



PRECEPTOR GUIDEBOOK

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Introduction

The faculty and staff at Texas State Technical College West Texas want to thank you for your willingness to serve as a preceptor for the students in the Emergency Medical Services Program. The role you play in the lives of the EMS Students is a crucial as they work to acquire the knowledge and skills necessary to serve in the EMS profession. Your dedication and contribution to Pre-Hospital Medicine and our students is crucial.

Texas State Technical College West Texas provides training from the EMT-Basic level through to Associate Degree Paramedic. We believe that the involvement of health care professionals from various backgrounds support and enhance the quality of learning and strengthens the link between EMT/Paramedic education and EMT/Paramedic practice. The knowledge and skills shared during this experience are a integral component of successfully transitioning the student from basic theory principles to practice. Your guidance is critical in developing positive professional behaviors and through this process you will likely witness an amazing transformation in confidence and ability as the student progresses through from day one to the final day of clinical.

Role of the Preceptor

Qualifications & Responsibilities:

Serving as a preceptor is a critical responsibility and possessing certain qualifications are necessary to optimize the appropriate outcomes of training and evaluating EMT/Paramedic students. These qualifications are:

- *Current and appropriate certification above or equal to the level of the student.*
- *Approved by your agency as a preceptor*
- *Ability to supervise, teach and evaluate students*
- *A positive attitude toward the clinical experience, students, and profession*
- *In the Field Internship need to have the ability to model specific EMS roles: provider of care, manager of care, and valuable member of the EMS discipline*

The role of a Preceptor asks that you:

- *Review the preceptor handbook, and clarify any areas with faculty that are unclear.*
- *Act as a role model/mentor for the student. (Mentor=A wise and trusted counselor or teacher)*
- *Work on a one-on-one basis with the student.*
- *Assist the student to think critically in making clinical judgments by applying new and previously learned theory and skills, and by integrating current and new practice into the EMT training.*
- *Discuss mutual expectations between you and the student.*
- *Act as a facilitator by assisting the student to meet clinical objectives and choose goals relevant and feasible to unit assignments and/or objectives.*
- *Facilitate student's access to appropriate resources.*
- *Foster an environment that boosts student competence and increases confidence in assuming responsibility and accountability for practice.*
- *Maintain an understanding of the student's objectives/goals and evaluate the student's behaviors and performance, and document accurately the student's performance.*
- *Collaborate and communicate with faculty, as needed, for issues or concerns about the practicum or clinical; report concerns of unsafe practice immediately to faculty.*
- *Evaluate the student's performance upon completion of the practicum/clinical using the "Daily Evaluation Form" and review the student's documentation.*
 - *Evaluate the student's knowledge.*
 - *Evaluate the student's critical thinking skills.*
 - *Evaluate the student's skill performance.*
 - *Evaluate the student's behavior, attitude and professionalism.*

More specific expectations:

- *Be present during any skill performance by the student.*
- *Identify learning experiences for students.*
- *Explain clinical techniques as opportunities arise.*
- *Hold student accountable for their actions and judgments.*
- *Actively stimulate critical thinking by use of questions and answers.*
- *Guide student to assess the whole patient.*
- *Provide pertinent feedback after each contact.*
- *Discuss relationship of EMS profession to Medical Direction.*

- *Use effective counseling techniques and coach the student from observer to team leader in the field.*
- *Maintain an environment free of harassment and discrimination = safe.*
- *Establish the Standard of Care.*
- *Promote Teamwork.*
- *Orient to site, crew equipment.*
- *Deal with issues as they arise professionally.*
- *Promote confidence.*
- *Empower the student.*
- *Represent your profession and service in an optimum view.*

What to look for as a Preceptor

Look for students with the:

- *Ability to communicate clearly with patients.*
- *Ability to manage the scene/environment efficiently.*
- *Ability to complete a thorough patient assessment.*
- *Ability to identify a patient's chief complaint.*
- *Ability to formulate and provide appropriate treatment strategies at their level of training.*
- *Ability to follow direction and show development towards clear communication & leadership for other care givers on the scene.*

Purpose of Clinical and Internship

The clinical experience provides our students with many opportunities to experience various patient types, skill opportunities, management procedures, and assessment processes. The clinical experience supports the students learning, and helps strengthen the practicum outcomes.

