

Information for IC Mentors

The mentor plays a critical role in candidate success as an EMS instructor and the quality of education they provide to our EMS members in the field. By providing guidance, a support system and setting the standards we as an EMS community of educators want to see from our instructor coordinators drives our standards in quality education.

- **Why mentor?**
 - Make a real impact in the quality of EMS education in Vermont-
 - Help drive the direction of education-
 - Take the next step in your own level of IC
 - Personal satisfaction- Stay on top of your field → Develop your professional network → Extend your contribution
- **Responsibilities of a mentor**
 - Guide- support, encourage
 - Monitor-consistency, standards of care
 - Evaluate- Attitude and performance
 - Identify who needs for remediation or areas to support for improvement
 - Provide feedback
 - Maintain professional standards
- **Eligibility to be an IC**
 - Hold current VT EMS licensure in good standing at the level or above of the candidate being mentored
 - Demonstrated success as an active course instructor
 - Be willing to provide support and guidance to the IC candidate
 - Eligible for Senior instructor status or as approved by the EMS office

Instructions:

1. Review the 7 targeted content areas and the objectives of each.
2. The IC candidate is expected to demonstrate proficient application of each goal and objective. Mark, sign and date when student has demonstrated meeting the standard.
3. It is expected that the candidate will work with you in and potentially outside of the classroom to meet the learning objectives, as the student gains experience in all aspects of the roles and responsibilities of an EMS instructor
4. It is anticipated that successful completion of student teaching will take be between 20-40 hours depending on mentor and candidate needs and availability.
5. The mentor has the flexibility to determine how the candidate is to demonstrate meeting each objective, with the exception of the lesson/skill delivery component. Candidates must successfully demonstrate Skills instruction and didactic lesson presentation to students.

If you have any questions, concerns or if an issue arises with an IC candidate, please reach out to me by email at Bambi.dame@vermont.gov or by phone at 802-233-2208



IC Candidate Student Teaching Requirements

| | | |
|----------------------------|--|--|
| IC Candidates Name: | | Certification Level (circle one) <i>EMT, AEMT, Paramedic</i> |
| IC Mentor Name: | | Certification Level (circle one) <i>EMT, AEMT, Paramedic</i> |

Instructor Roles and Responsibilities:

| Cognitive Goals | | Proficient | Date | Mentor Signature |
|-------------------|---|------------|------|------------------|
| 1 | Describe the importance of continuing professional development for the professional educator | | | |
| 2 | Describe the relationship between the instructor and the student, assistant instructor, program director and medical director | | | |
| 3 | Describe the role of the course syllabus and lesson plan in course management and the major components of | | | |
| 4 | | | | |
| Psychomotor Goals | | | | |
| 1 | Models' ethical behaviors as an instructor | | | |
| Affective Goals | | | | |
| 1 | Exhibit professional behaviors in the following areas: integrity, empathy, self-motivation, appearance and personal hygiene, self-confidence, communications, time management, teamwork, diplomacy, and respect | | | |
| 2 | Value the role of the instructor in the EMS classroom | | | |
| 3 | Appreciate the importance of the teacher-student relationship | | | |

| | |
|----------------------------|--|
| Candidate Comments: | |
| <i>IC Mentor Comments:</i> | |



Developing a Learning Environment:

| Cognitive Goals | | Proficient | Date | Mentor Signature |
|----------------------------|---|------------|------|------------------|
| 1 | Describe methods to engage students in the learning process through a positive learning environment. | | | |
| 2 | Identify and describe desirable behaviors for students, secondary instructors, skills instructors, and guest lectures and demonstrate effective management of unacceptable behaviors or actions. | | | |
| 3 | Given a lesson plan, describe activities that may be used to target a variety of learning styles and the demographics of a class | | | |
| 4 | Demonstrate understanding of designing outcome driven goals and objectives | | | |
| Psychomotor Goals | | | | |
| 1 | Create a positive learning environment given a group of students in a classroom setting | | | |
| 2 | Role-play effective methods of engaging students in the learning process supporting all learning styles | | | |
| 3 | Demonstrate how to create a safe classroom where mistakes are encouraged as a learning tool | | | |
| Affective Goals | | | | |
| 1 | Appreciate the importance of a positive and safe learning environment and the overall impact that has on the success of a class | | | |
| 2 | Acknowledge the need to teach within the three domains of learning as identified within the National Standard Curriculum for any level of EMS course and supports activities that evaluate all three domains of learning. | | | |
| <i>Candidate Comments:</i> | | | | |
| <i>IC Mentor Comments:</i> | | | | |



