

## Dynamic Learning Exercises

### Instructor and Student Templates

Dear Educator,

This package contains two ALS exercises exploring the relationship between the provider and the healthcare system for you to use in your classroom.

I personally created these exercises for use in my ALS classes. I have a core belief that activities such as these are multipliers in the classroom. They multiply your student's understanding. They multiply your reach and ability to teach concepts rather than facts. Perhaps most importantly, they place the student squarely in the role of "learner."

I recognize that many educators worry that these "multipliers" take away from lecture time. While I can't argue the way that time passes in class, I can assure that doing a bit less lecture and using these dynamic exercises is truly an investment. If you don't currently use this type of exercise, please give it a try. If you use other active learning methods I hope these will fit into your classroom experience.

Wishing the best for you and your students,



Dan Limmer  
Founder, Limmer Creative



## The EMS System and You

While all EMS providers are part of the healthcare system, ALS providers have a wider reach into the system. This exercise helps examine that reach and sets a foundation for decision-making throughout your career.

### Instructor Notes:

Encourage students to think of these scenarios as both provider and patient. At some point in this exercise ask about the amount of debt that could be incurred by a single trip to the emergency department for an uninsured or underinsured person.

Stimulate conversation that goes beyond traditional EMS practice and protocols. While protocols are important in directing care and transportation, the issues facing EMS in today's healthcare and insurance climate are deep and wide-ranging.

There may or may not be "correct" answers here in every case. That is OK. The goal of this exercise is to have your students think of big picture issues that surround commonly performed ALS decisions and modalities.

### How would you respond to each of the following patients?

"I don't want oxygen or the cardiac monitor because last time that made my bill go up by \$2000." The patient has chest discomfort and shortness of breath.

How would withholding oxygen and cardiac monitoring in this patient affect his or her care? Would the ALS provider be in trouble for withholding these modalities? Does the patient have a right to refuse just a part of their care?

"I think he needs to go to the hospital. It may be nothing but the insurance will cover it." Stated by the wife of a 34-year-old man with knee pain and slight limp for 4 days.

What percentage of calls are non-emergent? Does this patient have a right to an ambulance ride to the hospital? Does an EMS provider have a right to deny transportation in non-emergent situations?

## The EMS System and You (cont'd)

"I don't want pain meds or an IV because it costs too much, I can stand the pain! I don't have any insurance." You just straightened the patient's deformed tib/fib.

How do you balance the patient's wishes against a clear need for analgesia?

"Can't you just take me to an urgent care?" says a patient with a laceration that may need suturing. "Why do I have to wait all that time at the ER and just clog up the system?"

Do your protocols allow transport to an urgent care facility? If the patient is eligible for transport there, do they need ambulance transport? What are the benefits and risks of transport to a physician's office or urgent care facility?

### Cost/Benefit Exercise

Please complete the following table after giving careful consideration to the cost, benefits and risks for each of the following modalities. Consider each from the perspective of the patient, the family, the ALS provider and the hospital clinicians.

Students often aren't familiar with the cost of the modalities they perform. If they were, would it change their decisions? Furthermore, the concept of benefit and risk is often skewed in favor of the benefit for the skill-focused beginning ALS provider.

# Dynamic Learning Exercise

## The EMS System and You (cont'd)

	Cost	Benefit	Risk
ALS used (general)  Sample responses may include	Ask: How much does initiation of a "precautionary" IV line cost?	Ability to administer medications or provide fluid replacement.	Infiltration, scene delay, infection, medical errors, etc.
IV			
Naloxone			
Epi (auto-injector)			
Epi (drawn up)			
12-lead ECG (acquisition or interpretation)			
Advanced airway insertion			



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## Who is Limmer Creative?

We are experts in the science of pass-ology™ (/pas’-/äləjē/), defined as the study of successful studying that results in exam passage, jubilation and the ability to move on to a rewarding career. At Limmer Creative, we tap the nation’s top educators, experts and all-around industry gurus to develop quality apps and educational tools to get results. We have developed over 20 study and prep apps for EMTs and Paramedics looking to prepare for the NREMT, ACLS, PALS and other industry exams.

## What is LC-Ready.com?

LC-Ready.com is our integrated multi-platform program that allows students to prep at home, the station or on the go. Our instructor dashboard allows educators to see and analyze both student and class progress through our high quality study and prep tools such as EMT Review Plus™, EMT PASS™, Paramedic Review Plus™, 12-Lead ECG Challenge and more.

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