The practicum (Internship) provides educational opportunities to assist students in developing EMT/Paramedic roles and responsibilities beyond what is possible during clinical experience. The Internship provides the student the opportunity to:

- *Translate theory into practice through a collaborative relationship with an experienced EMS provider.*
- *Develop effective clinical judgments based on interactions with a professional who demonstrates successful EMS practice.*
- *Increase competence and confidence under the guidance of an experienced paramedic.*
- *Benefit from the relationship between EMS education and EMS practice.*
- *Develop skills to be a competent, safe, and ethical EMT graduate.*

Student Responsibilities

- *Tracking daily skills.*
- *Be on time and dressed as a Professional at all times.*
- *Complete all clinical documentation.*
- *Remain present and actively engaged during entire rotation*
- *Abide by facility and program clinical rules and policies.*
- *Perform to appropriate skill/knowledge level.*
- *Be prepared for the clinical day, and demonstrate professionalism throughout the experience.*
- *Be responsive and respectful at all times to the preceptor and service representatives.*
- *Assume responsibility for understanding the requirements of the practicum experience and fulfilling the clinical objectives.*
- *Maintain open communication with the preceptor and faculty to promote achievement of the clinical objectives.*
- *Recognize limitations and seek assistance appropriately.*
- *Seek and participate in opportunities to acquire psychomotor skills appropriate for the student's level.*
- *Be professional, responsible, and respectful.*
- *Be accountable for own actions/decisions.*
- *Participate in the evaluation process.*

Clinical/Practicum Objective's

Objective for Emergency Department:

TEXAS STATE TECHNICAL COLLEGE

EMERGENCY DEPARTMENT OBJECTIVES

During the emergency room experience, the student should practice under direct supervision and demonstrate proficiency for each of the following:

All Levels

- Perform patient assessment including developing relevant medical history and conducting a physical examination. The assessment should include, at a minimum, taking and recording vital signs and auscultation of chest sounds.
- Assist and review the treatment of trauma cases and medical emergencies.
- Assist in triaging patients.
- Assist in hemorrhage control and splinting.
- Assist in cases of cardiac arrest, including the performance of CPR and basic airway management.

EMT and above

- Assist in administration of Epinephrine for use in treatment of allergic reactions.
- Assist in use of Bronchodilator.

EMT-I and above

- Perform peripheral I.V. insertions.
- Draw blood samples.
- Perform Endotracheal Intubations.

EMT-Paramedic

- Prepare and administer, subcutaneous, and I.V. medications
- Record and interpret EKG's.
- Perform all methods of Electrical Therapy
- Observe/Perform a subclavian or internal jugular I.V. insertion.*
- Observe/Perform a cricothyrotomy.*
- Observe/Perform a transtracheal needle jet ventilation.*

(* Indicate optional skills which must be specifically approved by the course medical director and addressed in the Clinical Internship Agreement.)

Objective for Surgery Department:

TEXAS STATE TECHNICAL COLLEGE

SURGERY/RECOVERY OBJECTIVES

During the experience in the surgery/recovery room, the student should practice under direct supervision and demonstrate proficiency for each of the following:

All Levels

- Perform orotracheal suctioning.
- Maintain airway in an unconscious patient using manipulations and position of head, oropharyngeal airway, etc.
- Monitor vital signs of an unconscious patient.
- Operate oxygen equipment and assist in the operation of the mechanical respirators.
- Observe and assist in the treatment of various soft-tissue and musculoskeletal injuries.

