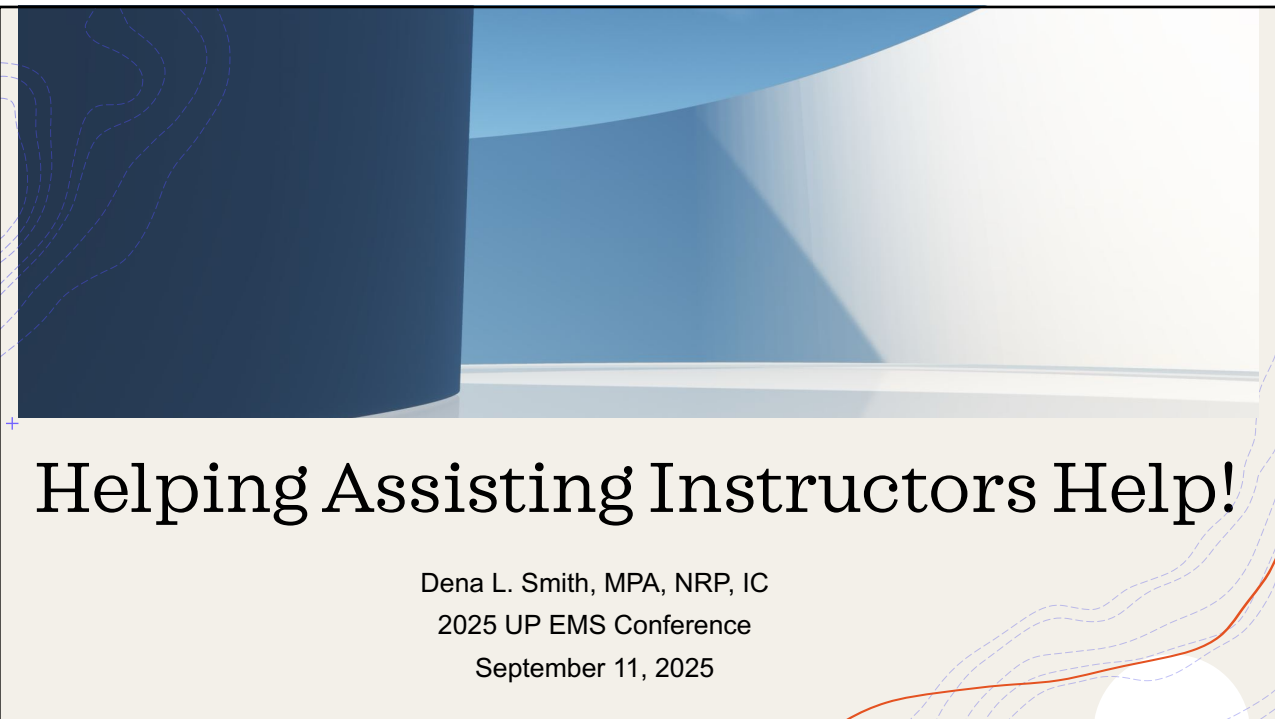
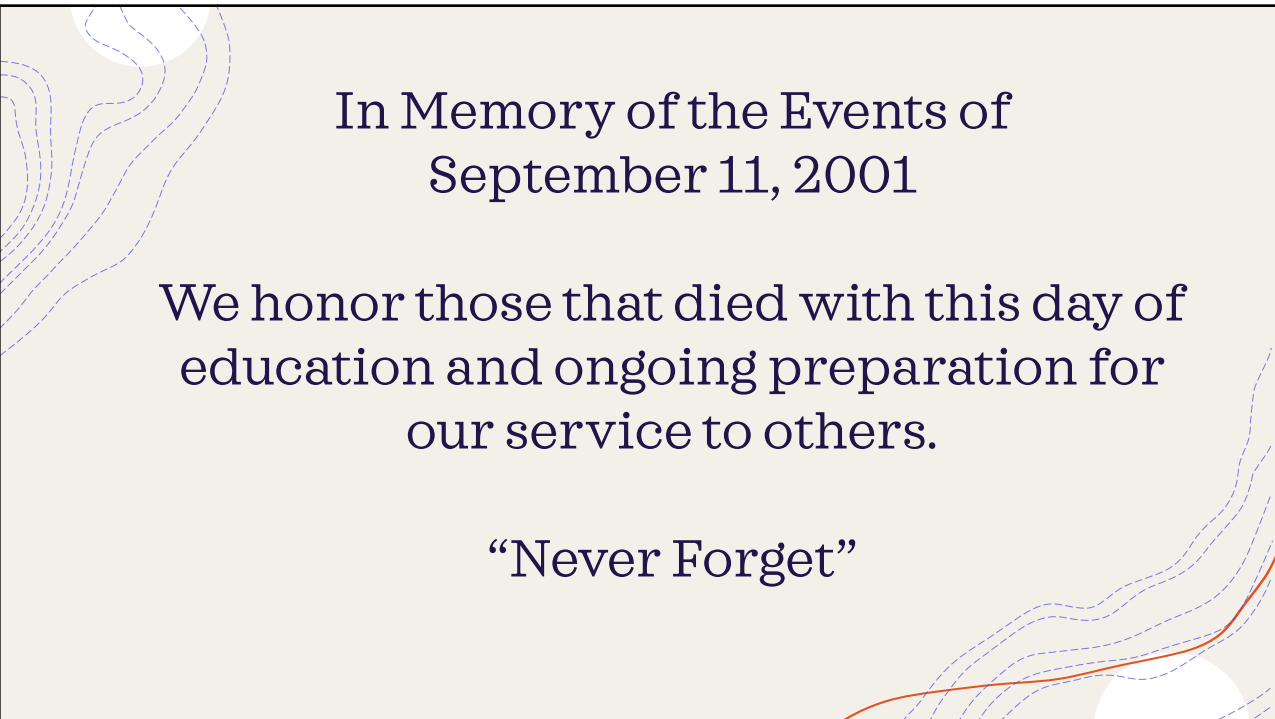




