Clinical Preceptor Training

Greenville Technical College
Emergency Medical Technology

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Course Objectives

• History of GTC EMT Program
• Goals and objectives of EMT program
• Progression of Student through program
• Clinical vs. Internship
• Adult Learning Styles
• Defining the Preceptor
• Expectations for the student
• Evaluation tools for the preceptor
• What to do in case of injury or exposure to the student
History of the GTC program

• The GTC EMT program was established in 1985 by John Rasmussen (enrollment of approximately 18 students)
• Today it is one of the largest paramedic programs in the southeast (90 students in core courses in Spring 2014)
• The program has been accredited since 1988 and remains so under the Commission on Accreditation of Allied Health Educational Programs (CAAHEP) upon recommendation by the Committee on Accreditation of Educational Programs for EMS Professions (CoAEMSP)
• The use of Emergency Care Simulators allow for realistic assessment and treatment during patient care scenarios
Purpose of Clinical

1. Translate theory into practice through a collaborative relationship with an experienced clinician.

2. Develop effective clinical judgment based on interactions with a professional who demonstrates successful clinical practice.

3. Increase competence and confidence under the guidance of an experienced clinician.

4. Benefit from the relationship between pre-hospital and allied health care providers.

5. Attain skills necessary to begin competent, safe, and ethical practice as an EMT / Paramedic graduate.
Goals and objectives of Paramedic program

• To provide quality training in all EMS related courses.
• To provide an associate of applied science degree.
• To provide clinical and internship experience that enhances didactic learning.
• To provide students with professional credentials such as: BCLS, ACLS, PALS, PHTLS, AMLS and NAEMT Safety course.
Student Progression
Progression of Student through Program

- 1st semester: EMT
  - Emergency Medical Technician according to the National Standard Curriculum that satisfies DHEC standards

- 2nd semester: Introduction to Advanced Care
  - Advanced Assessment, trauma, IV’s, shock management and advanced airway techniques to include intubation
  - NAEMT Safety Course
  - Clinical rotations
Progression of Student Continued

• 3rd semester: Advanced Medical Care I
  • Pharmacology and Cardiology
  • Clinical and Internship rotations

• 4th semester – Advanced Medical Care II
  • Medical Modules and specialty populations
  • Clinical and Internship rotations

• 5th semester: “Putting it all together”
  • NREMT Review (skills and “practice” NREMT written exam each week)
  • PHTLS, ACLS, PALS and AMLS as a general review
  • Operations
  • Paramedic Capstone
Clinical

• Clinical experience = hospital rotation (90 hours/semester; 270 total hours)

• Clinical sites to include:
  • Greenville Health System University Medical Center
    • Emergency Department
    • Pediatric Emergency Department
    • Greer OR
    • Labor and Delivery
  • St. Francis Hospital System Emergency Department
  • Anderson Area Medical Center Emergency Department
  • Spartanburg Regional Healthcare System Emergency Department
  • Upstate Cardiology
    • Cath lab
    • Pacemaker clinic
  • Clemson University Stadium treatment centers
Clinical objectives

• To provide a controlled setting for concentrated patient assessment and skills.
• To learn appropriate interactions between pre-hospital and hospital staff.
• To assure that minimum program competencies are achieved.
Internship

• Internship = pre-hospital experience (90 hours/semester (2 semesters), plus Capstone Internship at the end of the program; 360 total hours)

• Sites to include:
  • Greenville County EMS
  • Laurens County EMS
  • MedShore Ambulance Service
  • Spartanburg EMS
  • Pickens County EMS
  • Charleston County EMS
  • Oconee EMS
  • EagleMed
  • Mobile Care
Internship objectives

- To provide the opportunity for students to perform patient assessment and skills in the pre-hospital setting.
- Learn varying aspects of EMS operations and daily job duties.
- Prepare students for entry-level paramedic jobs.
Adult Learning Styles
Adult Learning Styles

- Characteristics of the Adult Learner
  - Goal oriented
  - Self motivated
  - Life experiences bring vast knowledge
  - Skill and material taught needs to be relevant
  - Usually takes longer for adults to learn material, but once learned it is retained
Motivation is essential for success!

- What motivates students to go or come back to school to learn?
  - Subject is of interest to them
  - Advancement of Career
  - Learn a new job skill to change careers
  - New social relationships
  - Nowadays... the economy!
Keys to Success for the Adult Learner

• Staying motivated
• Friendly, open instructors
• Appropriate level of concern on issues
• Degree of difficulty should be challenging, not frustrating
• Positive and negative reinforcement
• Retention of material
• Transference of knowledge learned to practical experience
Barriers for the Adult Learner

- Fear of inadequacies and failure
- Work and family and schedule conflicts
- Child care
- Transportation
- Time management and Finances
- Lack of motivation
- Poor attitude

I might as well work, I am in a bad mood anyway.

