

**Northwest Community Healthcare Paramedic Program  
Preceptor Class Credit Questions - 2017**

1. List 4 professional roles of a paramedic that are defined by the new Education standards:

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2. What is the major goal of an EMS education program?

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3. On what national document must EMS education be based after December 31, 2012?

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4. What is adaptive competence? Why is it important?

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

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6. List all affective behaviors that a preceptor must evaluate during the field internship (there are 11 and they are found in the handout on the back of the Phase I & II evaluation forms).

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7. What are the 3 domains of learning covered in the NWC EMSS Paramedic class design?

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8. What is the minimum number of clock hours that a paramedic student must be available to take calls during the Field Internship?

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

10. What objectives must be met for a student to pass Phase I?

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11. List the topics for simulated (or actual) calls for Phase I.

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12. 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?

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

# Runs # ALS

14. List the simulated (or actual) policy-related calls that must be completed during Phase II

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15. What must be submitted with every run for all phase interviews?

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How soon in advance of the phase meeting must all the signed paperwork be submitted to the hospital EMSC/educator? \_\_\_\_\_

16. 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

17. What must a preceptor evaluate on the back of every run critique?
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18. At the end of the phase 2, what are the 4 options that you can choose relative to the student's status?
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19. By what date must the internship be completed in order for the student to graduate with a "real" diploma?
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20. List six characteristics or traits of an effective preceptor:
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21. List at least three characteristics of adult learners and how you should key off of those traits when precepting:
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22. How can a preceptor incorporate experiential learning?
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23. How can a preceptor assist in motivating a student to learn?
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24. How can a preceptor assist a student in becoming more proficient at higher order thinking and complex problem-solving?
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25. How can a preceptor help a student transition from a novice to proficient?

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26. Given that a student cannot finish the Field Internship until the preceptor believes that they are minimally “competent” what are characteristics of a competent practitioner?

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27. Who must complete all ePCRs 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

28. Who must call reports in to on-line medical control?

- 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

29. 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. Give the student enough rope to hang themselves so weak performers can be weeded out early
- B. Contact Connie Mattera as soon as the student does not respond well to coaching, so she can create an education action plan and remediate early
- C. Tutor intensively and try to fix the student on your own. Let Connie know at the end of May if they are not making it.

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

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31. What are the elements a preceptor should consider before giving corrective feedback?

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32. 26 y/o f is riding with your agency She tries to fit in but is sometimes better able to dish it out than take it. Her skills are marginal but safe , but she dissolves into tears when she is teased and the crew members are not happy with her being there. What is the best approach to this student?

33. 27 y/o employee is preparing for medical school. He is very intelligent and challenges everything he believes is incorrect or inconsistent with what he read or was taught in class. He sometimes teeters on crossing the line between disrespect and asking a heart question. What's the best approach to this student?
34. 24 y/o new employee has been an EMT-B with a private agency for 4 years. He is very quiet and usually stands in the background at every call. He must be told to do any ALS assessments or interventions, but performs competently when instructed. How should you coach this student?.
35. 32 y/o employee who's ticket finally came up and he had to come to PM class. Not happy about being here. He demonstrates a great deal of confidence and a take charge attitude, but instincts are not always correct and some skill techniques are marginal. He becomes very defensive when you attempt to correct his errors. How should you deal with this student?
36. 25 y/o male is riding with your agency. He has been late 3 times and has called off twice. Talks a good game, but seems to have significant knowledge gaps. Has a part time job at an area hospital. He does not follow through on paperwork as directed. When confronted about his behavior he claims frequent illness. It's 4 weeks into the internship and he is not progressing in the affective objectives. What is the best approach with this student?
37. 28 y/o rider is strongly motivated to become a PM. He is first out to the ambulance, volunteers to assist with cooking, housework, and is very respectful of agency members. He has minimal recall of class concepts and gets ECG rhythms totally confused. When asked what fentanyl is, he stares at you blankly. What is the best approach with this student?
38. What policy has the guidelines and paperwork for being a preceptor in the NWC EMSS? Where is this found?

Where are all the internship forms found?