Facilitation and Instruction Techniques

| Cognitive Goals | | Proficient | Date | Mentor Signature |
|----------------------------|---|------------|------|------------------|
| 1 | Describe four different instructional styles | | | |
| 2 | List criteria for successful classroom presentations | | | |
| 3 | Describe methods to maintain classroom control when using a facilitated learning environment | | | |
| 4 | Describe techniques for managing challenging behaviors | | | |
| 5 | Describe the proper use of instructor presence in the classroom setting | | | |
| 6 | Describe how "critical thinking" effects the practice of prehospital medicine | | | |
| Psychomotor Goals | | | | |
| 1 | Demonstrate a brief presentation in each of the following methods: lecture | | | |
| 2 | Demonstrate a brief presentation in each of the following methods: student centered activity like a role-playing scenario, simulation or game | | | |
| 3 | Apply various presentation methodology to facilitate a discussion of a small group (three-five participants) of student-instructors | | | |
| 4 | Demonstrate effective skills demonstration and technique | | | |
| 5 | Apply various presentation methodology to facilitate a lesson to a larger group (five or more participants) | | | |
| Affective Goals | | | | |
| 1 | Value the need for providing a facilitated learning environment for adult students | | | |
| 2 | Explain how different classroom presentation strategies enhance learning | | | |
| 3 | Value the use of scenarios and simulations in the classroom | | | |
| 4 | Model excellence in skill performance | | | |
| 5 | Value the affective domain of performance for the EMS professional | | | |
| <i>Candidate Comments:</i> | | | | |
| <i>IC Mentor Comments:</i> | | | | |



Evaluation Techniques

| Cognitive Goals | | Proficient | Date | Mentor Signature |
|----------------------------|--|-------------------|-------------|-------------------------|
| 1 | Define evaluation, formative evaluation, and summative evaluation | | | |
| 2 | Identify various types of evaluation, and the advantages and disadvantages of each | | | |
| 3 | Distinguish between formal and informal evaluation | | | |
| Psychomotor Goals | | | | |
| 1 | Demonstrate effective use of a portfolio design | | | |
| 2 | Demonstrate effective assessment in psychomotor formative skill assessment | | | |
| 3 | Demonstrate effective assessment in determining summative student proficiency | | | |
| 4 | Demonstrate effective assessment during scenario-based learning | | | |
| 5 | Demonstrate when it would be appropriate to increase the challenges in scenario-based practice | | | |
| Affective Goals | | | | |
| 1 | Explain why evaluation is important to the total quality control of an EMS program | | | |
| 2 | Explain why formative and summative evaluations are both important in the evaluation process | | | |
| <i>Candidate Comments:</i> | | | | |
| <i>IC Mentor Comments:</i> | | | | |

Communication and Feedback

| Cognitive Goals | | Proficient | Date | Mentor Signature |
|------------------------|---|-------------------|-------------|-------------------------|
| 1 | Explain how body language affects one's verbal communication reception | | | |
| 2 | State the importance of timely feedback | | | |
| 3 | Recognize the need to check for understanding when giving students information | | | |
| 4 | Be able to explain the different methods of giving feedback and when each would be appropriate to use | | | |



| Psychomotor Goals | | | | |
|----------------------------|---|--|--|--|
| 1 | Demonstrate the use of corrective feedback during a skill demonstration | | | |
| 2 | Demonstrate the use of corrective feedback during scenario development | | | |
| 3 | Demonstrate the proper use of positive and negative feedback in a counseling scenario | | | |
| 4 | Model body language that is recognized as open, interested, and positive | | | |
| Affective Goals | | | | |
| 1 | Support the need for positive communication in the learning environment | | | |
| 2 | Encourage open communication in the classroom | | | |
| <i>Candidate Comments:</i> | | | | |
| <i>IC Mentor Comments:</i> | | | | |
| <i>IC Mentor Comments:</i> | | | | |

Administration and Planning

| Cognitive Goals | | Proficient | Date | Mentor Signature |
|-----------------|---|------------|------|------------------|
| 1 | Identify resources at the state level for obtaining information on policies and procedures for EMS education programs and courses | | | |
| 2 | Identify resources at the national level for obtaining information on | | | |
| 3 | Describe the process and instructor responsibilities for requesting to hold a course, student verifications | | | |
| 4 | Define remediation and what are the circumstances that may require instructor remediation | | | |
| 5 | Describe the evaluation and formal remediation process for re-testing eligibility | | | |
| 6 | Discuss the importance of working with, service leaders, State EMS agency personnel, area hospital personnel, non-hospital affiliated physicians and non-health partners /stakeholders. | | | |
| 7 | Discuss the importance of attending professional development opportunities (e.g., EMS and education conferences and workshops) | | | |



| Psychomotor Goals | | | |
|---|---|--|----------------------|
| 1 | Participate in the process of setting up a psychomotor skills testing | | |
| 2 | Demonstrate documenting student progress in formative and summative evaluations | | |
| Affective Goals | | | |
| 1 | Describe the importance of understanding the policies and procedures put in place for EMS instructors for conducting EMS education programs and courses | | |
| 2 | Explain the importance of critical evaluation of teaching resources | | |
| <i>Candidate Comments:</i> | | | |
| <i>IC Mentor Comments:</i> | | | |
| Presentation Skills | | | |
| <i>Skills Presentation (NOT required if candidate holds a current LSI)</i> | | | Form attached |
| <i>Cognitive Presentation</i> | | | Form attached |
| Affective Skills | | | |
| Candidate incorporates personal affective skills in all aspects of the roles and responsibilities of an EMS Instructor | | | |
| <i>Candidate comments</i> | | | |
| <i>Candidate Signature</i> | | | |
| <i>IC Mentor Comments</i> | | | |
| <i>IC Mentor Name and Signature:</i> | | | |