



New York State
Department of Health
Bureau of Emergency Medical Services

POLICY STATEMENT

Supercedes/Updates:

No. 90-03

Date: 05/01/90

**Re: Internship
Requirements for Lab
Instructor and Instructor
Coordinator Certification**

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SUBJECT: Internship Requirements for Lab Instructor and Instructor Coordinator Certification

What is the "Instructor Internship Experience?"

The internship is a period of supervised experience in an NYS EMS approved certifying course. It provides the Intern with increasing responsibilities which proceed from observation to direct participation in conducting lab sessions and/or course management. It is the responsibility of the course Certified Instructor Coordinator (CIC) to follow the behavioral objectives of the internship program. Interns must be familiar with these objectives before the internship begins; they must know exactly what will be expected of them during this phase of their training. The internship begins after the student has mastered the classroom skills of the Certified Lab Instructor (CLI) course and/or Certified Instructor Coordinator (CIC) course, and comes before the issuance of CLI or CIC certification.

The Intern must be under the direct supervision and observation of an approved Certified Instructor Coordinator (CIC) preceptor. The NYS EMS Regional Field Representative must approve CIC preceptors to evaluate the performance of the CLI/CIC Intern during the internship. An Audit Report is provided to evaluate the Intern's progress in acquiring the desired skills developed through this experience, and must be submitted to the NYS EMS Regional Field Representative.

The initial position of the intern in an EMS certifying course should be that of an observer. After progressing through record keeping and participation in actual class sessions, the intern should eventually function as the lead instructor. The intern should not be placed in the position of being an essential part of the course, left alone without CIC supervision. Since the intern has not yet been certified by the NYS Department of Health as a CIC or CLI, in this phase of his/her training he/she is not authorized to serve in the absence of the specified CIC preceptor.

Internship Behavioral Objectives

Lab Instructor Intern:

Upon completion of a supervised internship experience the Lab Instructor Intern will be able to demonstrate proficiency for each of the following:

- Mastery level performance of psychomotor skills.
- Understanding of the principles behind the skills being taught.
- Able to conduct logical and accurate demonstrations.
- Managing lab instructional time to minimize "lecture" time and maximize "practice" time.
- Observing students and providing appropriate corrective feedback.
- Able to adapt teaching techniques and practice to meet individual students needs.
- Able to analyze skill performance, detect and correct student difficulties.
- Shows a positive regard for the students.

Instructor Coordinator Intern:

Upon completion of a supervised internship experience the Instructor Coordinator Intern will be able to demonstrate proficiency for each of the following:

- Understanding of the Department of Health administrative policies and procedures for conducting EMS courses:
 - Explain procedures of instructor, course and sponsor approval, and
 - Describe what sources are available to answer questions regarding administrative procedures.
- Understanding of the dynamics of course management:
 - Advertising/Announcements,
 - Screening of applicants,
 - Scheduling of lectures and lab faculty,
 - Equipment considerations,
 - Timely submission of Course Memorandum and Student Applications,
 - Maintenance of accurate attendance and student records,
 - Interim testing of cognitive and psychomotor performance, and
 - End of course paperwork
- Able to develop and use instructional objectives.
- Able to develop and use lesson plans.
- Able to develop and use testing instruments to evaluate students and provide feedback.

- Understanding of the administration and coordination of the NYS practical skills examination.
- Observing students and providing positive corrective feedback:
 - Individual counseling, and
 - Remedial sessions.
- Able to adapt teaching techniques and practice to meet individual students needs.
- Able to analyze cognitive performance, detect and correct student difficulties.
- Shows a positive regard for the students.
- Delivering effective didactic presentations.

Issued by: Robert Elling, Associate Director

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