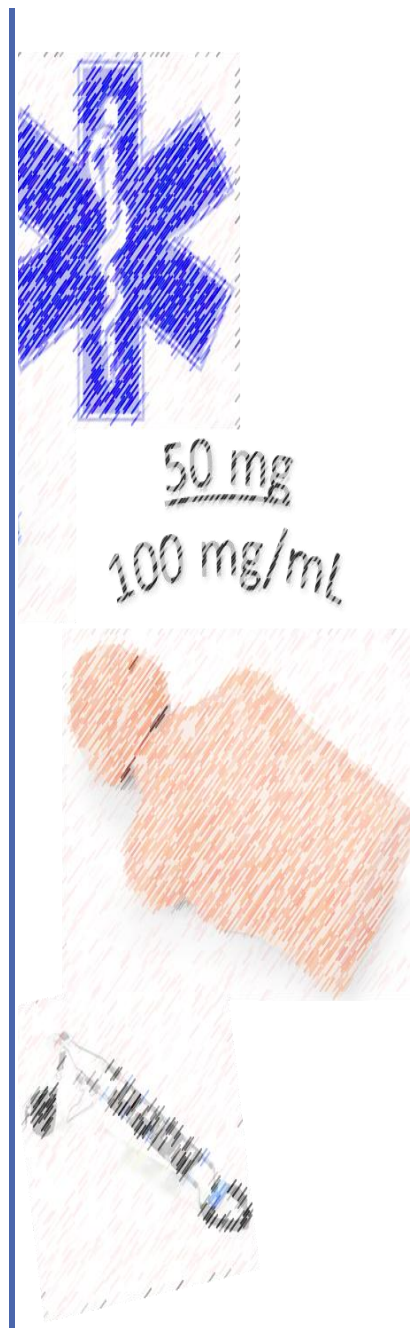
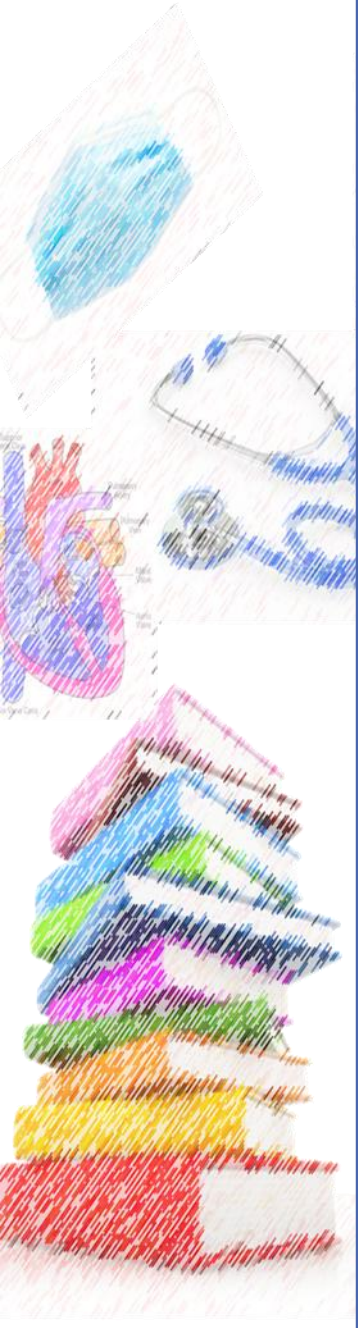
Curriculum Development

- What do you want to teach?

