

UNIVERSITY HOSPITALS EMS INSTITUTE



Paramedic Preceptor Training Program 2015-2016

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Introduction

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- On behalf of the University Hospitals EMS Training & Disaster Preparedness Institute Program and Cuyahoga Community College we would like to personally thank you for working with our paramedic students to assure their competence as a graduate paramedic.
- Without your evaluation of our students we could not have the quality paramedic program that students and employers have come to expect.
- You will receive 1 hour of continuing education.

Overview of the paramedic Clinical and Field Requirements

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- Paramedic students are required to complete a total of 450 hours of clinical and field hours.



Emergency Department
Respiratory Therapy
Surgery
Coroner's Office
Field Internship
Intensive Care Unit
Cath. Lab
Cardiac Tele
Psych
Pediatrics
Labor and Delivery

Who should review this Paramedic Preceptor Training Program?

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- Paramedics working at field ride sites
- Nurses in clinical areas
- Preceptors in off-site areas
- EMSI Instructors and Preceptors

- Requirements to function as a preceptor:
Minimum of 1 year in your position

Success of the Preceptorship

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....is determined by the relationship between the student and the preceptor.

Students look to preceptors for answers and guidance.

Preceptors are an extension of the classroom.



Role of a Preceptor

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- Support students to make them feel they are safe and valued
- Demonstrate by example how competent staff perform their job
- Know and appreciate the student's knowledge level
 - Remember what it was like to be a student yourself
- Facilitate learning rather than controlling it
 - Preceptor directs the process of learning
 - Student sets the pace of learning

Role of a Preceptor (Continued)

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- Direct, coach, support, and delegate
- Willing to provide constructive and regular feedback on student's performance
- Be responsible for the student for the entire shift the student is scheduled
- Give feed back to the program's instructors on students performance.
 - Complete performance review paperwork
 - Direct contact to instructors in needed

Preceptor's Relationship to the Students

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- Preceptors fill roles of:
 - **Teacher**
 - **Instructor**
 - **Educator**
 - **Tutor**
 - **Trainer**
 - **Coach**
 - **Mentor**
 - **Boss**
 - **Friend**
 - **Guidance Counselor**
 - **Student**

Preceptor Bill of Rights

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- All **Preceptors** have the **RIGHT** to:
 - Be treated with dignity and respect
 - Be free from intimidation or harassment
 - Expect their students to discuss and/or demonstrate core knowledge
 - Expect their student will be eager to learn
 - Expect their student will initiate questions
 - Be creative in student instruction
 - Report student deficiencies they perceive
 - Be free from the threat or act of retribution

Student Bill of Rights

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- All **students** have the **RIGHT** to:
 - Be treated with dignity and respect
 - Be free from intimidation or harassment
 - Make mistakes; have a preceptor who is able to correct and/or intervene
 - Expect their preceptor wants to teach
 - Expect fair and impartial evaluations
 - Expect fair and reasonable answers to questions
 - Not be subjected to inappropriate situations
 - Report situations to appropriate supervisor without threat of retribution or retaliation

Question 1

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Your student is on his first day in your clinical area. He's had orientation but seems nervous and overwhelmed. How should you respond?

- A. Send the student to another preceptor that has more experience
- B. Talk to the student to make them feel comfortable in the clinical area
- C. Let the student stand back out of the way until they become comfortable



Laws of Learning

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- Individuals accept and repeat responses that are pleasant
 - First impressions are lasting
 - Repetition yields habit
 - Skills not practiced are forgotten
- Dramatic experiences leave lasting impressions

Adult Learners

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- **Characteristics**
 - Self-directed
 - Are motivated by their desires
 - Want to participate in planning and evaluation
 - Relate current experience to previous experiences
 - Want to be heard
 - Want their efforts acknowledged
 - Want to be treated with respect and dignity

Environment Conducive to Learning

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- Display mutual respect
- Collaborate; don't compete
- Have open, 2 way communication
- Feedback is encouraged and enhances growth
- Feedback needs to be concurrent, immediate and shared in a manner not to blame or personal attacks

Feedback should never be provided as a put down

Question 2

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The medic student just missed an IV. You feel his technique is the reason for his difficulty. How should you guide the student?