EMT-I and above

- Perform endotracheal intubation and endotracheal suctioning.
- Perform peripheral I.V. insertion.

EMT-Paramedic

- Prepare and administer I.V. medications and observe effect of pharmacologic agents under direct supervision of preceptor.
- Monitor the cardiac rhythm and interpret and EKG, noting any irregularities.

Objective for Pediatric Department:

TEXAS STATE TECHNICAL COLLEGE

PEDIATRIC UNIT OBJECTIVES

During the experience in the pediatric unit, the student should have the opportunity to practice under direct supervision and demonstrate proficiency for each of the following:

All Levels

- Perform patient assessment including, at a minimum, a review of the patient's chart, taking vital signs, and auscultation of febrile and seizure patients.
- Assist in the management of febrile and seizure patients.
- Assist in airway management and support.

EMT-I and above

- Initiate intravenous infusions.
- Monitor intravenous infusions.

EMT-Paramedic

- Prepare and administer I.V., IM, and SQ medications and observe effect of pharmacologic agents under direct supervision of preceptor.
- Monitor the cardiac rhythm and interpret EKG, noting any irregularities when applicable.

Objective for Labor and Delivery Department:

TEXAS STATE TECHNICAL COLLEGE

LABOR AND DELIVERY UNIT

During the experience in the labor and delivery unit, the student should have the opportunity to practice under direct supervision and demonstrate proficiency for each of the following:

All Levels

- Identify and label the three stages of labor, common complications, and abnormal deliveries.
- Assist in normal cephalic deliveries.
- Observe and assist, if possible, in abnormal deliveries.
- Assist in the management of the newborn, including cutting the cord and suctioning.
- Assist in the resuscitation of the newborn.

EMT-Paramedic

- Assist in controlling postpartum hemorrhage by uterine massage and infusion of oxytocin, under direct supervision of preceptor.

Objective for ICU/CCU Department:

TEXAS STATE TECHNICAL COLLEGE

INTENSIVE CARE UNIT/CORONARY UNIT (ICU/CCU) OBJECTIVES

During the experience in the ICU/CCU, the student should have the opportunity to practice under direct supervision and demonstrate proficiency for each of the following:

All Levels

- Perform patient assessment including developing a pertinent medical history and performing a physical examination. At a minimum, the patient assessment should include a review of the patient's chart, taking vital signs, and auscultation of chest sounds.
- Review all patient cases including patient chart, diagnosis, and treatment.

EMT-I and above

- Perform peripheral I.V. insertion.
- Draw blood samples.
- Assist in cases of cardiac arrest, including the performance of CPR and basic airway management.
- Perform and/or assist in maintenance of Endotracheal Intubations.
- Assist in the care of patients with tracheostomy tubes.
- Assist in the care of patients breathing on respirators.

EMT-Paramedic

- Prepare and administer I.V., IM, and SQ medications and observe effect of pharmacologic agents under direct supervision of preceptor.
- Monitor the cardiac rhythm and interpret EKG, noting any irregularities when applicable.
- Perform Defibrillation and/or Sync Cardioversion.
- Observe/Perform urinary bladder catheterization.*

(* Indicates optional skills which must be specifically approved by the course medical director and addressed in the Clinical Internship Agreement.)

Objective for Respiratory Department:

TEXAS STATE TECHNICAL COLLEGE

RESPIRATORY CARE OBJECTIVES

During the experience in Respiratory Care, the student should have the opportunity to practice under direct supervision and demonstrate proficiency for each of the following:

All Levels

- Perform Body Substance Isolation for infection control.
- Perform patient assessment , including vital signs and history on adult, child, and infant patients. Auscultate breath sounds.
- Perform basic airway management; including use of oropharyngeal and nasopharyngeal airways, pharyngeal suctioning.
- Perform basic respiratory support; including administration of oxygen by cannula, and non-rebreather mask; AND ventilation using mouth-to-mask and BVM.
- Assist equipment and supply checks and other preparatory functions.
- Assist in cleaning, restocking, and other duties routine to the assigned area. Properly handle and dispose of sharp objects and biomedical waste.
- Monitor and record patient information. The patient's identity will not be recorded, but a medical record number is requested to facilitate future tracking.
- Review patient records for clinical findings, diagnosis, and treatment.
- Observe diagnostic procedures and review results.