Helping Assisting Instructors Help!

Dena L. Smith, MPA, NRP, IC
2025 UP EMS Conference
September 11, 2025

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In Memory of the Events of
September 11, 2001

We honor those that died with this day of
education and ongoing preparation for
our service to others.

“Never Forget”

2



About Me ...

- + Chief Educator-Michigan EMS Education Solutions
 - + Consulting-instruction and evaluation services; simulation consultant
- + Adjunct Faculty-EMS Programs
 - + Bay College
 - + North Central Michigan College
- + EMS Educator
 - + Western Michigan University School of Medicine
- + As it relates to this presentation, **no conflicts of interests to disclose!**

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Today, we will ...

- + Identify the benefits of using assisting instructors (for both the primary instructor and students);
- + List the challenges that may occur when having assisting instructors teach
- + Determine various means to help brief assisting instructors and provide them with guidance for their instruction
- + Recognize the benefits of using tools such as rubrics for instructor preparation, student evaluation and course record-keeping

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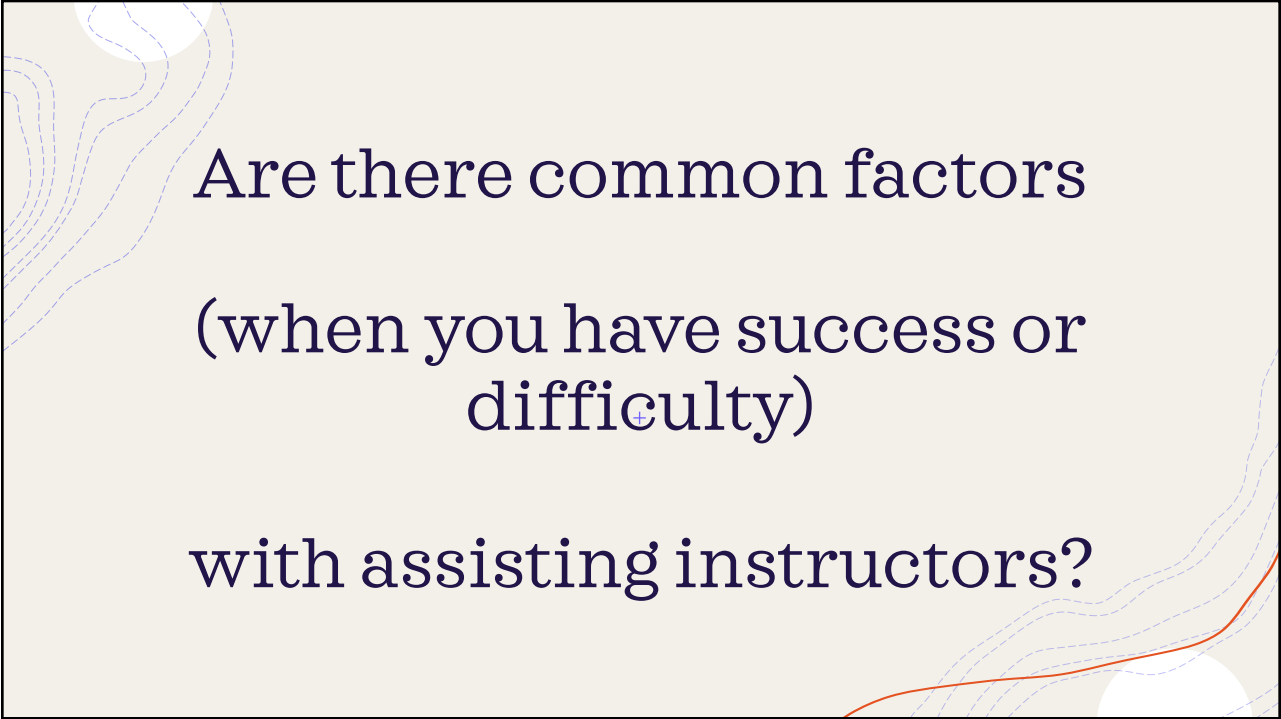
**Why do we
(you) use
assisting
instructors?**



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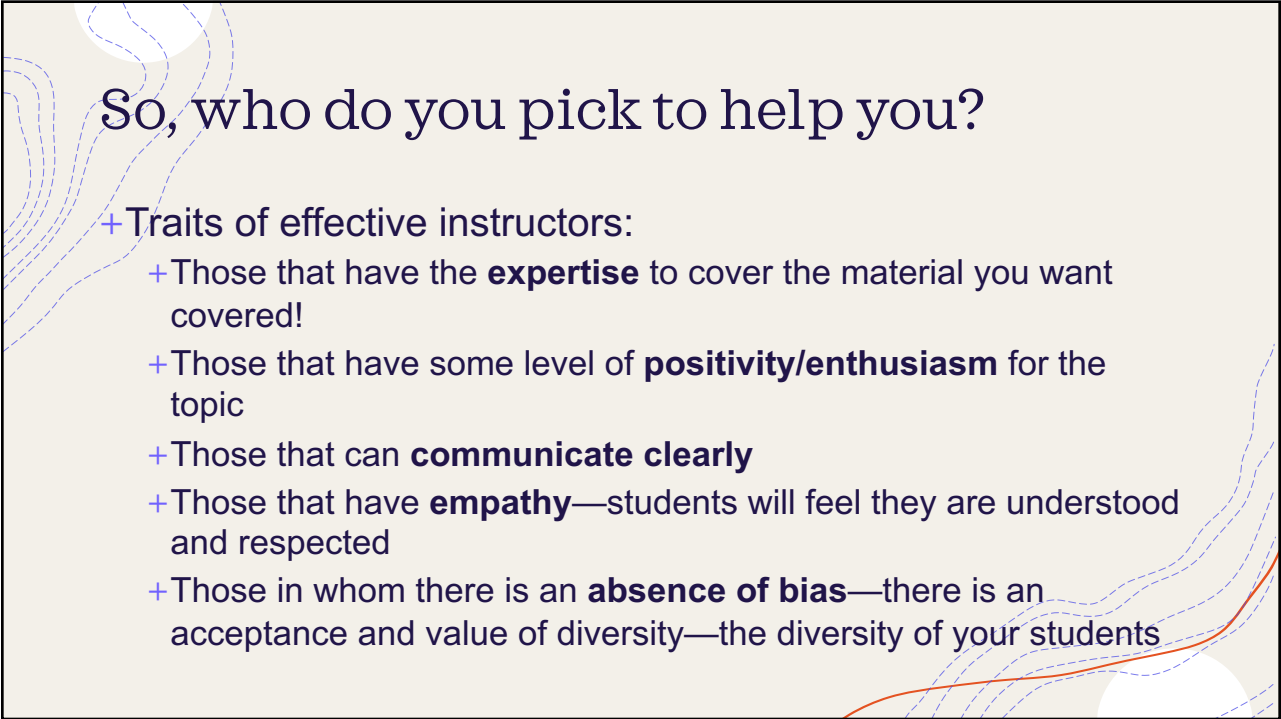
What are some
frustrations you
have experienced
when using
assisting
instructors?

