Paramedic Clinical & Field Preceptor Training

South Central College
A MINNESOTA COMMUNITY AND TECHNICAL COLLEGE
Thank you for taking time to view the South Central College Preceptor Training Program.
Introduction

The presentation will review the following:

• Introduction to the Intern
• Clinical Objectives
• Clinical Preceptor Experience
• Daily Clinical-Field Internship Evaluation
• Student – Preceptor Evaluation
• Adult Learning Principles
Paramedic Intern

- Documentation
  - Patient Care Report
  - Daily Field-Clinical Internship Skills
  - Medication Administration
  - EKG Interpretation
Introduction to the Interns

South Central College interns participating in clinical rotations are second-year paramedic students who have completed a major portion of their didactic paramedic curriculum.
Introduction to the Interns

Interns are either national or state certified Emergency Medical Technicians (EMT), and have completed ACLS and ITLS within the paramedic curriculum.
Intern Requirements Prior to Clinical

- Fit testing-receipt of HEPA mask
- Current immunization record
- Health Exam
- Standard liability insurance
- HIPPA compliance training
Documentation

- The following slides are a review of the documentation requirements for each clinical-field shift.
Field-Clinical Objectives

• The student should present you with a copy of the Field-Clinical Objectives, for your review, at the beginning of the clinical shift.

• The Objectives are a guide for you, the preceptor, as to what the interns may observe and/or perform during the field-clinical shift.

• Please take a few moments to review the Field-Clinical Objectives form.
Field-Clinical Objectives Forms

Please click on the department that you would like to view:

- ER
- Critical Care
- Respiratory
- OR/Anesthesia
- Ambulance/Field
- Behavioral Health
- OB
- Pediatric
- Clinic/ED
Clinical Preceptor Experience

The Clinical Preceptor Experience form highlights four main areas required by Program Accreditation:

1. Preceptor Qualifications
2. To Whom the preceptor is responsible
4. Duties and Responsibilities as a preceptor for SCC clinical-field rotations.
Clinical Preceptor Experience

- Click on the box to view the Preceptor Experience Guidelines

Preceptor Experience Guidelines
Daily Clinical-Field Internship Evaluation

- The Daily Field Internship form is a crucial document.
- It not only provides feedback on the intern’s performance, but is evidence that the intern attended their assigned shift.
Daily Clinical Internship Evaluation

Please complete the Daily Clinical Internship Evaluation prior to the end of the shift, grading the Intern’s performance.

Click on the form to view the evaluation.
### Daily Clinical Internship Evaluation

**South Central College Paramedic Program**

<table>
<thead>
<tr>
<th>Date (MM/DD/YY):</th>
<th>Preceptor Name: (Please Print)</th>
</tr>
</thead>
</table>

**Student Name:** (Please print)

**Site:**

---

**CLINICAL INTERNSHIP PHASE:** Check current phase Period

- [ ] Semester 1 - Orientation to EMS Environment; individual ALS Skills
- [ ] Semester 2 - Student demonstrates TEAM Leadership skills as a Paramedic Student
- [ ] Semester 3 - Clinical Skills Development/ALS Skills
- [ ] Student brought and reviewed the objectives and forms for his/her clinical rotation

**Use dark blue or black pen, NOT PENCIL, to complete the evaluation. Please fill completely.**

**GRADES**

- 4 Proficient/Excell - Field Competent
- 3 Acceptable/Competent - Appropriate for Experience
- 2 Needs Improvement/Inadequate (see comments)
- 1 Dangerous to Practice/Remediation (see comments)

**GRADING SCALE**

- Professionalism/Attitude: The student's behavior demonstrated integrity, empathy, self-motivation, self-confidence, and teamwork. Reported to clinical assignment on time, in full uniform with appropriate appearance and personal hygiene. Demonstrated ability to measure/evaluate personal performance of paramedic responsibilities. **COMMENT:**

- Learner Characteristics: Independently seeks out appropriate learning experiences, practices required skills, and seeks advice to improve skills. Demonstrates ability to adapt, anticipate and accommodate changing circumstances. **COMMENT:**

- Communication Skills: Performs and reports patient assessments completely and proficiently. Interacts with patients, families, and other health care professionals on a "student role" appropriate level. **COMMENT:**

- Environmental/Cultural Awareness: Demonstrates environmental awareness and cultural understanding in the delivery of paramedic care. Assumes scene safety. Performs assessment procedures displaying respect, diplomacy, and patient advocacy. **COMMENT:**