	EMR	EMT	AEMT	Paramedic
Endocrine Disorders	Simple depth, simple breadth Awareness that • Diabetic emergencies cause altered mental status	EMR Material PLUS: Fundamental depth, foundational breadth Anatomy, physiology, pathophysiology, assessment and management of • Acute diabetic emergencies	EMT Material PLUS: Complex depth, foundational breadth Anatomy, physiology, pathophysiology, assessment and management of • Acute diabetic emergencies	AEMT Material PLUS: Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of Complex depth, comprehensive breadth • Acute diabetic emergencies • Diabetes Fundamental depth, foundational breadth • Adrenal disease • Pituitary and thyroid disorders

Curriculum Development

- What do you want to teach?
 - Breadth – How much stuff do they need to know?
 - awareness
 - foundational
 - comprehensive
 - Depth – What do they need to know about the stuff?
 - awareness
 - fundamental
 - complex
- Talk with other faculty
- Talk with medical director
- Talk with other schools



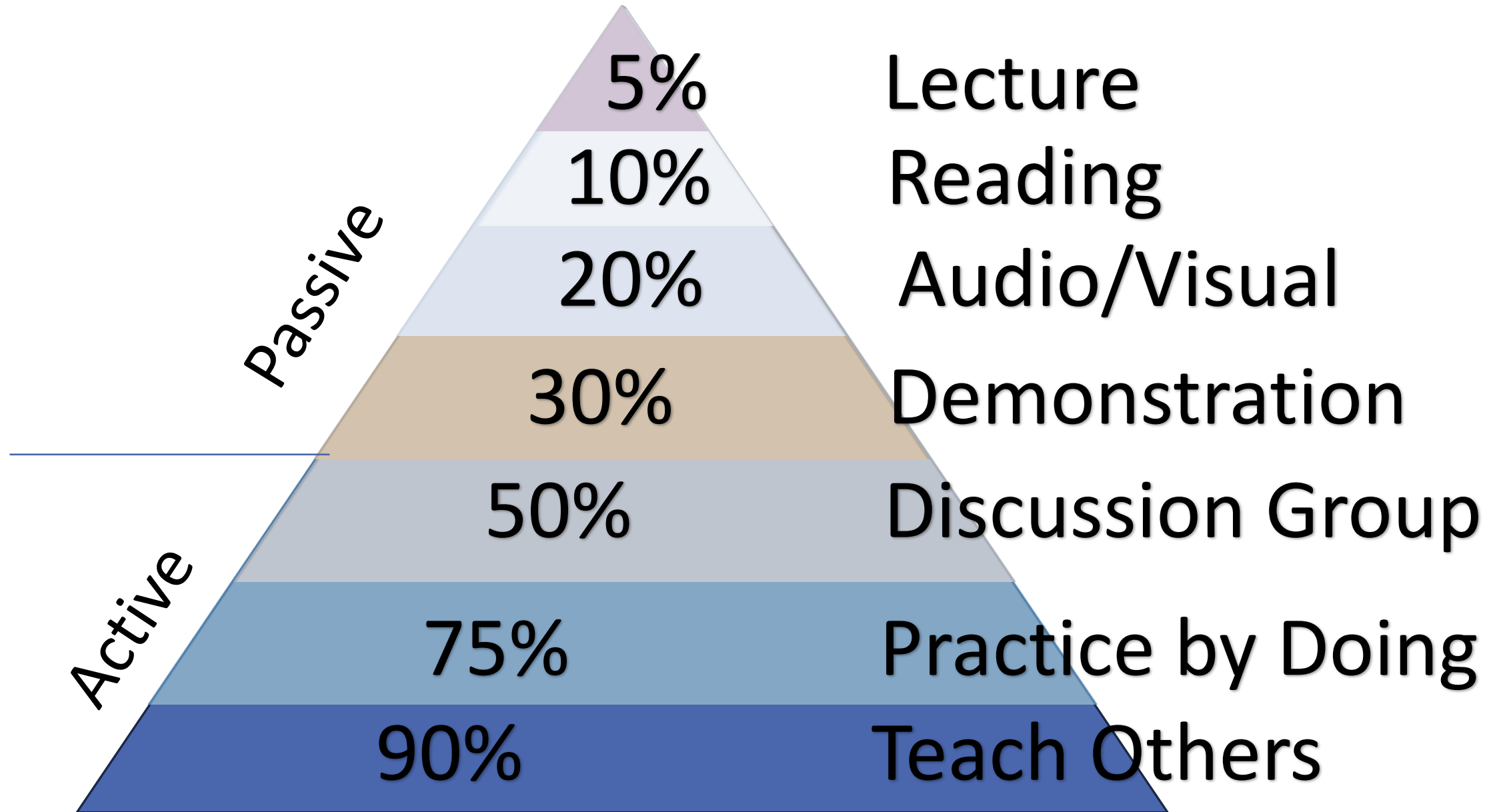
Curriculum Development

- How do you want (able) to teach it?
 - Lecture