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Are there common factors
(when you have success or
difficulty)
with assisting instructors?

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So, who do you pick to help you?

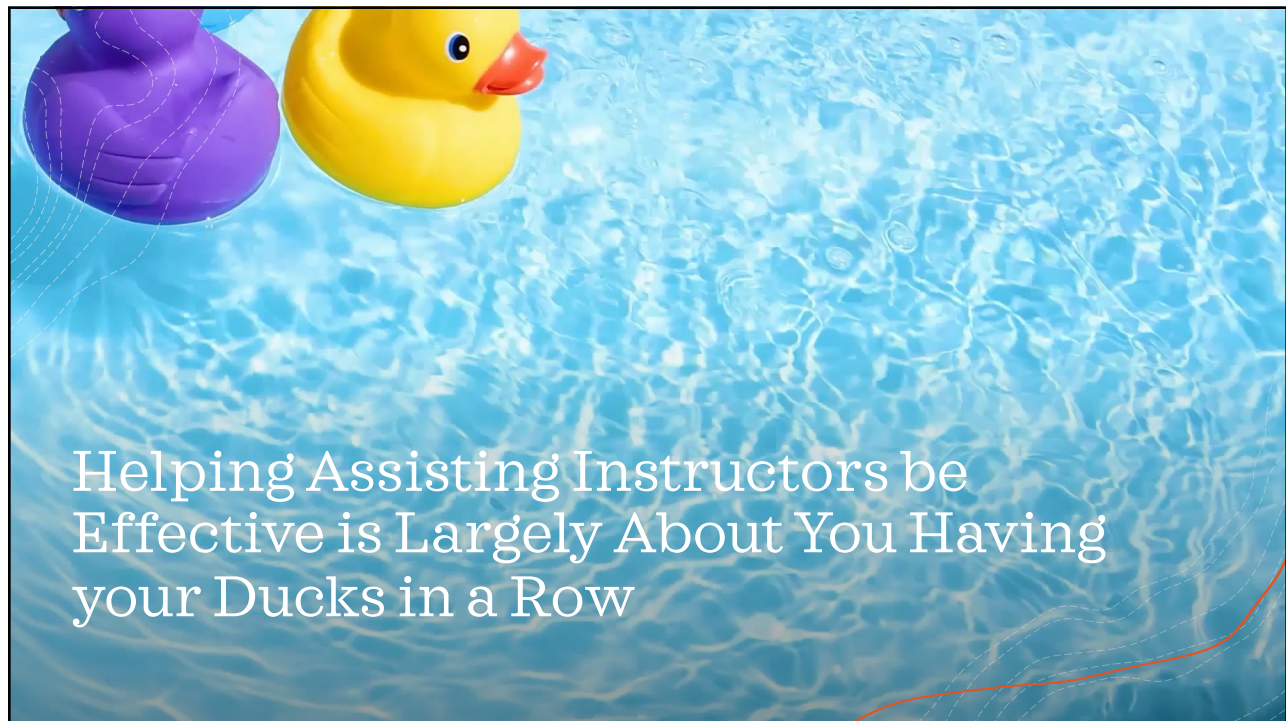
- + Traits of effective instructors:
 - + Those that have the **expertise** to cover the material you want covered!
 - + Those that have some level of **positivity/enthusiasm** for the topic
 - + Those that can **communicate clearly**
 - + Those that have **empathy**—students will feel they are understood and respected
 - + Those in whom there is an **absence of bias**—there is an acceptance and value of diversity—the diversity of your students