---

**Daily Hospital Clinical Evaluation**

- The intern will complete (red box)
- Verification of review of the clinical objectives (yellow box)
- Using the grading scale on the sheet, evaluate intern performance (blue box)
Daily Clinical Internship Evaluation
(Back Page)

- Please answer the questions and provide comments (red box)
- Intern signature and date (yellow box)
- Preceptor signature (green box)
- Please review the evaluation and return to the Intern, or place in the SCC envelope

Contact Lisa Matzke, Clinical Educator, Shawn Stoeremann, Program/Clinical Faculty, or Dr. Laurie Oelslager, Program Director with any comments or concerns. Please call the program voice mail at (507) 389-7306. If necessary to contact the program immediately call Lisa (507) 340-5126, or call Shawn (507) 236-4291, or call Dr. Oelslager (507) 340-4611.
Please complete the Daily Field Internship Evaluation prior to the end of the shift, grading the Intern’s performance.

Click on the form to view the evaluation.
Daily Field Internship Evaluation

- The intern will complete (red box)
- Verification of review of the clinical objectives (yellow box)
- Using the grading scale on the sheet, evaluate intern performance (blue box)
Daily Field Internship Evaluation

(Back Page)

Please answer the questions and provide comments (red box)

Intern signature and date (yellow box)

Preceptor signature (green box)

Please review the evaluation and return to the Intern, or place in the SCC envelope

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DAILY COGNITIVE/PSYCHOMOTOR APITUDE EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ☐ ☐ ☐</td>
<td>Cognitive Skills: Reviews current objectives and performs the tasks with student appropriate knowledge base. Conducts assessments to determine differential diagnosis and provide appropriate treatment for patients in pre-hospital/hospital settings.</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐</td>
<td>COMMENT:</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐</td>
<td>Psychomotor Skills: Student can thoroughly describe all elements of applicable procedures, and demonstrates technical competence in performance of paramedic skills.</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐</td>
<td>COMMENT:</td>
</tr>
</tbody>
</table>

TEAM LEADER EVALUATION

| ☐ ☐ ☐ ☐ | Interview: Completes comprehensive interviews. Demonstrated active listening. |
| ☐ ☐ ☐ ☐ | Exam: Completes appropriate head-to-toe and/or focused physical exam. |
| ☐ ☐ ☐ ☐ | Treatment: Formulates a field impression and implemented a treatment plan. |
| ☐ ☐ ☐ ☐ | Skill: Interventions performed were complete. Satisfactory and timely. |
| ☐ ☐ ☐ ☐ | Leadership: Set priorities, directed team, and adapted to evolving information. |
| ☐ ☐ ☐ ☐ | Student successfully led the EMS team during patient encounters. |

Preceptor Comments:

Contact Lisa Matzke, Clinical Educator, Shawn Stoermann, Program/Clinical Faculty, or Dr. Laurie Oelslager, Program Director with any comments or concerns. Please call the program voice mail at (507) 369-7308. If necessary to contact the program immediately call Lisa (507) 340-5126, or call Shawn (507) 236-4291, or call Dr. Oelslager (507) 340-4611.
Daily Field Internship Evaluation

If you do not feel comfortable reviewing the written evaluation, there are several options:

1. The Intern will provide a self-addressed, school envelope. Indicate the form was not reviewed next to your signature on the form.
2. Seal the evaluation and sign your name across the back seal
3. Return to the Intern (OR)
4. Mail the envelope to South Central College
Accreditation requires the intern be provided an opportunity to evaluate you, the preceptor.

Please take a moment to review the evaluation tool.

Click on the form to view the evaluation.
Patient Assessment/Care Report

- The intern uses this form to document ALL responses during each shift.
- Questions are always raised about the pt initials box. The intern DOES NOT NEED THE PATIENT INITIALS. The age, race, & gender of the patient is a requirement for their data entry.
- Please take a moment to review these forms.
Daily Clinical-Field Internship Skills

• The intern utilizes the Daily Field Internship Skills form to track skills and assessments performed during the shift.

• Sign this form as verification of skills and assessments completed.

• Please take a moment and review these forms.
Medication Administration

• The Medication Administration form is a learning tool for review of the medications interns are expected to give on an routine basis.

• Interns will review:
  • Therapeutic Action
  • Possible Side Effects
  • Dose-Administration

Click picture to view form
EKG Interpretation

• The EKG Interpretation form is a learning tool to assist the intern in interpretation and measurement of actual EKG’s.

• The intern is expected to obtain (4) EKG strips, if possible, per shift.

Click on picture to view form
Adult Learning Principles

• The next few slides contain an article and resources that deal with the adult learner.

