

Michigan EMS Instructor-Coordinator (EMSIC) Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

Copyright © 2025 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain from reliable sources accurate, complete, and timely information about this product.

SAMPLE

Questions

SAMPLE

- 1. An instructor showing the students a skill then asking them to imitate exactly what the instructor did is an example of?**
 - A. See one do one**
 - B. Watch and learn**
 - C. Step-by-step modeling**
 - D. Peer demonstration**
- 2. In which year was the original Copyright Act enacted?**
 - A. 1907**
 - B. 1923**
 - C. 1976**
 - D. 1998**
- 3. What type of evaluation is conducted throughout the course for ongoing assessment of students and instruction?**
 - A. Summative Evaluation**
 - B. Informal Evaluation**
 - C. Formative Evaluation**
 - D. Formal Evaluation**
- 4. Which level of the Psychomotor Domain denotes the ability to execute complex actions in a natural manner?**
 - A. Application**
 - B. Natrualization**
 - C. Set**
 - D. Perception**
- 5. A student who best processes information when multi-tasking in a busy environment with others has what type of learning style?**
 - A. Visual**
 - B. Auditory**
 - C. Social**
 - D. Kinesthetic**

- 6. What describes tables or workstations oriented within a large open space?**
- A. Circular arrangement**
 - B. Group workstations**
 - C. Individual workstations**
 - D. Lecture style**
- 7. What behavioral category does sleeping in class fall under?**
- A. Encouraging Participation**
 - B. Uncomfortable Behaviors**
 - C. Positive Engagement**
 - D. Seeking Attention**
- 8. How many days in advance must paperwork for approval of continuing education credit be submitted to the State?**
- A. 14 days**
 - B. 30 days**
 - C. 60 days**
 - D. 45 days**
- 9. What is the primary role of the instructor in a collaborative instructional style?**
- A. To deliver lectures**
 - B. To control the learning environment**
 - C. To facilitate group work**
 - D. To provide individual feedback**
- 10. What type of instructional style is characterized by face-to-face interaction?**
- A. Online Learning**
 - B. Traditional Lecture**
 - C. Flipped Classroom**
 - D. Blended Learning**

Answers

SAMPLE

1. A
2. A
3. C
4. B
5. C
6. B
7. B
8. B
9. C
10. B

SAMPLE

Explanations

SAMPLE

1. An instructor showing the students a skill then asking them to imitate exactly what the instructor did is an example of?

- A. See one do one**
- B. Watch and learn**
- C. Step-by-step modeling**
- D. Peer demonstration**

The scenario described, where an instructor demonstrates a skill and then requests the students to imitate exactly what was shown, aligns perfectly with the concept of "See one, do one." This teaching method emphasizes observational learning, where students first observe a demonstration of a skill and then practice it themselves immediately after. This approach is effective because it allows students to visualize the technique in its entirety before attempting it themselves. By directly imitating the instructor's actions, students reinforce their learning through practical application, making it more likely that they will remember and be able to execute the skill correctly in real-life situations. The other concepts presented do not capture the essence of this learning strategy. "Watch and learn" is more passive and doesn't necessarily imply imitation, while "step-by-step modeling" focuses on breaking down a skill into smaller components for detailed understanding, which doesn't emphasize direct imitation as effectively. "Peer demonstration" typically involves students showing skills to each other rather than learning straight from the instructor's demonstration.

2. In which year was the original Copyright Act enacted?

- A. 1907**
- B. 1923**
- C. 1976**
- D. 1998**

The original Copyright Act was enacted in 1976, making it the foundation for modern copyright law in the United States. This Act provided significant updates to the previous laws, including the length of copyright protections, the types of works that could be copyrighted, and the rights of authors and publishers. The year 1907 is notable for certain changes and additions to copyright law, but it was not the year when the original Act was established. Similarly, 1923 marks the time when many works from the early 20th century entered the public domain, while 1998 introduced the Digital Millennium Copyright Act, which made additional adjustments to copyright in light of digital technologies. However, the pivotal moment for the structure we know today as copyright law began with the enactment of the Act in 1976.

3. What type of evaluation is conducted throughout the course for ongoing assessment of students and instruction?

- A. Summative Evaluation**
- B. Informal Evaluation**
- C. Formative Evaluation**
- D. Formal Evaluation**

Formative evaluation is a type of assessment that takes place throughout the course to monitor student learning and provide ongoing feedback to both students and instructors. This evaluation is focused on the process of learning rather than just the final outcomes. By regularly assessing students' understanding and skills during the instructional period, educators can identify areas where students may be struggling and address them promptly, thereby enhancing the overall learning experience. This ongoing assessment can take various forms, such as quizzes, discussions, observations, and participation. The key aspect of formative evaluation is that it is intended to provide information that can be used to improve teaching and learning, rather than to judge the overall achievement of the students at the end of the course, which is the purpose of summative evaluation. By creating a feedback loop, formative evaluation encourages a supportive learning environment and helps students to develop their skills progressively. In contrast, summative evaluation would occur at the end of a course to evaluate student learning against a set benchmark or standard. Informal evaluation may not be systematic or structured, and formal evaluation typically follows a set format, often related to summative assessments. Therefore, formative evaluation is the most appropriate type for ongoing assessment throughout the instructional period.

