

<b>Northwest Community Healthcare Paramedic Program Preceptor Class Credit Questions - 2024</b>
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Name:	Date submitted:
EMS Agency/hospital:	Credit awarded (date):
EMSC/Educator reviewer:	Returned for revisions:
	Revisions received:

This packet should take 3 hrs to complete – which earns the equivalent of the 3 hr live Preceptor class.  
Sources: Preceptor class written & slide deck handouts and field internship paperwork.

**Environment driving change in education and practice**

1. How will the EMS Agenda 2050 and the updated national EMS Scope of Practice Model influence the evolving roles of paramedics necessitating changes in paramedic education curriculum and design?

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2. What policy defines the requirements for being a Field Preceptor in the NWC EMSS? Where is this found?

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3. In order to fulfill traditional plus new role responsibilities, what preparation and expectations of function must a paramedic of today and tomorrow possess?

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**Our program of instruction; accreditations, outcome points of education, domains of learning, critical thinker traits, general course objectives, core values**

4. What are the outcomes the NCH Paramedic Program is trying to achieve?

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5. What are the 3 domains of learning addressed in the NCH Paramedic Program design?

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6. How can a preceptor assist a student in becoming more proficient at higher order thinking and complex problem-solving?

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7. Why is having emotional intelligence so important for a paramedic student?

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8. Give three examples of how a student must behave ethically with respect to patient care during the field internship.

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9. Give examples of how a paramedic student demonstrates patient advocacy.

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**Field internship requirements – core competencies**

10. What is the minimum number of clock hours that a paramedic student must be available to respond to EMS calls during Phase 2 (Capstone portion) of the Field Internship?

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11. What requirements must be completed before a student may begin EMS 215 (Field internship)?

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12. What is conceptual competence? Why is it important for careful delivery of service?

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13. Why is it important that a paramedic demonstrate skill competency/proficiency? How does the NCH Paramedic program teach to and measure technical competence?

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14. What is contextual competence? Why is it important?

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15. What is adaptive competence? Why is it important? What are the consequences if a student is unable to adapt to situational hazards, changing conditions, clinical acuity, multiple comorbidities, or need to be on multiple SOPs at the same time?

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**Scheduling & sequencing of Field Internship; expectations; forms and documents; phase meeting**

16. In sequence, what are the student's roles in each phase of the internship?

Phase I: \_\_\_\_\_

Phase II: \_\_\_\_\_

17. What objectives must be met for a student to pass Phase I? (See internship forms)

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18. List the topics for simulated (will accept actual) calls for Phase I. (See internship form)

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19. How many and what types of runs need to be approved by the hospital EMSC/educator in order for a student to complete phase I?

Number: \_\_\_\_\_

Nature of calls: \_\_\_\_\_

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20. List all the affective behaviors that a preceptor must evaluate during each phase of the field internship (See the Phase I & II evaluation forms).

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21. How many leadership runs must be approved to complete Phase II? How many must be ALS?

# Runs	# ALS
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22. List the simulated (or actual) policy-related calls that must be completed during Phase II

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23. At the end of the phase 2, what are the 3 options from which you must choose relative to the student's completion status?

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24. When should the preceptor document their evaluation of the student's skill performance on the Run Critique form?

- A. Right after each call
- B. At the end of each week
- C. During the phase meeting
- D. Right before the phase meeting

25. What items must be submitted to the hospital EMSC/educator in advance of the phase meeting?

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26. How soon in advance of the phase meeting must all the paperwork be submitted to the HEMSC/educator?

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27. How can a preceptor help a student prepare for the Phase meetings?

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28. What are the major jobs of a preceptor?

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29. Which of these characteristics of an effective preceptor do you possess? (Check all that apply).

- Desire to be a supporter/ teacher
- Competency in specialty; models desired behaviors
- Effective interpersonal and communication skills
- Teaching skills; motivated to teach
- Sensitive to learning needs of students
- Leadership skills
- Effective decision making and problem-solving skills; can articulate reasons for actions while performing them
- Positive attitude; shows genuine interest in others
- Interest in professional growth (self & others)
- Ability to provide effective feedback (students & faculty)
- Is accessible to student for completion of projects/objectives

30. Explain how a preceptor can bridge the transition from classroom to field using the “coach” model.

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**Adult learners and adult learning theory**

31. How can a preceptor assist in inspiring a student to learn?

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32. Why are frequent repetition of skills and/or review of class notes/SOPs critical to a student’s learning process during the field internship?

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**Methods for planning a learning experience**

33. What is meant by the statement, “Learning must be embedded in authenticity?” How can a preceptor ensure that happens?

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34. What are the benefits of experiential learning? How can a preceptor incorporate experiential learning into their mentoring?

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35. How can a preceptor know that a student truly understands a concept or idea? What are the 6 facets of understanding?

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36. Give an example of how a preceptor may need to step in during a call being led by a student to safeguard a patient or ensure care in compliance with standards, guidelines, and SOPs.

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37. When individualizing instruction, when should a preceptor clarify goals and objectives, performance expectations, and the processing of paperwork for that shift with a student?

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38. Who must complete all ePCRs after the first day or two during the internship?

- A. Student
- B. It depends on the time of day
- C. It depends on the complexity of the call
- D. Preceptor, so the student sees how to do it

39. Who must call reports in to on-line medical control after the first day or two?

- A. Student
- B. It depends on the time of day
- C. It depends on the complexity of the call
- D. Preceptor, so the student sees how to do it

**Strategies for evaluating performance and giving feedback; criteria for evaluation; conflict resolution**

40. What are the major factors involved in providing feedback? (Muppets characters slide)

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41. Why is it important for a preceptor to praise or affirm what a student did well?

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42. Give an example of well-constructed praise:

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43. Using the Plus/Delta approach to delivering corrective coaching, formulate how you would coach a student that keeps missing their IV attempts even though they are respectful and demonstrate great empathy to their patients?.

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44. When preparing to give corrective feedback, what are the 5 rights?

Right: \_\_\_\_\_

Right: \_\_\_\_\_

Right: \_\_\_\_\_

Right: \_\_\_\_\_

Right: \_\_\_\_\_

45. What element of personal communication is most impactful on how a message is received?

- A. Tone of voice
- B. Spoken words
- C. Body language

46. If a student seems to be struggling and failing to meet the objectives for a particular phase, which of these is the best approach?

- A. Tough love and career coaching to seek out a line of work.
- B. Contact the LII as soon as the student does not respond well to coaching, craft an education Performance Improvement Plan and remediate early
- C. Tutor intensively and try to fix the student's performance gaps on your own. Let the lead instructor know at the end of May if they are not meeting objectives.

47. A 27 y/o is preparing for medical school. He is brilliant and frequently challenges what he believes is incorrect or inconsistent with what he read or was taught in class. He sometimes borders on crossing the line between disrespect and asking a heart-felt question.

What's the best approach to this student?

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48, 25 y/o student has been late 3 times and has called off twice. They talk a good game, but seem to have significant knowledge gaps. They have a part-time job at an area hospital and do not follow through on paperwork as directed. When asked about late paperwork, they make multiple excuses. It's 4 weeks into the internship and the student is not meeting the affective objectives. What is the best approach?

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49. EMS 215 (Field internship) may not end before:  (Date)

50. By what date must the internship be completed and all other course requirements achieved in order for the student to graduate with a "real" diploma?