EMT-I and above

- Perform peripheral I.V. insertion when applicable.
- Assist in cases of cardiac arrest, including the performance of CPR and basic airway management.
- Perform and/or assist in maintenance of Endotracheal Intubations.
- Assist in the care of patients breathing on respirators.

EMT-Paramedic

- Prepare and administer Respiratory medications and observe effect of pharmacologic agents under direct supervision of preceptor.

Objective for Field Internship Department:

TEXAS STATE TECHNICAL COLLEGE

FIELD INTERNSHIP OBJECTIVES

Performance of skills contained in the field internship objectives shall be based on performance criteria established by standard medical practice unless otherwise defined by the course coordinator. During the field internship, the student must practice under direct supervision and demonstrated proficiency for each of the following:

All Levels

- Complete an orientation of expected behavior before, during and after a response with ambulance crew.
- Locate, inspect and prepare each piece of equipment for use on the ambulance.
- Locate and operate radio equipment.
- Practice loading and unloading the ambulance stretcher with and without a load.
- Locate and become familiar with emergency equipment such as flares and fire extinguishers.
- Perform patient assessment including developing relevant medical history and conducting a physical examination. The assessments should include, at a minimum, assessments on medical patients, unconscious patients, trauma patients, and pediatric patients.
- Assist and review the treatment of trauma cases and medical emergencies.
- Assist in triaging patients.
- Assist in hemorrhage control and splinting.
- Assist in cases of cardiac arrest, including the performance of CPR and use of AED.
- Assist in basic airway management.

EMT-I and above

- Perform peripheral I.V. insertions.
- Draw Blood samples.
- Perform Endotracheal Intubations.
- Administration of Epinephrine for use in treatment of allergic reactions.
- Assist in use of Bronchodilator.
- Assist in the management of cardiac arrest through the use of an AED.
- Assist in the treatment of shock by applying the PASG.

EMT-Paramedic

- Prepare and administer IM, SQ, IV and Respiratory medications and observe effect of pharmacologic agents under direct supervision of preceptor.
- Record and interpret EKG's.
- Perform Defibrillation and/or Sync Cardioversion.
- Observe/Perform a subclavian or internal jugular I.V. insertion.*
- Observe/Perform a Cricothyrotomy.*
- Observe/Perform a needle transtracheal jet ventilation.
- Observe/Demonstrate the use of TCP.*

(* Indicates optional skills which must be specifically approved by the course medical director and addressed in the Clinical Internship Agreement.)

Terminal Objectives and Competencies as a Paramedic Student (final semester)

- *An understanding of medical/legal issues relating to the practice of EMS.*
- *The ability to safely administer medications.*
- *The ability to safely perform endotracheal intubation.*
- *The ability to safely gain venous access in all age group patients.*
- *The ability to effectively ventilate intubated and unintubated patients of all age groups.*
- *The ability to perform a comprehensive assessment of pediatric patients.*
- *The ability to perform a comprehensive assessment on an adult patient.*
- *The ability to perform a comprehensive assessment on geriatric patients.*
- *The ability to perform a comprehensive assessment on obstetric patients.*
- *The ability to perform a comprehensive assessment on trauma patients.*
- *The ability to perform a comprehensive assessment on psychiatric patients.*
- *The ability to perform the appropriate trauma assessment, and formulate and implement a treatment plan for the trauma patient.*
- *The ability to perform a comprehensive assessment, and formulate and implement a treatment plan for patients with chest pain.*
- *The ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with dyspnea/respiratory distress.*
- *The ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with syncope.*
- *The ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with abdominal complaints.*
- *The ability to perform a comprehensive assessment, and formulate and implement a treatment plan for the obstetric patient. This must include care of the newborn and postpartum care.*
- *The ability to perform a comprehensive assessment, and formulate and implement a treatment plan for patients with altered mental status.*
- *The ability to serve as a team leader in a variety of prehospital emergency situations*

