Precepting Paramedic Students

The College of Southern Idaho
Paramedic Program

Objectives

• Define the role of CSI preceptors/mentors
• Define the CSI Paramedic Program’s expectations
• Define the Preceptor’s relationship to students
• Identify the 3 major learning types
• Describe the tools used for adult learning
Objectives

- Discuss training principles and implementation
- Define the 3 learning domains
- Discuss the required paperwork for field internships
- Summarize preceptor duties

Definition of Preceptor

Teacher, Tutor, Mentor

CSI Preceptor’s Roles and Responsibilities to Paramedic Training

- Assist in the teaching process
- Document progress
- Give feedback to and for the students
- Be the eyes and ears of Paramedic Training
- Help students succeed
- Provide guidance
CSI Preceptor Roles & Responsibilities -Continued

• Share your Knowledge with others
• Be knowledgeable/ credible about subject matter
• Teach—not to talk, not to lecture
  – “To cause to know a subject, to think for themselves, to impart knowledge,… by precept, example or experience”
• Be responsible to participants as "customers"

CSI Preceptor Roles & Responsibilities -Continued

• Maintain a high degree of professionalism
  – If you identify a problem with your student please notify us so we can correct the problem by taking your input and remedial training.
  – Do not abuse your students by exercising your newfound power
• Use caution with “War Stories”

CSI Preceptor’s Relationship to the Students

• Teacher
• Instructor
• Educator
• Tutor
• Trainer
• Coach
• Mentor
• Boss
• Friend
• Guidance Counselor
• Student
Who do you think makes the best Instructors?

Best instructors of adult learners:

- Know their subject matter
- Relate theory to practice
- Are confident in what they do
- Know their students and their needs
- Encourage students
- Motivate students
- Give feedback and recognition

Best instructors of adult learners:

- Recognize the various learning types and is able to adapt readily to each one
  - Auditory
    - Learn by lectures only
  - Visual
    - Need to “see” things and concepts
  - Kinesthetic
    - Learn by doing
Preceptor Tools

- Experiential Learning
- Scenario Based Teaching
- Run Reviews
- Lectures
- Evaluations

Good Teaching Principles for Adult Learners

- Know the student and their special needs
- Use experiences (yours and theirs)
- Tie theory to practice
- Provide a positive climate for learning
- Offer a variety of teaching tools and formats
- Provide feedback
- Assist student in finding resources and answers

Remember: The focus of training paramedic students is to produce a result.
And the result is:
• An entry-level paramedic!

Question…
• How do we create entry-level paramedics?

Implementing Teaching Principles
• Model expected behavior (Talk the Talk)
• Be success oriented
• Have a positive attitude
• Develop feeling of support, acceptance, and teamwork
• Relate to your students experiences, both good and bad
Implementing Teaching Principles

• Relate classroom theory to real life experiences
• Share information and experiences—this is a two way street
• Verbalize your thoughts on how they are doing in the field
• Motivate and inspire them to succeed

Domains of Learning

• Cognitive: Range of Knowledge
• Psychomotor: Skills
• Affective: Behavior and Attitude

Domains of Learning (Perception to Reality)

• Block 1 (Level 1):
  • Knowledge - Lowest level of learning in which the student comprehends facts, procedures, and affective phenomena
  • Cognitive: Knowledge, Comprehension
  • Affective: Receiving, Responding
  • Psychomotor: Imitation, Manipulation
Domains of Learning
(Perception to Reality)

• Block II (Level 2):
  • Application - Integration, execution and employment of principles, values and procedures in particular situations
  • Cognitive: Application
  • Affective: Valuing
  • Psychomotor: Precision

Domains of Learning
(Perception to Reality)

• Block III (Level 3):
  • Problem Solving - Analysis of information or situations to develop courses of action and to judge their impact or values
  • Cognitive: Analysis, Synthesis, Evaluation
  • Affective: Organizing, Characterizing
  • Psychomotor: Articulation, Naturalization

Learning is:

• Change in behavior due to interaction with environment (experience)
• Acquisition of habits, knowledge, and attitudes
• Both a product and an active process
Remember: Learning is a Process, not an Event

What do we give the Students?

- Knowledge
- Direction
- Role Models
- Confidence
- Skills
- Judgement
- Attitude
- Problem solving
- Professionalism
- Trust
- Leadership
- Teamwork

Overview of CSI Paramedic Program

- Classroom
  - 510 hrs Classroom
  - 254 hrs Laboratory
  - 300+ hrs for clinicals
  - 400+ hrs for internship
- (Internship phase)
  - Student progresses from observer to team member to team leader.
  - Note: students progress at different rates!
Field Internship

• THIS IS IMPORTANT:
  – Field Internship is the final phase of education where the student is putting it all together to be the “lead medic”
  – Much like a Dr. Internship…..students are allowed to practice under direct supervision
  – **REMEMBER: AS PRECEPTOR, YOU ARE ULTIMATELY RESPONSIBLE FOR ANYTHING THAT HAPPENS ON THE CALL!**

What is required of the students?

