



EMS Instructor Qualifications

A Template to Assist States with
Implementing the EMS Education
Agenda for the Future: A Systems
Approach

National Association of State EMS Officials—December 2010

For more information: www.nasemso.org

Background:

In 1996, the National Highway Traffic Safety Administration (NHTSA) and the Health Resources and Services Administration (HRSA) published the national consensus document titled *EMS Agenda for the Future (Agenda)*. The intent of the *Agenda* is to create a common vision for the future of EMS and is designed for use by government and private organizations at the national, state and local levels to help guide EMS planning, decision making, and policy. In 2000, the *Agenda* was followed by the *EMS Education Agenda for the Future: A Systems Approach (Education Agenda)*. The purpose of the *Education Agenda* is to establish a system of EMS education that more closely parallels that of other allied health care professions. Since the release of the *Agenda*, the *National EMS Core Content (Core Content)*, *National EMS Scope of Practice Model (Scope of Practice Model)*, and the *National EMS Education Standards (Education Standards)* have been completed and published. States license EMS personnel and EMS agencies as a means of ensuring public health and safety. Because of this common and important function, the National Association of State EMS Officials (NASEMSO) has taken the lead in coordinating implementation of the *Education Agenda*. Because implementation will require a multifaceted, multidisciplinary approach by a variety of EMS stakeholders, NASEMSO's Implementation Team published the [*"Timeline for Implementation of the EMS Education Agenda"*](#) in 2010. The *Timeline* document has been created to illustrate the complexities of implementing the *Education Agenda*. It represents several milestones for implementation and identifies EMS stakeholders that have expressed an interest in participating in a range of implementation activities with a time-oriented goal for achieving them. Because NASEMSO supports its members in developing EMS policy and oversight, as well as in providing vision, leadership and resources in the development and improvement of state, regional and local EMS and emergency care systems, it has established a [*Transition Toolkit*](#) to assist lead agencies and EMS personnel in understanding and implementing the *Education Agenda*. Individual states retain the authority to determine their level of participation.

This document, *EMS Instructor Qualifications*, represents the latest in a series of planning templates for inclusion in the toolkit. The suggested criteria can be used as guidance to help states ensure that EMS educators are ready to meet the needs of students taught using the Education Standards. It is based on the following principles:

1. NASEMSO believes the knowledge and understanding of adult learning principles will enable educators to provide students with valuable educational experiences and verifiable outcomes.
2. Sample titles have been provided and are not intended as a definitive reference.
3. States are encouraged to focus on the accompanying content and align position descriptions with criteria and titles that best meet state and institutional needs.
4. Like the Education Standards, these suggested Instructor Qualifications build upon prior levels of instructor preparation and experience.
5. States may decide to authorize EMS programs to recognize various specialists (such as medical, non-EMS health professionals, law enforcement personnel, etc) for selected teaching assignments.
6. Descriptions are not intended to replace or supersede other documents, such as national EMS program accreditation standards.

It is hoped that this template will provide both state offices and local EMS educators with guideposts facilitating the transition to the Education Standards. It is offered as supplemental guidance to the various EMS educator texts, courses, and standards presently in use across the United States.

EMS Instructor Qualifications A Template for State Development

<i>Assistant Instructor Practical Skills Instructor Secondary Instructor</i>	<i>Adjunct Faculty Subject Matter Expert Content Matter Expert</i>	<i>Lead Faculty Primary Instructor</i>	<i>Program Director*</i>
<p>Suggested Criteria:</p> <ul style="list-style-type: none"> • Must be able to: <ul style="list-style-type: none"> ○ perform specific skills as designated within the level of EMS provider practice; ○ teach specific skills as designated within the level of EMS provider practice. 	<p>Suggested Criteria:</p> <ul style="list-style-type: none"> • Be knowledgeable in: <ul style="list-style-type: none"> ○ performing and teaching skills of the EMS provider; ○ course content in assigned subjects; ○ effective methods for content delivery in a learning environment. 	<p>Suggested Criteria:</p> <ul style="list-style-type: none"> • Be knowledgeable in: <ul style="list-style-type: none"> ○ course content; ○ practical skills; ○ effective teaching strategies specific to assigned topics; ○ methods of student evaluation/counseling. • Be capable of: <ul style="list-style-type: none"> ○ teaching at the EMS provider level being taught; ○ meeting the learning needs of the students; ○ meeting the teaching needs of the content material; ○ developing/assessing/remediating student performance. 	<p>Suggested Criteria:</p> <ul style="list-style-type: none"> • Be knowledgeable in areas of: <ul style="list-style-type: none"> ○ EMS course administration; ○ EMS course planning; ○ EMS course coordination & delivery; ○ curriculum development; ○ staff/instructor supervision; ○ academic Institutional accreditation. • Be able to: <ul style="list-style-type: none"> ○ identify teaching and learning outcome measures; ○ validate graduate outcome measures to licensing/ certification agency.