 - Class discussion
 - Student focused reading
 - Video case studies
 - Scenario / Simulation
 - Not going to teach it



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100 mg/mL





Curriculum Development

- When will I teach it?
 - Prerequisite knowledge?
 - Where does it fit with clinical rotations?
 - When can I use the equipment?
 - When do students NEED to know it?



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100 mg/mL



Curriculum Development

- How do I know if it worked?
 - class exams
 - NREMT exam results
 - employer feedback
 - advisory committee
 - compliance with standards (CoAEMSP)
 - student feedback / Did students feel prepared?



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Curriculum Development

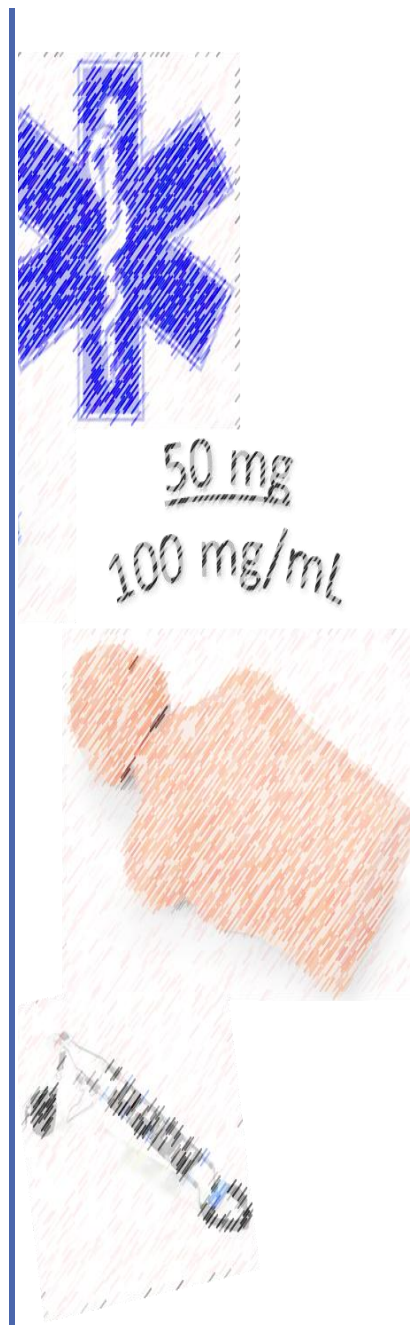
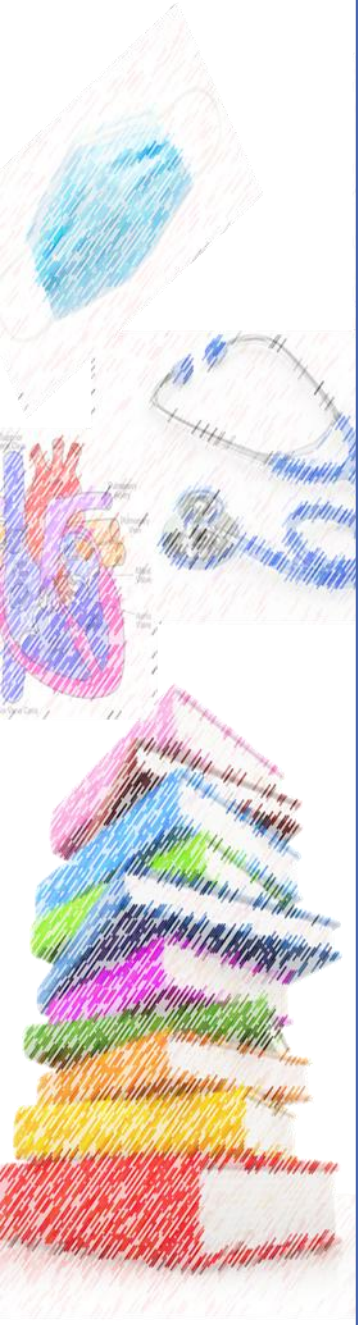
- What do I need to change?
 - What was not taught that should have been?
 - What should have been taught in more depth?
 - What did I think I taught but students missed? “I covered that!”
 - What did students learn I didn’t want / expect them to learn?
 - What standards were not met?