- A. Tell the student he should go back to class and review the skill before he tries again.
- B. Pull him aside and review the his technique and give suggestion on how to improve
- C. Say nothing and document on the students clinical paper work

Positive feed back



Benner's Theory: From Novice to Expert

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1. Novice
2. Advanced Beginner
3. Competent*
4. Proficient
5. Expert

* (goal of entry level paramedic)

Capability of Novice Student

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- Participate in orientation program(s)
- Perform in an observational role
- Demonstrate competency of BLS skills and possess a general EMS knowledge base
- Be able to follow directions
- Be dependable
- Possess an attitude open to learning

Capability of Advanced Beginner

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- Begins to focus on ALS Skills
- Model behaviors observed
- Additional responsibilities added if student can demonstrate they can handle more and
 - ✦ approved through the training program
 - ✦ functioning within their scope of practice

Overall patient management is ALWAYS responsibility of the preceptor

Competency /Proficient Student

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- Focuses on overall patient management
- Demonstrates team leadership skills
- Demonstrates evaluation completed thoroughly and with accurate assessment
- Delegates tasks to other team members
- Capability for accurate treatment, transportation decisions, effective communication
- Displays confidence, performs with authority
- Demonstrates flexibility and professionalism

Team Lead

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- Each paramedic student is required to act as a team lead.

Time line on team Leader:

1. After observing several team leads
2. When the preceptor feels confident the student can take the lead
3. When the student feels confident they are ready to take the lead role

Student Development

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- Students are in a process of developing entry level knowledge, skills and behaviors
- Student development is a gradual phased progression
- Students clinical rotations are scheduled around the classroom topics.



Student Development

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- The paramedic program builds on the students knowledge and skills.
- Starts in the classroom
 - Chapter Lectures, homework and tests
 - Labs, learning and practicing skills
- After classroom proficiency is met the student moves to the clinical experience



Student Development

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- At the start of the students clinical experience they are at the start of the paramedic program
- As the program continues new skills will be learned and permitted to be performed in the clinical setting.

Skills Requirement

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The students can only perform skills that they have been trained on in class and show proficiency in lab.

Students cannot perform any invasive procedure without the direct supervision of the preceptor

Question 3?

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You have a case that came into your clinical area. The medic student asked if he could do an advanced skill. You should?

- A. Let the student do the advanced skill based on the fact they should know what they can and can't do
- B. Review the student's Skill check sheet for a date and Instructor's signature**
- C. Have the student demonstrate the skill first on a mannequin.

Students can only perform skills they have performed in lab and have had an instructor

sign-off



Clinical Record keeping

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- Each paramedic student is required to complete all required program paperwork.
- The students paperwork includes preceptors verification of skills performed and performance review.
- Preceptors should review paper work with the student.

Record Keeping DON'TS

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- Never sign a blank clinical form
 - The students should complete their portion of the forms
 - You as the preceptor should review with student
- Never sign for a student that was not in your supervision.

Student Skill Sheet

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- Each student is required to carry the skill sheet with them at all times
- This shows the preceptor what skill they can perform at the clinical site

UH Geauga Medical Center EMS Education Paramedic Program
Clinical / Field Internship - Skills