• Please review this information.
Conflict Resolution

Work-Based Learning
Conflict

- Opposition
- A clash of opposing ideas
- Disagreement
- Fight or battle
- Contention, hostility
Cause of Conflict

- Selfishness
- Miscommunication or misunderstandings
- Assumptions
- Opposing viewpoints or opinions
- Emotions
Paradigms

• A theory, an explanation, or model of something else.
• Wrong or Right map?
Spots or Dalmatian dog?
Man or two people kissing?
Pipe player or a woman?
Rabbit or a duck?
Strategies to Get Past Paradigms (Perceptions)

- Avoid Assumptions
- Validation
- Listen
- Problem Solving Skills
- Tell Your Story
Strategies to Resolve Conflicts

• Postpone
• Enforce
• Compromise
• Explore

• Assume you do not have all the answers
• Ask questions to understand the other person(s).
• Be prepared to compromise or make a deal
Between 1969 and 1984, the number of adults participating in educational programs increased 79 percent, and the number of activities doubled (Hill 1987). The growth of adult education is being stimulated by a number of broad demographic, economic, and societal trends including the following: o The increased realization that adults continue to change and grow throughout their lives and frequently seek assistance in dealing with these changes o The greater proportion of adults in the total population due to increased longevity and declining birthrates o The higher demand for occupational and professional training due to the presence of the baby boom generation in the work force o The growing need for job retraining caused by economic and technological changes that have eliminated some jobs and revised the nature of many others

This ERIC Digest, a revision of Fact Sheet No. 25 (Imel [1982]), provides guidelines to consider when developing educational programs for adults in any setting. It focuses on the characteristics of adults that affect learning, describing how to develop a climate that is conducive to adult learning as well as identifying appropriate evaluation strategies. Brief reviews of some recent resources conclude the Digest.
CHARACTERISTICS OF ADULT LEARNERS

Adults possess characteristics that influence how they learn and that should be considered when developing instructional programs. Although it is important to realize that each adult is an individual, some generalizations can be applied to adult learners. Through a review of the literature on adult learners, Kalamas (1987) identified the following:

1. Adults Can Learn throughout Their Lives. Unfortunately, adults are frequently their own worst enemies when it comes to doubting their ability to learn new things. Older adults, particularly, may need encouragement to engage in learning activities. One advantage adults have over youth in their ability to learn is a broad range of experience. These experiences enhance their ability to perceive, process, and use information and provide a foundation for gaining additional knowledge.

2. Adult Life Cycles Influence Learning. Every adult progresses through a series of life phases. In each phase of life, certain behaviors and skills—known as developmental tasks—need to be learned. Life-cycle phases influence how individuals approach learning as well as what they want or need to learn. Designers of instructional programs should consider the developmental needs of adult learners at specific developmental stages. (See Naylor [1985] for more information about adult development.)

3. Adults Learn What They Consider Important. Adult learning is usually motivated by the need to acquire a new skill or make a decision. When adults perceive a need to learn something, they are generally capable of working very hard. Since most adult learning is voluntary, adults also have the prerogative of dropping out of programs that do not meet their needs.
Adults Are Often Time-Conscious Learners. Adults have many roles (e.g., spouse, parent, employee, community member) in addition to that of learner. Therefore, most want to meet their educational goals as directly, quickly, and efficiently as possible. o What Is Important Varies among Adults. Adults engage in educational programs for a variety of reasons. Most--75 percent--enroll for job-related reasons, but others take nonoccupational courses for personal or social reasons (Hill 1987). Because adults know what goals are important to them, they tend to do best in educational experiences that provide what they value. o Adults Wish to Be Treated as Such--Sometimes. By adulthood, individuals have developed an independent view of self, and most adults want to be treated as if they were responsible individuals with the capacity to determine things for themselves. Adult learning situations should be designed to allow adults to retain as much autonomy as possible. Because some adults have experienced only structured and teacher-centered learning environments, they may need assistance in accepting responsibility for their own learning. o Biological Changes May Affect Learning. Although adults can continue to learn throughout their lives, physical changes may need to be considered when planning and conducting educational activities. Biological changes such as speed and reaction time, visual and auditory acuity, and intellectual functioning may all affect learning. Educators can modify the learning environment to minimize the effect of these changes. It is important to keep in mind, however, that most adults will not experience physical decline serious enough to affect their ability to learn, at least until they are very old.
CREATING A CLIMATE FOR ADULT LEARNING

Creating a learning environment that meets the needs of adult learners is a key element of successful adult education programs. The challenge is to create a nonthreatening atmosphere in which adults have permission and are expected to share in the responsibility for their learning. Following are some strategies for accomplishing this:

1. Establish Adult-to-Adult Rapport. To build rapport with adults in the learning environment, use positive nonverbal communication, deal with the whole person, address learners as equals, share authority, and employ informal room arrangements such as placing all the chairs in a circle, in a U, or around a table. Adult students also appreciate instructors who share appropriate information about themselves and who are approachable and accessible.