Team Lead: In order to meet National Accreditation requirements final semester Paramedic Students will be required to take the role as LEAD under the guidance of the Field Paramedic for a minimum of 10 patients. The student will complete a required orientation and validation process before stepping into this role. The Field Paramedic will participate in this approval process.

Proficiency Requirement for All Levels

EMT-Basic

Texas State Technical College West Texas
Skill Proficiency Checks

Print Name: _____ Student ID#: _____
(Legal First, MI, Last)

EMT-BASIC										
SKILLS	Report Number									
Patient Contacts	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
1 Chest Pain (Cardiac Related)										
1 Breathing Difficulty										
2 Trauma										
2 Pediatric patient (0 to 12)*										
3 Adults (13 to 60)*										
3 Older adults (>60)*										
Vital Signs										
Patient Assessment										
Personal Protective Equipment										

Date Complete _____

All proficiency documentation must be in complete CHART format documentation. Complete, Thorough, and Accurate. You will document the PCR number in the appropriate space's provided above. If you have more than required (i.e. more Chest Pain), then document those to ensure adequate completion of all proficiencies. You should have a minimum of 25 patient care reports.

* If Opportunity Arises

Advanced Clinical:

Texas State Technical College West Texas
Skill Proficiency Checks

EMT-PARAMEDIC Clinical Rotation

SKILLS	Report Number									
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
<u>Patient Contacts</u>										
2 Chest Pain										
3 Respiratory										
2 Syncope										
2 Abdominal Pain/GI Bleed										
1 Non-Traum altered LOC/Neurologic Deficit										
2 Vehicular Trauma										
2 Non-Vehicular Trauma										
2* Obstetrical										
2 Psychiatric Emergencies										
3* Newborn*										
3 Toddler										
2 Preschooler										
4 School Aged										
3 Adolescents										
18 Adults (18 to 60 years)										
12 Geriatrics (>60 Years)										
<u>Skill/Procedures</u>	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
2* Child Delivery										
1* Cardiac Arrest										
12* Medication Administration										
5* Intubation										
5* Ventilate a Patient										
10* IV Therapy										
10* Blood Draw										
10* Rhythm Interpretations										
Suctioning**										

Legal Name:
First, Mi, Last _____

Student ID: _____

Date Complete _____

* To complete at Clinical or Field Internship

** If Opportunity Arises

When you run out of room for Contact/Procedure PCR #'s add additional Sheet for that proficiency

EMT-Advanced Field Internship:

Texas State Technical College West Texas
Skill Proficiency Checks

EMT-PARAMEDIC Field Internship Rotation (Practicum)

SKILLS	Report Number									
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
<u>Patient Contacts</u>										
2 Chest Pain										
2 Respiratory										
2 Syncope										
2 Abdominal Pain/GI Bleed										
2 Non-Traum altered LOC/Neurologic Deficit										
3 Vehicular Trauma										
3 Non-Vehicular Trauma										
2* Obstetrical										
2 Psychiatric Emergencies										
Newborn**										
Toddler**										
Preschooler**										
School Agers**										
3 Adolescents										
12 Adults (18 to 60 years)										
8 Geriatrics (>60 Years)										
<u>Skill/Procedures</u>										
2* Child Delivery										
1* Cardiac Arrest										
12* Medication Administration										
5* Intubation										
5* Ventilate a Patient										
10* IV Therapy										
10* Blood Draw										
10* Rhythm Interpretations										
Suctioning**										