Student Name: _____

Airway and Ventilation Skills

| | Theory | | | Lab | | | Lab | | | |
|--|--------|---|----------|-------|---|----------|------|---|----------|------|
| | Date | # | Initials | Date | # | Initials | Date | # | Initials | Date |
| MANUAL AIRWAY MANEUVERS | | | | | | | | | | |
| Head-Tilt/Chin-Lift | | | | | | | | | | |
| Jaw-Thrust | | | | | | | | | | |
| Modified Jaw-Thrust | | | | | | | | | | |
| FBAO Management | | | | | | | | | | |
| NASAL / ORAL AIRWAYS | | | | | | | | | | |
| Nasopharyngeal Airway | | | | | | | | | | |
| Oropharyngeal Airway | | | | | | | | | | |
| INTUBATION PROCEDURES | | | | | | | | | | |
| Orotracheal Intubation | | | | | | | | | | |
| Digital Intubation | | | | | | | | | | |
| Trauma Intubation | | | | | | | | | | |
| Pediatric Intubation | | | | | | | | | | |
| Nasotracheal Intubation | | | | | | | | | | |
| ALTERNATIVE AIRWAY PROCEDURES | | | | | | | | | | |
| Esophageal Tracheal Combitube Airway | 10/14 | | | 10/17 | | | | | | |
| PIL Airway | 10/14 | | | 10/17 | | | | | | |
| Foreign Body Removal under direct laryngoscopy | 10/14 | | | 10/17 | | | | | | |
| EOA / EGTA | 10/14 | | | 10/17 | | | | | | |
| LMA | 10/14 | | | 10/17 | | | | | | |
| SURGICAL AIRWAY PROCEDURES | | | | | | | | | | |
| Needle cricothyrotomy | | | | | | | | | | |
| Open cricothyrotomy | | | | | | | | | | |
| SUCTIONING | | | | | | | | | | |
| Oropharyngeal | 10/14 | | | 10/17 | | | | | | |
| Endotracheal | 10/14 | | | 10/17 | | | | | | |
| Meconium | | | | | | | | | | |
| Bulb syringe | 10/14 | | | 10/17 | | | | | | |
| VENTILATION | | | | | | | | | | |
| Bag-valve-Mask | 10/14 | | | 10/17 | | | | | | |
| Bag-valve-Tube | 10/14 | | | 10/17 | | | | | | |
| Pocket Mask | 10/14 | | | 10/17 | | | | | | |
| OXYGEN ADMINISTRATION | | | | | | | | | | |
| Nasal cannulae | 10/14 | | | 10/17 | | | | | | |
| Simple mask | 10/14 | | | 10/17 | | | | | | |
| Partial / Non-rebreather Mask | 10/14 | | | 10/17 | | | | | | |
| Venturi Mask | 10/14 | | | 10/17 | | | | | | |
| THORACIC DECOMPRESSION | | | | | | | | | | |

Student Clinical / Field Log


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Each preceptor will be required to review all paperwork with each student

Front Page:

Student enters clinical information regarding patient contacts

Student documents assessments and interventions performed during rotation /shift

 University Hospitals
Cleveland Medical Center

University Hospitals
Geauga Medical Center Paramedic Program
EMT-Paramedic Reporting Form

FIELD CLINICAL
Circle One

BLS CALLS TOTAL _____
ALS CALLS TOTAL _____
TEAM LEAD TOTAL _____

NAME _____ CLINICAL DATE _____

Clinical/Field Site _____ TIME IN _____ TIME OUT _____

PRECEPTOR NAME (PRINT) _____

PRECEPTOR SIGNATURE _____ PRECEPTOR USE ONLY

| SKILLS PERFORMED (BIS USED) | SUCCESSFUL | UNSUCCESSFUL | OBSERVED | EDUCATIONAL SUCCESSFUL | INITIALS |
|--|------------|--------------|----------|------------------------|----------|
| PRECEPTOR EXAMPLE | | | | 9 | 501 |
| Universal Precaution | | | | | |
| Radio Report | | | | | |
| Assessment Adult | | | | | |
| Assessment Peds | | | | | |
| Assessment Geriatric | | | | | |
| Venipuncture/IO | | | | | |
| SQ Injection | | | | | |
| EM Injection | | | | | |
| Medication-IVP | | | | | |
| Medication IV-Drip | | | | | |
| Nebulized Meds | | | | | |
| Endotracheal Intubation | | | | | |
| Orotracheal Intubation King/LMA | | | | | |
| Ventilation/BVM/Cpap | | | | | |
| Suction/Airway Maint | | | | | |
| Oxygen Therapy | | | | | |
| Vital Signs | | | | | |
| Chest Compression | | | | | |
| Defibrillation/cardioversion/pacing | | | | | |
| 12 Lead/ Cardiac Monitoring | | | | | |
| Fractures/Splinting | | | | | |
| C-Spine Immobilization | | | | | |
| Bandaging / Wound Care | | | | | |
| | | | | OFFICE USE ONLY | |
| Number of PCR/S/Assessments attached _____ | | | | AUDITED INITIALS _____ | |

Field Patient Care Reports

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Field Internship paper work includes a PCR for every ambulance run that requires a preceptor signature for student credit.