• Each student must be a Team Leader of a minimum of 50 calls.
• Team Leader means they are in charge of the call with your supervision.
• The 50 calls must contain:
  • 20 ALS
  • 15 BLS
  • 5 Refusals
  • 10 Additional ALS or BLS

When can they Team Lead?

• As soon as you feel they are ready.

• Most students begin as Observers, then become Team Members, and finally Team Leaders.
• Depending on their individual comfort levels, some students will progress faster than others.
Fact

• Because students progress at different speeds, Internships are competency based instead of hourly based!

How do we measure all these things that you have given the students?

Evaluations, Evaluations, Evaluations

Evaluating Student Performance

• Remediation
• Completion of Documentation
• Catch problems as they are developing before they become insurmountable
• Do not wait until until the end of internship if your student is having problems.
• PLEASE make only genuine comments on the student Evaluation forms. THIS IS THEIR GRADE! Accrediting agencies may audit these forms periodically as well.
2 KINDS OF FORMS

• Preceptor - Student
• Student - Preceptor
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value 1</td>
<td>Value 2</td>
<td>Value 3</td>
</tr>
<tr>
<td>Value 4</td>
<td>Value 5</td>
<td>Value 6</td>
</tr>
<tr>
<td>Value 7</td>
<td>Value 8</td>
<td>Value 9</td>
</tr>
</tbody>
</table>

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**Additional Info**

- **Description:**
  - Field A
  - Field B
  - Field C

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**Document Footer:**

- **Footer Text:**
  - Field A
  - Field B
  - Field C

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**Signature Block:**

- **Signature:**
  - Signature 1
  - Signature 2

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**Contact Information:**

- **Email:**
  - Email 1
  - Email 2

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**Date:**

- **Date:**
  - Date 1
  - Date 2
Form Rules….

- The student should have the forms completely filled out!! Do not sign them until this is done. The area’s that are left blank, should be crossed off prior to your signing the form. Either cross them off yourself, or have the student do it prior to your signing the form.
New Forms

- Field PCR Form.....
  - A. One per patient (including refusals)
- Evaluation Form.....Please make sure the student's name is on it. Please print and sign the form legibly.

Who fills out which forms & when?

- PCR: by student on every call
- Daily Eval: by preceptor each day
- Student Eval: by student each day
- Major Evals: by preceptor at 120, 240, 360 hrs
- Final Behavior Eval: by preceptor at end
- Final Clearance: by preceptor at end
- Health Hazard: by student only if exposure

TEAM LEADS

In order to get credit for a Team Lead, the student must complete the interview and the exam
TEAM LEADS
Grade student in Team Lead section as appropriate i.e., if student only does an Interview and not an exam, the student should get graded on the Interview but would not get credit for a Team Lead. In order for a Team Lead to count the preceptor must sign the designated area with the “yes” box marked.

Some special circumstances and words of wisdom…

“If you are going through hell, keep going”
—Sir Winston Churchill
24 HOURS, DON'T BUDGE!

• The student has 24 hours to have their preceptor sign their completed sheets. Ideally they should not leave the shift without a signature. Do not accept them after 24 hours. Please date the sheets when you sign them.
• Encourage the student to keep up with their reports, not put it off.
• Please Print Legibly

“The true measure of a man is how he treats someone who can do him absolutely no good”          ~Samuel Johnson

Missing Clinicals…

PLEASE tell me when someone is late, or doesn’t show up at all!

gkokx@csi.edu
“The optimist proclaims that we live in the best of all possible worlds, and the pessimist fears this is true.”

~James Branch Cabell

**ABSENCES**

- Students are required to call if not coming. It is very important to let me know if someone did not show up.
- gkokx@csi.edu
- Students are to treat their internship like they would a job!

“Be nice to people on your way up because you meet them on your way down.”

~Jimmy Durante
THANK YOU!!!

• Thank you for all you do!
• You are contributing to the quality and future of our field!

“Never interrupt your enemy when he is making a mistake.”
-Napoleon Bonaparte

But remember…

• Your student is not your enemy and you are ultimately responsible for him or her!
“Whether you think you can, or that you can’t, you are usually right” - Henry Ford

Questions?

• If you have ANY questions or concerns, please email or call!
• gkokx@csi.edu
• 1-800-680-0274 (Idaho and Nevada)
• 1-888-857-0649 Toll free pager

“Knowledge speaks, but wisdom listens” - Jimi Hendrix
Summary

• You are Educators, Teachers, Counselors
• Our expectations of you are to be our eyes and ears, to teach, and to evaluate
• If we use these teaching tools properly we can pass on our knowledge to the students
• If we all do our part, we can continue to graduate quality entry level Paramedics

Precepting Students

The Beginning!!

Questions?

• gkokx@csi.edu
• http://www.csi.edu/paramedic