What do I need to do differently?

Add

Modify

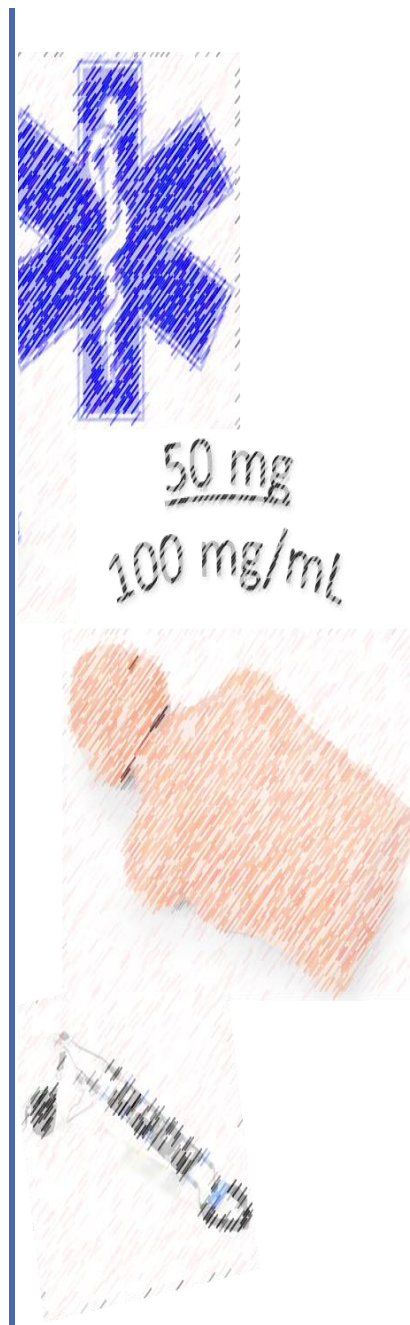
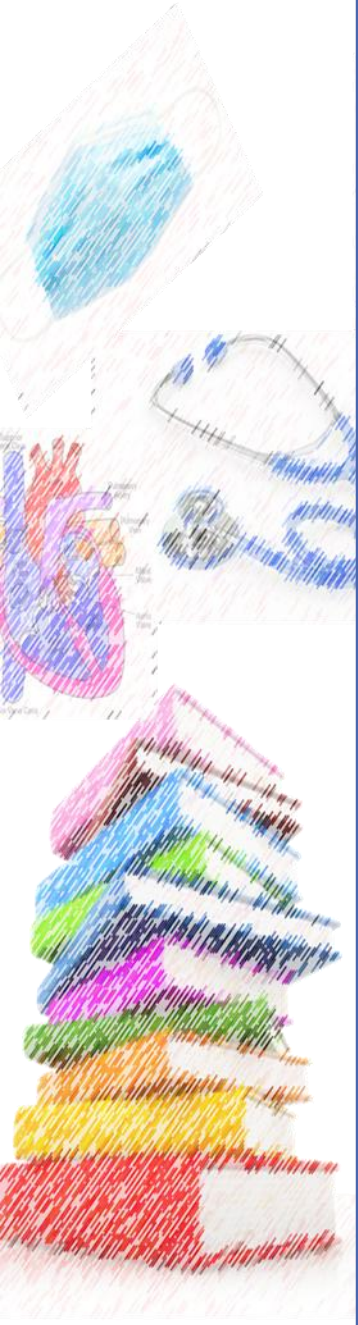
Remove

