

Northwest Community Healthcare Paramedic Program Preceptor Class Credit Questions - 2020

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 handout and field internship paperwork.

Environment driving change in education and practice

1. How will the new EMS Agenda 2050, EMS 3.0, and the updated national EMS Scope of Practice Model influence the evolving roles of paramedics necessitating changes in paramedic education curriculum and design?

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

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

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

4. What 4 accreditations/approvals are held by the NCH Paramedic Program?

5. What are the outcome points for EMS education?

6. What is the NCH Paramedic Program trying to achieve with outcome-based education?

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

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

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

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

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

Field internship requirements – core competencies

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

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

14. How does the NCH Paramedic program measure conceptual competence?

15. How does the NCH Paramedic program teach to and measure technical competence?

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

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

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

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

Phase I:

Phase II:

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

20. List the topics for simulated (will accept actual) calls for Phase I.

21. 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: _____ ALS: _____ BLS: _____
- Nature of calls: _____
- _____
22. List all the affective behaviors that a preceptor must evaluate during each phase of the field internship (there are 11 and they are found in the Phase I & II evaluation forms).
- _____
- _____
- _____
- _____
- _____
23. How many leadership runs must be approved to complete Phase II? How many must be ALS?
- | # Runs | # ALS |
|--------|-------|
| _____ | _____ |
24. List the simulated (or actual) policy-related calls that must be completed during Phase II
- _____
- _____
- _____
- _____
25. At the end of the phase 2, what are the 3 options from which you must choose relative to the student's completion status?
- _____
- _____
- _____
26. 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
27. What items must be submitted to the hospital EMSC/educator in advance of the phase meeting?
- _____
- _____
- _____
28. How soon in advance of the phase meeting must all the paperwork be submitted?
- _____

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

Roles and Responsibilities of a Preceptor

30. What are the major jobs of a preceptor?

31. 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

32. Explain how a preceptor can help bridge the transition from classroom to field using the coach model.

Adult learners and adult learning theory

33. How can a preceptor assist in motivating a student to learn?

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

Methods for planning a learning experience

35. Adults thrive with all of the following EXCEPT
- A. Situated learning.
 - B. Collaborative learning.
 - C. Problem-based learning.
 - D. Instructor-centered learning.
36. What is meant by the statement, “Learning must be embedded in authenticity?” How can a preceptor ensure that happens?
-
-
-
37. What are the benefits of experiential learning? How can a preceptor incorporate experiential learning into their mentoring?
-
-
-
38. How can a preceptor know that a student truly understands a concept or idea? What are the 6 facets of understanding?
-
-
-
-
39. Using best practice models of effective education methods, what type of learner activity will result in the highest level and most enduring learning?
-
40. 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.
-
-
41. When individualizing instruction, when should a preceptor clarify goals and objectives, performance expectations, and the processing of paperwork for that shift with a student?
-
42. 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
43. 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

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

45. When using the framework for preceptors, give an example of how a preceptor could gain commitment from a student:

46. When using the framework for preceptors, give an example of how a preceptor could probe for supporting evidence:

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

48. Give an example of well-constructed praise:

49. Explain the Plus/Delta approach to delivering corrective feedback.

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

Right:

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

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

52. 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 the program lead instructor as soon as the student does not respond well to coaching, you can craft an education action plan and remediate early
- C. Tutor intensively and try to fix the student on your own. Let the lead instructor know at the end of May if they are not making it.

Managing student behaviors that compromise learning

53. A 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?

54. A 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?

55. A 24 y/o new employee has been an EMT 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?

56. A 32 y/o employee's ticket finally came up and he had to come to PM class. He is not happy about being in class. 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?

57. A 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?

58. A 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?

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

60. 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?