U H Geauga Medical Center Emergency Medical Services - Paramedic Program

FIELD PATIENT CARE REPORT

Student: _____ Shift Date: ___/___/___ Run # _____

Agency: _____ Unit #: _____ Preceptor: _____

| ETHNICITY | | M | F | AGE | MEDICAL COMPLAINT | | TRAUMA COMPLAINT | |
|------------------|--------------------------|--------------------------|---------|-------|--------------------------------------|--------------------------------------|---|------------------------------------|
| African American | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> Abdominal | <input type="checkbox"/> OD-Poison | <input type="checkbox"/> Abdomen | <input type="checkbox"/> Neck/Back |
| American Indian | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> Cardiac | <input type="checkbox"/> Psychiatric | <input type="checkbox"/> Chest | <input type="checkbox"/> Pelvic |
| Asian | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> CVA | <input type="checkbox"/> Respiratory | <input type="checkbox"/> Extremities | |
| Caucasian | <input type="checkbox"/> | <input type="checkbox"/> | ◇ Ped | 0-12 | <input type="checkbox"/> Diabetic | <input type="checkbox"/> Seizure | <input type="checkbox"/> Head/Face | |
| Hispanic | <input type="checkbox"/> | <input type="checkbox"/> | ◇ Adult | 13-70 | <input type="checkbox"/> OB/GYN | <input type="checkbox"/> Sepsis | <input type="checkbox"/> Musculoskeletal | |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | ◇ Ger | > 70 | <input type="checkbox"/> Other _____ | | <input type="checkbox"/> Multi-system _____ | |

MECHANISM OF INJURY

| | | | | | |
|--|-------------------------------------|--|--|-------------------------------------|------------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> Driver MVA | <input type="checkbox"/> Passenger MVA | <input type="checkbox"/> Auto-Pedestrian | <input type="checkbox"/> Motorcycle | <input type="checkbox"/> Fall/Jump |
| <input type="checkbox"/> Airbag | <input type="checkbox"/> Seatbelt | <input type="checkbox"/> Entrapment | <input type="checkbox"/> Ejection | <input type="checkbox"/> Rollover | <input type="checkbox"/> Blunt |
| <input type="checkbox"/> Penetrating Injury – Type _____ | | <input type="checkbox"/> Other _____ | | | |

Chief Complaint/Present Illness:

Preceptor's review

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This page is dedicated to your review and assessment of the students performance

Back Page:

Please perform student evaluations!

Preceptor must sign each evaluation!

Your feedback is essential to the students education.

All proctor evaluations are reviewed by the EMS office.

Instructions:
Preceptor – Please assess the EMT-Paramedic student using the criteria listed below:

4– Excellent: Consistently demonstrates excellence and performs competently over and above what is asked.
3 – Very Good: Demonstrates above average knowledge and skills and occasionally performs over and above what is asked.
2– Good: Meets minimum requirements and performs acceptably in all that is asked.
1– Poor: Unacceptable: Level of knowledge and / or skills is unsatisfactory.
0 –Not applicable or not observed.

Psychomotor Skills: Student's psychomotor ability to perform accurate and appropriate clinical skill interventions.
4 3 2 1

Information Gathering: Student's willingness and ability in obtaining pertinent patient history and other information.
4 3 2 1

Problem Solving: Student's ability to problem-solve.
4 3 2 1

Clinical Judgment: Student's ability to use sound judgment in planning and carrying out planned treatment.
4 3 2 1

Relating to Colleagues: Student's ability to work effectively with other healthcare professionals.
4 3 2 1

Professionalism: Student's ability to demonstrate ethical behavior and a professional relationship with patients and peers.
4 3 2 1

Overall Competence: Student's overall competence while in your supervision, taking into account all of the above factors.
4 3 2 1

Appearance: Student's presents a clean, professional and uniform appearance without obvious distractions (i.e. excessive jewelry, hair, make-up, etc.).
4 3 2 1

Attitude: Student's ability to respond appropriately to supervision and accept constructive criticism maturely.
4 3 2 1

Comments (optional): _____

Student Signature _____ Date _____
Preceptor Signature/Title _____ Date _____

Clinical Handbook

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Clinical Website & Student Clinical Handbook:

- The clinical website holds the clinical manual and all clinical documents for the program
- Students and Preceptors have access to an electronic version of the Clinical Handbook
- The Clinical Handbook defines the expected performance in clinical/field settings
- The student must refer to the manual throughout the program

Providing Feedback

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- Start with positive feedback
 - Find *something* to say!
 - Reinforces behaviors and encourages repetition
- Needs to be timely
- Needs to be objective
- Needs to be constructive
 - What was done right
 - What opportunities for improvement are evident
- Needs to be documented to provide continuity throughout the learning process

Questions

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Proctors make a difference!

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Thank you!

University Hospitals Contacts

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