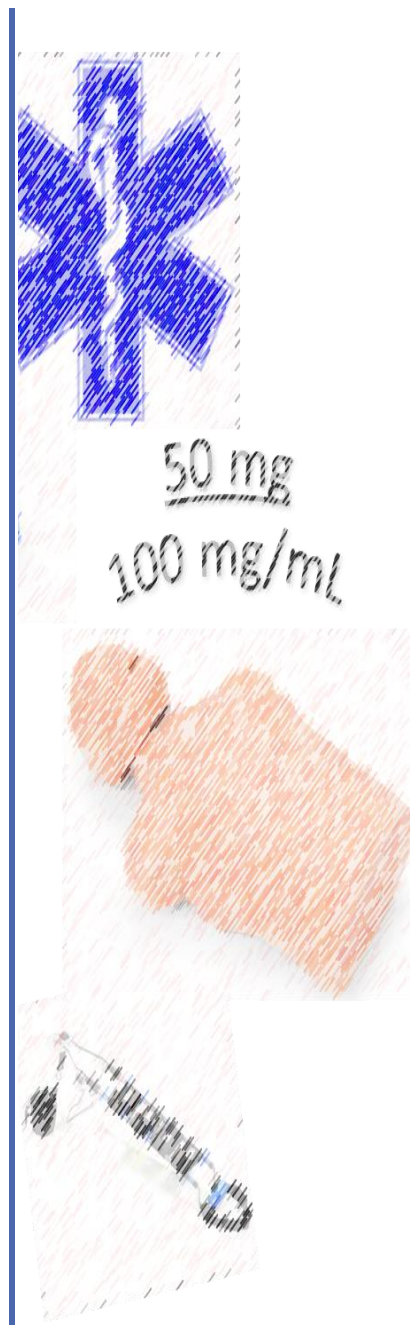
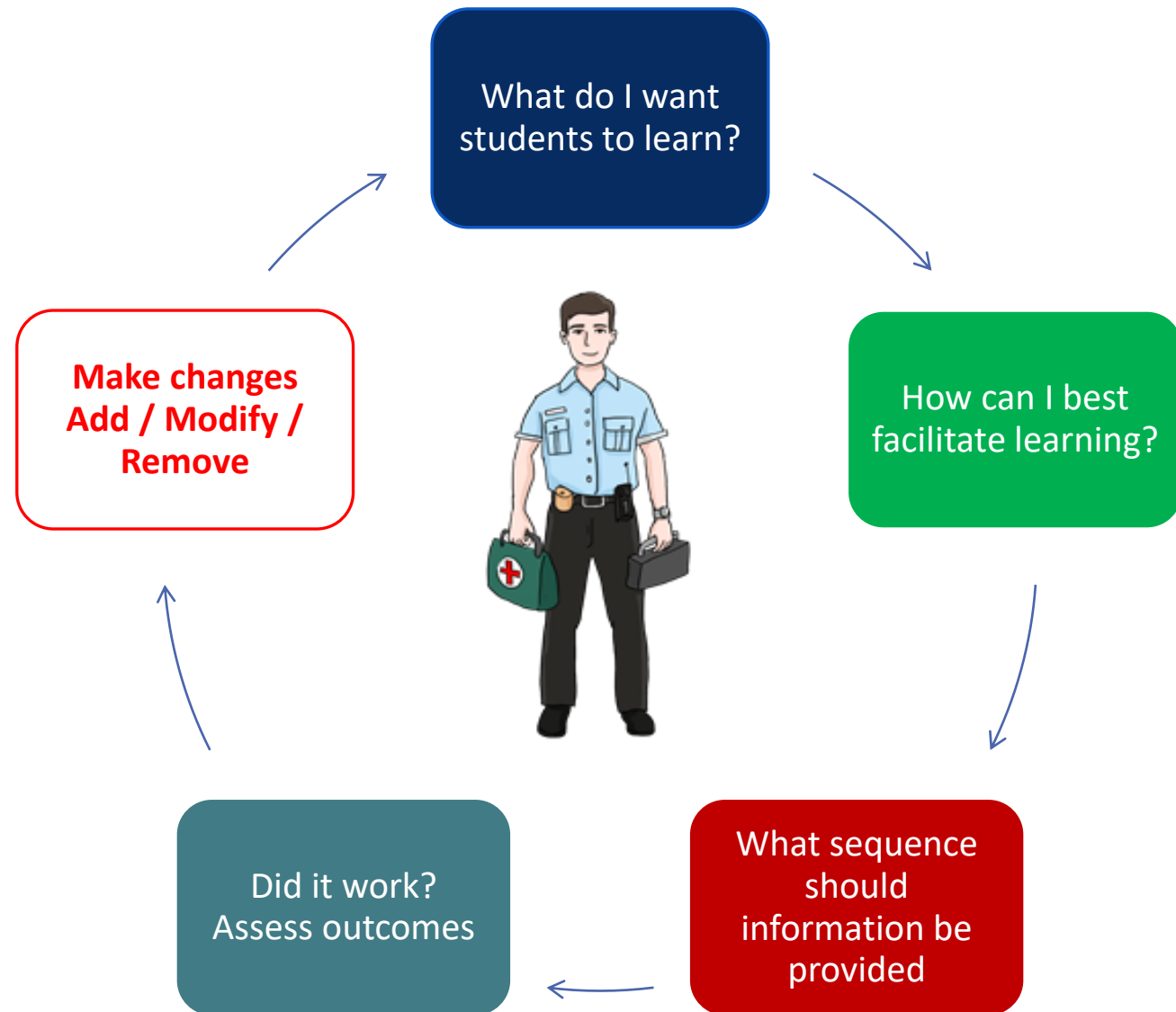