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Who to avoid:

- + That great guy/gal that talks more and shares more war stories than permits students to practice (fun, but not a good use of students' class time . . .)
- + Those that think that there is a difference between what we do in the field and what students **need to learn** . . .
- + Those that don't respect the process . . . (yours, the training, the classroom . . .) You will often hear these providers talking about others' behaviors rather than working on their own

9



10

Prep your Assistants--Share what YOUR intended content is ...

Textbook content (share if you can)

Session objectives

What equipment must be used/reviewed/learned ...

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Prep your Assistants--What materials will I have?

What kind of equipment will be used

What are the expectations of the students?

What are the expectations for the students?

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Share what you want the format of the session to be

Sometimes we don't articulate what is in our brain . . .

Skill practice or content coverage with rotation every . . . 20-30-45 minutes

Content coverage (for what number of students, how much time, source)

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Frame out the activity/session

- + Include a statement that describes your goal for the station
- + What time does it start;
- + Where will we be located;
- + What equipment is available;
- + What preparation students have received prior;
- + Logistics!! (breaks, student movement, etc.)

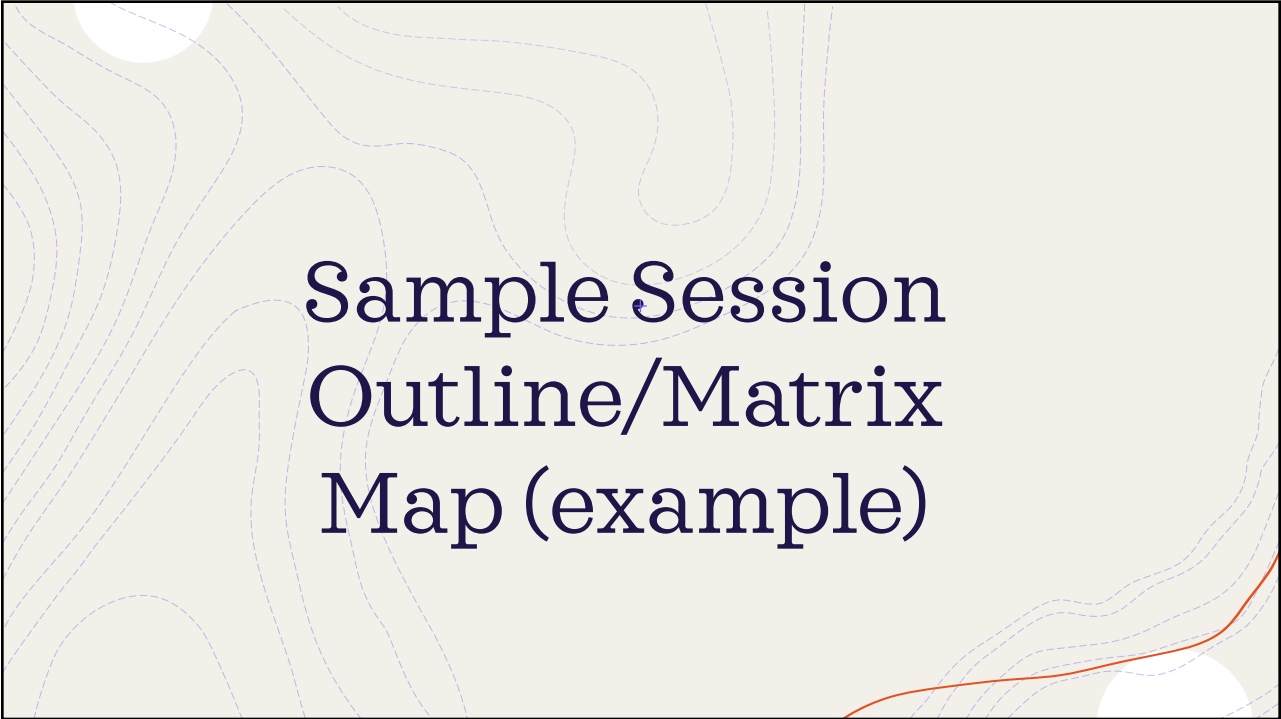
- + Make a template/blank that you can use for every session
- + If there's a rotation, map it out!