2. Create a Participatory Environment. A participatory environment, which helps learners assume responsibility for their own learning, can be created by involving the learners in deciding on course content and establishing class management guidelines, having learners serve as instructional resources, and monitoring learner satisfaction throughout the activity. Providing multiple learning options, which enables learners to choose those methods and materials best suited to their needs, will also encourage participation.

3. Facilitate Adult Independence. Instructors can help adults assume more responsibility for their own learning by encouraging them to learn on their own, serving as a role model of an independent adult learner, and teaching decision-making and problem-solving techniques.

4. Provide for Individual Differences. Because they have an independent self-concept, adults view themselves as individuals, and it is important to acknowledge adults as individuals in the educational setting. Individual differences can be accommodated by using a variety of instructional techniques, providing appropriate and varied instructional materials, relating instruction to learners' experience, and adjusting for physiological and psychological differences. A climate in which adult learning flourishes provides the opportunity for adult learners to have ownership, to participate, and to feel that the activity is related to their needs.
EVALUATING ADULT LEARNING

Although many adult learning activities do not require formal evaluation procedures, adult learners need to learn how to identify and evaluate their own resources, abilities, and knowledge realistically. When formal evaluation is required, "[e]valuation strategies for adults are most effective when traditional authority roles are de-emphasized, and the learner's role as an autonomous, responsible adult is emphasized" (Kopp 1987, p. 50). Adults should be involved not only in determining what they learn but also in identifying and establishing their own evaluation techniques. Kopp suggests the following three collaborative approaches that can be used in establishing a basis for evaluation. 1. Group decision making in which class members participate jointly in identifying and selecting evaluation strategies to be used 2. Learning contracts that help learners clarify their objectives, document their learning and evaluation plans, and commit themselves to the work they have contracted to do 3. Grading contracts that provide learners with options in the relative weight of evaluation activities and in the amount of work they will perform

Involving adults in evaluating their own learning activities helps them become more independent and self-directed in their learning endeavors.
RESOURCES ON ADULT LEARNING

A number of recent publications can be used in designing programs for adult learners. In addition to those listed in the References, the following books will serve as helpful resources for those seeking more information on this aspect of adult education. o ENHANCING ADULT MOTIVATION TO LEARN (Wlodkowski 1985) presents 68 motivational strategies designed to increase adult learning in a wide variety of settings. Also described are the characteristics and skills of a motivating instructor. o HELPING ADULTS LEARN (Knox 1986) is a comprehensive guide to all aspects of planning, implementing, and evaluating programs for adult learners. The book includes practical "how-to" advice that is supported by examples from practice as well as checklists and guidelines to be used in program development. o UNDERSTANDING AND FACILITATING ADULT LEARNING (Brookfield 1986) critically examines and analyzes current approaches to adult learning, presents a comprehensive review of how adults learn, and proposes ways to develop more creative, up-to-date adult education programs. Brookfield explores what he calls the "theory-practice disjunctions" between theories-in-use and espoused theories.
REFERENCES

This ERIC Digest is based on the following:

CATEGORY N--TEACHING ADULTS. From the Professional Teacher Education Module Series. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1987. [Note: There are six modules in this series. Refer to ERIC Document Reproduction Service Nos. ED 289 964 through 969.]

The following modules from the series were used in developing this Digest:


Additional References


Adult Learning Principles

Additional Resources

www.ibstpi.org/Products/pdf/chapter_3.pdf


Questions

Please contact the following with questions about the Preceptor Training program, or the SCC Clinical-Field Program:

Lisa J. Matzke- MS, CC-NREMT-P
Paramedic Faculty-Clinical Coordinator
Office: (507) 389-7306

Shawn Stoermann-AAS, NREMT-P
Adjunct Paramedic Faculty
Cell: (507) 236-4291
Thank You!

Thank you for your willingness to precept the South Central College Paramedic Interns.
Please fill out our online form to conclude this training module

Open the Training Confirmation Form
“So Others May Live”

In honor of those with the strength and courage to head toward mayhem while others flee...