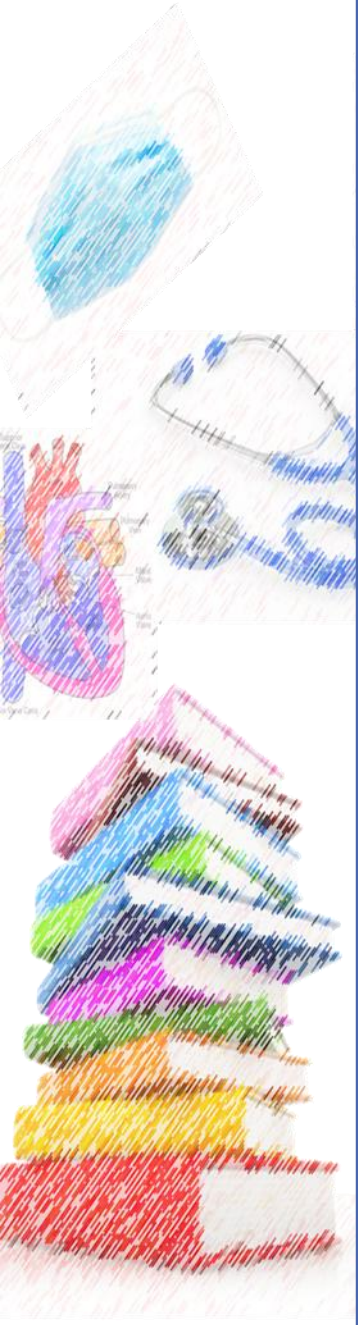