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Is the Session Formative or Summative?

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Sample Session Outline/Matrix Map (example)

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Skill stations for 10/1 class; 30 minute rotations beginning at 2000. 4 rotating groups of 5-

Bleeding Control (Formative)	Splinting (Formative)
Airway Management Review OPA; BVM; ventilation (Summative)	Airway Adjuncts-application & Use (Summative)

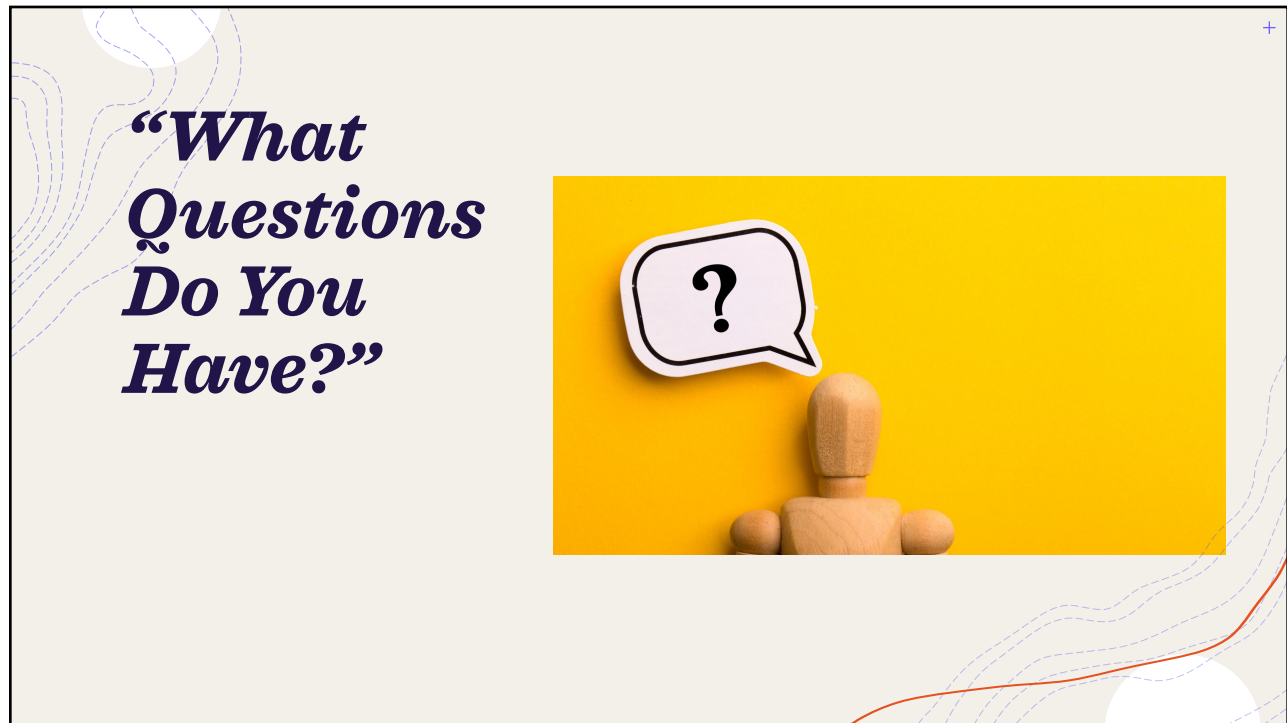
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Frame out the activity/session

- + Include a statement that describes your goal for the station
- + Timeframe for station;
- + What equipment is available;
- + What preparation students have received prior (what they should know . . .)
- + Logistics!! (breaks, student movement, etc.)