Garfield cartoon with a tie and a briefcase.
Learning Styles

Every person has an optimum way of learning new material through one or all of these modalities.

- Visual
- Auditory
- Kinesthetic
Learning Styles Continued

- Adapt to your students method of learning:
  - Visual – learns by seeing
  - Auditory – learns by hearing
  - Kinesthetic – learns by “hands on”

- Students may learn through any combination of these methods and as effective preceptors you must adapt to your students needs.
Effective vs. Ineffective Preceptor
Defining the Preceptor

• The role of the preceptor is defined as an:
  • Educator
  • Motivator
  • Role-model
  • Evaluator
  • Mentor
Defining the Preceptor

• Characteristics of an effective preceptor:
  • Self motivated
  • Goal oriented
  • Leadership ability
  • Honest
  • Confidant for the student
The Role of the Preceptor as a Mentor

- As preceptors you are there to guide the student through your experiences
- Mentoring is understanding people and finding a way to relate material to them.
- Mentoring is leading by example, observing carefully, and communicating effectively
Expectations of the Preceptor

• Clinical competence
• Enthusiastic about instructing students
• Positive role-model
• Concern for professional growth
• To have strong leadership capabilities
• To be a fair and honest evaluator
Characteristics of an Ineffective Preceptor

- Bad attitude
- Laziness
- Rude
- Condescending
- Inconsistent
- Burned out
- Intimidating

- Poor communicator
- Incompetent
- Negative criticism
- Complainer
- Unfair evaluator
- Favoritism
Expectations for the Student
Expectations for the Students

- To be on time
- Courteous
- Professional in appearance
- Positive attitude
- Willingness to learn and accept instruction

- Open to new ideas
- Proper use of downtime
Uniform Policy
EMS Internship Uniform

• Standard duty gray button front collared uniform shirt, or duty gray polo and blue or black uniform/EMS/BDU type pant.
• Shirt must be tucked into the pants.
• Black or navy blue socks.
• Black belt (uniform style, no decorative buckle)
• Black boots, uniform style, steel toe recommended
• Navy blue, grey or white short-sleeved t-shirt may be worn under the uniform shirt. NO prints, writing, etc. may be visible
• Black or navy blue jacket with no writing, logos, insignia, etc. may be worn in cold weather
Hospital Clinical Uniform

• Green scrub-type uniform shirt with department logo
• Black scrub pants
• Black, white, or navy blue socks
• Black or white athletic shoes
• Navy blue, grey or white long-sleeved or short-sleeved T-shirt may be worn under the uniform shirt. NO prints, writing, etc. may be visible
General Guidelines/Personal Appearance

- The Greenville Technical College picture ID MUST be worn at all internship/clinical sites along with the appropriate hospital issued ID when participating in hospital clinical. Failure to do this will result in the student being sent home.

- Boots/shoes must be clean. Boots should be polished; athletic shoes should be clean with no visible soiling.

- Pants and shirts should be freshly laundered and pressed with no visible wrinkling. If a student reports to a clinical/internship site in a wrinkled uniform the student will be sent home.

- Uniforms are to be worn ONLY for scheduled class, clinical or internship sites.

- Hair should be neat and clean. Long hair should be pulled back.

- Hair color must appear natural. No extreme hairstyles are permitted. Decisions about questionable hairstyles will be left to the discretion of the EMT department faculty.

- Facial hair must be conservative and in compliance with OSHA guidelines.

- Makeup application will be conservative and must be applied in a way that is considered “professional” by the EMT faculty.
General Guidelines/Personal Appearance

• A wedding band and/or engagement ring may be worn (consider the risk of losing a diamond/precious stone from an engagement or wedding ring due to frequently donning and removing gloves).

• One conservative earring per ear may be worn—NO large or dangling earrings.

• Facial jewelry of any kind is prohibited, including tongue piercings.

• Fingernails must be kept short and clean. Nail polish must be clear or light colored.

• False fingernails are not allowed.

• Perfumes/colognes/aftershave should be worn in moderation if at all.

• Personal hygiene is strongly emphasized, especially after meals and tobacco use.

• PPE must be carried at all times when attending internship.

• Cell phones are prohibited in all patient care areas.

• Students must also follow any additional guidelines imposed by the respective internship/clinical site(s).
Behavior

• The EMT student is expected to conduct themselves in a socially acceptable manner at all times.

• Instructors, classmates, preceptors, and staff at the internship/clinical sites will be treated with respect at all times.