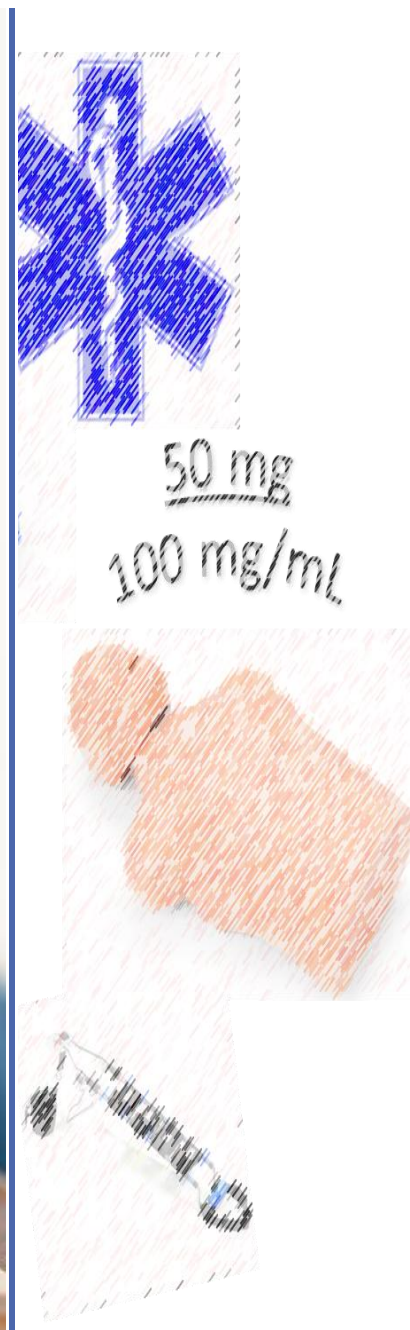
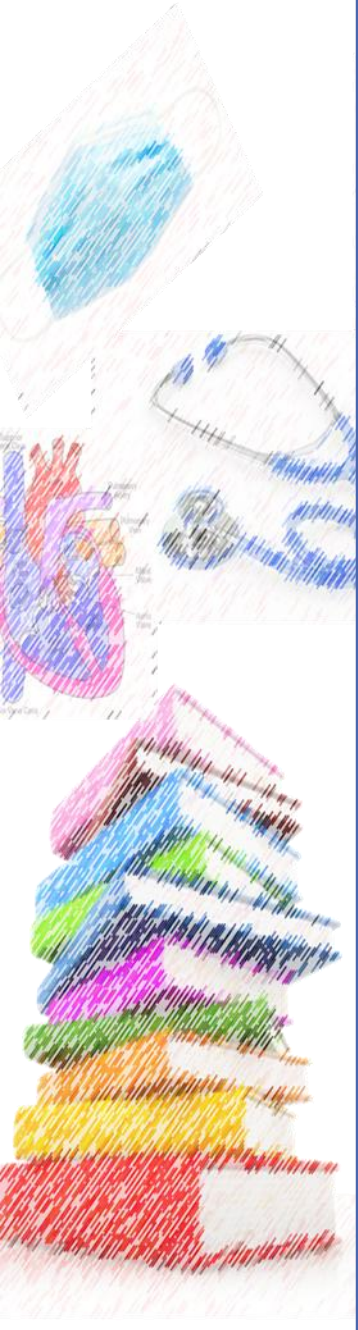
Curriculum Development

Jon W. Wiles & Joseph C. Bondi (2015)

- Seeing curriculum development as a cycle or system
- Regular foundational areas of concern
- Use of data in decision making
- Involving others in planning process
- Assessing the results







Thank You!



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Education must take a pace set...”

There is not to be too much teaching. What the children crave and need is experience.

Two Fundamental Errors: One is to leave out a large portion of the ideational element by giving ready-made plans to the students which they are simply to follow: Shop-manuals, books of recipes, ready made patterns..... The second is to ...”attempt to teach the science without any relation to the work-situations.

The work of our profession, more than that of any other, requires foresight and far sight.