+ Having this structure sets expectations (in a positive way) for those you ask to help out

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Candidate name: Evaluator Name:

Date: Evaluator Signature:

Actual Time Started:

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Applies direct pressure to the wound	1	
NOTE: The examiner must now inform the candidate that the wound continues to bleed		
Applies commercial tourniquet device	1	
NOTE: The examiner must now inform the candidate that the patient is exhibiting signs and symptoms of hypoperfusion		
Properly positions the patient	1	
Administers high concentration oxygen	1	
Initiates steps to prevent heat loss from the patient	1	
Indicates the need for immediate transportation	1	
Actual Time Ended: 	Possible: 7	Total:

Critical Criteria

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Consider using a rubric to guide the activity for each group

- +Provides feedback to student;
 - +Areas to work on/perfect . . .
- +Provides feedback to you, as the instructor
 - +Did you cover material well enough?
 - +What concepts are missing or mis-understood?
- +Provides record-keeping/means to evaluate skills, cognitive knowledge and affective performance on an ongoing basis

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Simple EMS Skills Rubric

Identifies Core EMS Competencies

Has Constructive Scoring Criteria that benefits students

Is a Structured Feedback Form



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Table 1. Structure of a rubric with three different criteria and three levels of performance.

Criteria	Excellent	Average	Limited
Criterion #1	Details for Criterion #1 at the highest performance level	Details for Criterion #1 for mid-performance level	Details for Criterion #1 at the lowest performance level
Criterion #2	Details for Criterion #2 at the highest performance level	Details for Criterion #2 for mid-performance level	Details for Criterion #2 at the lowest performance level
Criterion #3	Details for Criterion #3 at the highest performance level	Details for Criterion #3 for mid-performance level	Details for Criterion #3 at the lowest performance level

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Thoughtfully Consider Terms for Levels of Accomplishment!!

Accomplished, partially accomplished, not yet accomplished

Achieved, partially achieved, not yet achieved

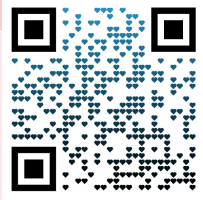
Beginning, developing, accomplished

Proficient, adequate, limited

Exceptional, almost there, not yet

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Sample Basic Rubric; performance areas may be established by you; or used as feedback areas for assisting instructors: _____
Student Name: _____

Stated Objective / Performance	Beginning Description of identifiable performance characteristics reflecting a beginning level of performance.	Developing Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Accomplished Description of identifiable performance characteristics reflecting mastery of performance.
Example: Approached patient safety with consideration for scene and self (gloves, awareness)	Hesitant; had to consider if PPE necessary; lacking awareness	Applied PPE; verbalized and initiated actions for scene safety	Applied PPE prior to initiating pt care; integrated awareness and
Example: Demonstrated principles of supporting fracture site initially and while applying splint			

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Preparation, Planning, Communication

- +Key to successful use of assisting instructors
- +Consider use of tools that assist in framing sessions and communicating intent to those that are helping
 - + Session planning matrix
 - + Evaluation rubrics—aids in understanding of what's to be accomplished and provides feedback to student and you as instructor
- +Ensure openness to questions

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What Questions/Comments
Do You Have?

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CAPCE Certificate of Completion for CE

- +Open your CAPCE App
- +Select "Scan QR Code"
- +Select "Start Scanning"
- +Scan the QR Code
- +PLEASE ALSO SIGN THE ROSTER!**



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