4. Which level of the Psychomotor Domain denotes the ability to execute complex actions in a natural manner?

- A. Application**
- B. Natrualization**
- C. Set**
- D. Perception**

Naturalization represents the highest level of the Psychomotor Domain, highlighting the ability to perform complex tasks with a seamless and instinctive quality. In this stage, individuals not only execute learned skills competently but do so with a level of refinement and fluidity that shows a deep understanding and mastery of the actions involved. When complex actions are performed in a natural manner, it suggests that the individual has internalized the skills, allowing them to respond appropriately without conscious thought. This level of skill often reflects extensive practice and familiarity, enabling the practitioner to adapt their responses to various situations effectively. In contrast, the other terms like application, set, and perception relate to different aspects of skill development. Application involves carrying out learned responses, set refers to an emotional or mental predisposition towards a particular action or set of actions, and perception relates to the ability to recognize and interpret sensory stimuli. None of these encapsulate the level of execution and grace associated with naturalization.

5. A student who best processes information when multi-tasking in a busy environment with others has what type of learning style?

- A. Visual**
- B. Auditory**
- C. Social**
- D. Kinesthetic**

The correct answer is social learning style. Individuals with a social learning style thrive in environments where they can interact with others while processing information. They often benefit from group discussions, collaborative activities, and peer interactions that allow them to engage with the material in a dynamic and interactive way. This type of learner often prefers to learn through working with others, sharing ideas, and participating in group projects, which explains their ability to multi-task effectively in a busy environment. In contrast, the other learning styles do not emphasize social engagement in the same way. Visual learners typically gain information best through visual aids and may prefer solitary study with diagrams or charts. Auditory learners absorb information through listening, often benefiting from lectures or discussions. Kinesthetic learners focus on hands-on experiences and learn better through physical activity, rather than in a bustling group setting. Thus, while all learning styles have their strengths, the social learning style distinctly aligns with the scenario of processing information amidst activity and interaction.

6. What describes tables or workstations oriented within a large open space?

- A. Circular arrangement**
- B. Group workstations**
- C. Individual workstations**
- D. Lecture style**

The correct choice describes an arrangement where multiple tables or workstations are positioned to foster collaboration and group interactions within a large open space. Group workstations are designed to accommodate teams working together, allowing for easy communication and workflow among team members. This setup is particularly effective in educational or training environments, such as EMS courses, where engagement and teamwork are essential for learning. This choice emphasizes the collaborative aspect of learning, as opposed to individual or isolated workspaces that would not promote interaction. Group workstations encourage participants to share ideas, troubleshoot problems together, and collectively engage in hands-on activities, which is critical in training scenarios for emergency medical services.

7. What behavioral category does sleeping in class fall under?

A. Encouraging Participation

B. Uncomfortable Behaviors

C. Positive Engagement

D. Seeking Attention

Sleeping in class is typically categorized as an indication of "Uncomfortable Behaviors." This term encompasses actions that reflect a student's disengagement, distress, or discomfort within the learning environment. When a student is sleeping, it might suggest various issues such as lack of interest in the material, fatigue, or even personal matters affecting their ability to focus. This behavior is often a sign that the individual is not fully engaged or is struggling with the expectations of the class setting. Unlike encouraging participation or positive engagement, which would involve active involvement and contribution to discussions or activities, sleeping signifies a withdrawal from the learning process. Therefore, recognizing sleeping in class as an uncomfortable behavior helps educators understand and address the underlying issues while fostering a more inclusive and interactive learning environment.

8. How many days in advance must paperwork for approval of continuing education credit be submitted to the State?

A. 14 days

B. 30 days

C. 60 days

D. 45 days

The requirement is to submit the paperwork for approval of continuing education credit to the State a minimum of 30 days in advance. This 30-day timeline ensures that there is adequate time for the reviewing authorities to process the applications, evaluate the content, and confirm compliance with the state's regulations and standards for continuing education. This timeframe allows for potential modifications and ensures that educational offerings are properly aligned with the ongoing professional development needs of emergency medical services providers. Submitting the paperwork within this period enhances the likelihood of a smooth approval process and ultimately contributes to maintaining high educational standards in EMS training.

9. What is the primary role of the instructor in a collaborative instructional style?

- A. To deliver lectures**
- B. To control the learning environment**
- C. To facilitate group work**
- D. To provide individual feedback**

The primary role of the instructor in a collaborative instructional style is to facilitate group work. This approach shifts the focus from traditional lecturing and teacher-centered learning to a model where students actively engage in learning together. In this style, the instructor's responsibilities include creating an environment that encourages collaboration, guiding discussions, and ensuring that each group member participates meaningfully in the learning process. Facilitating group work allows students to build critical thinking skills, communicate effectively, and learn from one another, making the learning experience richer and more interactive. This method promotes peer-to-peer learning, where the instructor acts more as a guide and mentor rather than a sole authority. This role is vital in empowering students to take ownership of their learning in a supportive atmosphere.

10. What type of instructional style is characterized by face-to-face interaction?

- A. Online Learning**
- B. Traditional Lecture**
- C. Flipped Classroom**
- D. Blended Learning**

The traditional lecture style is indeed characterized by face-to-face interaction between the instructor and the students. In this format, the instructor delivers content directly to the learners in a classroom setting, allowing for immediate feedback and the opportunity for students to ask questions in real-time. This style fosters a direct engagement where the instructor can gauge comprehension through nonverbal cues and adjust their teaching methods accordingly. Other instructional styles such as online learning primarily occur in a virtual environment where direct face-to-face interaction is limited, often relying on digital communication tools instead. The flipped classroom approach reverses traditional teaching methods by introducing content outside of the classroom and using classroom time for interactive work, thus also differing from the traditional model. Blended learning incorporates elements of both online and traditional instruction but does not exclusively focus on face-to-face interaction as the core method of delivery.