• Conflict is to be avoided at all times. Contact your preceptor, clinical coordinator or other EMT department faculty if a situation arises during an internship/clinical rotation that you are not comfortable with.
Behavior

• Smoking at internship/clinical sites is strongly discouraged. However, if you must smoke you must follow the site rules in reference to tobacco use.

• Use of profane or obscene language will not be permitted at any time. Remember that certain words/phrases are interpreted differently by different people.

• Remember that even though you are not in a classroom setting you are still in a student role when you are at internship/clinical sites and as such you are representing Greenville Technical College as well as the EMS profession.

• Any violation of the above policy/guidelines may result in the student being immediately removed from the site until the situation is resolved. Time missed from the site due to violation of any of the above will not be counted toward the required hours.
Disciplinary Actions

- In the event that a student acts inappropriately or unprofessionally the preceptor reserves the right to send the student home.
  - Things to try before carrying out this option
    - Try to resolve conflict with student
    - Involve on-duty supervisor and/or GTC Clinical Coordinator or Program Director
- If clinical coordinator is not available; please inform of situation through email or voice mail.
Student Competencies

• Student’s competencies are tracked through a web database called FISDAP
  • Skills entered into FISDAP are used for national research projects, so it is important that information is accurate
  • Please initial the line on the student evaluation for each skill and patient encountered so that we can verify that the student actually encountered the patient or performed the skill. These skills and encounters are also tracked through FISDAP.
Attendance / Time Sheets

- Time sheets track student’s attendance on a semester basis. This is the official attendance record.
- The preceptor needs to sign for each shift documenting accurately the hours attended for that shift.
- Please ensure that the hours reflected on the time sheet are accurate.
PLEASE NOTE: If you have comments that you are not comfortable recording in the manual for the student to see or if you have information that you need to communicate to a faculty member in an urgent manner please feel free to call or email us!
Student Evaluations
Evaluation Tools

• Daily evaluations
  • To assure that the student is:
    • Professional in attitude and appearance
    • On time
    • Receptive to new ideas
    • Making progress with skills and material learned
Student Evaluation

• Please evaluate your student appropriately. Give them the scores they earned; do not feel like you have to give them a higher score.

• Scores should reflect the students progression. Grades in this class are not determined by the number of high scores the student receives, but, rather, by positive progression shown through the course.

• If a complaint is made that a student is not progressing, we will look at how they have been scored. If the student is continuously scored at the top end of the scale, there is little that the training institution can do to hold that student back. Scores must accurately reflect the students ability.

• This evaluation is for the overall performance for the entire shift (see following pages).
Communication

• Applies professional principles of verbal and written communication.

5 4 3 2 1

Exceeds expectations    As expected    Below Expectations
Examination Techniques & Treatment Plans

• Demonstrates appropriate physical examination techniques and determines appropriate treatment plans.
Skills

• Executes EMS skills with basic competence in the pre-hospital environment.
Professionalism

• Applies professional ethics and understanding of legal considerations to patient encounters in the pre-hospital setting.
Skills

• Demonstrates superior skills performance without the need for tutelage or advice.
Patient Care Reports

• Students will not complete a paper patient care report but will, instead, complete an electronic report either during or shortly after the shift. We currently use the FISDAP documentation to track skills, patient encounters and documentation. Please feel free to offer advice on writing narratives to the students.
Competencies

• The Commission on Accreditation of EMS Programs requires paramedic students to obtain a minimal number of particular skills, patient complaints, and primary impressions as well as to manage a certain number of airways and perform as a team lead in the internship setting. These numbers are referred to as “competencies”.
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• Student’s competencies are tracked through a web database called FISDAP
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  • Please initial the line for each skill and patient encountered so that we can verify that the student actually encountered the patient or performed the skill. These skills and encounters are also tracked through FISDAP.
Student Injury or Exposure
Student injury and/or exposure

- If the students becomes injured or exposed to toxic or harmful substance:
  - Wash the affected area with tepid water and soap if appropriate
  - Seek immediate treatment if needed
  - Contact supervisor
  - Contact Workman’s Compensation Program (CompEndium) – information found in student manual
  - Call 1-877-709-2667
  - Contact the GTC Clinical Coordinator ASAP
Contact Information

• Internship and Clinical Coordinator-Michael Cooper
  Email - Michael.Cooper@gvltec.edu
  Office – 864-250-8635
  Cellular – 864-735-7042

Program Director – John Leblanc
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Instructor – Paul Palmiotto
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• Please go to the following link and complete a very short survey to confirm that you completed the preceptor training.

• [Link for preceptor training acknowledgement](#)
Thank you!

• Thank you for viewing this presentation.

• I hope you found the information helpful and hope you contact us for questions and ideas.

• Your dedication and caring as preceptors are what helps make this program a success each and every day to help ensure the strong future for EMS professionals!