<i>Assistant Instructor Practical Skills Instructor Secondary Instructor</i>	<i>Adjunct Faculty Subject Matter Expert Content Matter Expert</i>	<i>Lead Faculty Primary Instructor</i>	<i>Program Director*</i>
Suggested Roles: <ul style="list-style-type: none"> • Demonstrate ability to assist with instruction and supervision of practical skills only. 	Suggested Roles: <ul style="list-style-type: none"> • Demonstrates ability to: <ul style="list-style-type: none"> ○ effectively deliver didactic content; ○ teach/demonstrate/evaluate psychomotor skills. 	Suggested Roles: <ul style="list-style-type: none"> • Demonstrates ability to: <ul style="list-style-type: none"> ○ write lesson plans; ○ write learning objectives; ○ deliver didactic content; ○ develop learning evaluation measures. • Responsible for: <ul style="list-style-type: none"> ○ supervision of assistant, adjunct faculty and secondary instructors ○ continuous evaluation and remediation of student learning . 	Suggested Roles: <ul style="list-style-type: none"> • Demonstrates ability to: <ul style="list-style-type: none"> ○ Coordinates/manages EMS education program(s). ○ Write lesson plans and learning objectives. ○ Delivers didactic content as needed. ○ Oversees testing, evaluation and remediation. ○ Provides administrative oversight for faculty members. ○ Provides administrative oversight for program policies and procedures.

<i>Assistant Instructor Practical Skills Instructor Secondary Instructor</i>	<i>Adjunct Faculty Subject Matter Expert Content Matter Expert</i>	<i>Lead Faculty Primary Instructor</i>	<i>Program Director*</i>
Suggested Education: <ul style="list-style-type: none"> • High school diploma or equivalent. • Current certification or licensure at level being taught. 	Suggested Education: <ul style="list-style-type: none"> • High school diploma or equivalent. • Current certification or licensure at level being taught. • Discipline/content expert certification and or licensure in specific field, if available. 	Suggested Education: <ul style="list-style-type: none"> • Academic credentials and preparation from an accredited post-secondary educational institution (e.g. technical school, community college, university etc.) • Academic preparation commensurate with or above level being taught • Academic preparation in educational methodology. 	Suggested Education: <ul style="list-style-type: none"> • Academic credentials and preparation from an accredited post-secondary educational institution (e.g. technical school, community college, university etc.) • Academic preparation commensurate with or above level being taught. • Completion of state approved educational methodology course, education-related degree or equivalent.
Suggested Experience: <ul style="list-style-type: none"> • At least 1 year active field experience at EMS provider level being taught. 	Suggested Experience: <ul style="list-style-type: none"> • At least 1 year active field experience at EMS provider level being taught, or • At least 1 year active experience in specific discipline practice. 	Suggested Experience: <ul style="list-style-type: none"> • Minimum of 2 years active field experience. • Experience as assistant, skills or adjunct faculty. 	Suggested Experience: <ul style="list-style-type: none"> • Minimum of 2 years active field experience. • Experience as an adjunct faculty or lead (primary) instructor. • Academic or institutional specific experience as a director or manager.

**Paramedic Program Directors are expected to minimally comply with the standards established by the Committee on Accreditation for EMS Professions (CoAEMSP) Standards and Guidelines available at www.coaemsp.org.*

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