Legal Name:
First, Mi, Last

Student ID:

Date Complete

* To complete at Clinical or Field Internship

** If Opportunity Arrises

When you run out of room for Contact/Procedure PCR #'s add additional Sheet for that proficiency

Evaluating the EMT/Paramedic Student

Evaluation of each student is without question one of the most important aspects of the Clinical and Practicum experience. Without appropriate evaluations the process, student profession and patient are failed. The goal from the evaluation process is to identify strengths and weaknesses of the student and to help them capitalize on their strengths and improve and develop their weaknesses. Evaluation should:

- Track the students skills
- Provide a tool for monitoring student progress and behavior
- Provide feedback and review of the student

At the end of the student's shift the following evaluation will be completed by the preceptor. We ask that the preceptor be considerate of the student, but when completing an evaluation for the student the preceptor needs to be completely honest, and detailed. When answering what the student's strengths and weakness are please consider everything you have seen throughout the day and give feedback that will guide the student to becoming a strong EMS Professional.

Below is a copy of the Student Evaluation:

- **Be Positive but Honest!**
- **Note Weaknesses in skill's**
- **Note Strengths**
- **Sign and Date**

Texas State Technical College / Emergency Medical Service Program
Student Evaluation

Clinical Site: _____ Date: _____

Note to Preceptor: Please rate the students performance.

Skills accomplished	Outstanding Performance 5	Good Performance 4	Satisfactory Performance 3	Needs Improvement 2	Unsatisfactory Performance 1
Observation:					
Assessment:					
Attitude:					
Critical Thinking:					
Listening:					
Leadership:					
Work Ethic:					
IV:					
IM/SG:					
Medication:					
Suctioning:					
Intubation:					
Other:					

(Preceptor please comment on any scores of 3 or less)

Student Self Evaluation:

What were your strengths?

How can you improve your performance?

Preceptor Comments:

What were the students strengths?

How can the student improve their performance?

Student Name Printed: _____
Student Signature: _____ Date: _____
Preceptor Name Printed: _____
Preceptor Signature: _____ Date: _____

For School Use Only: (Instructor Comments)

If you have significant concerns and feel uncomfortable leaving the evaluation with the student it can be faxed to 325-734-3659 (TSTC Abilene). You can also call me, Andy Weaver at 325-201-2605 to discuss it.

We are moving towards an online evaluation process and record keeping for all clinical students. When we make this change we will notify you of the process for evaluation of students.

Evaluation of Student Report Writing

All students are required to complete Patient Care Reports on each patient contact. While at clinical some of this documentation may be more treatment focused, or procedure focused. At times in the ER documentation will be more complete. During the Field Internship, the student should complete a complete PCR for every patient. All PCR's will be written in the CHART FORMAT.

- *Chief Complaint “ “*
- *History*
- *Assessment*
- *Treatment*
- *Transport*
- *Impression*

Please review as possible and give feedback to the student and document on the students evaluation.

Validation of Student Time and Skills

Validation of student performance, experience, and proficiency is a critical component of clinical and practicum. There are significant legal ramifications for any falsification of documentation to gain a state certification. In order to ensure that this does not occur we need all preceptors to take an active role in validating the student's clinical process.

When signing off on any of these please make sure that you “Print” your name clearly before signing, provide us with a contact number (even if it is a work number), and sign in a consistent manner .

We also ask that you review everything that the student is presenting to you for validation and if you have any question that you have the student give any explanations prior to signing anything for the student. The student should have all of the clinical information documented on the hour documentation form prior to asking you to sign. Such as: (Site/Department, Date, Time arriving and leaving with total number of hours, and each PCR number.) When validating skills please make sure you review their performance, and that they are documenting accurately success and failures. This is the only way we will know when a student may need additional training and support to develop specific skills.

TSTC Student Skills Card

Each student from TSTC moves at different speeds, but our goal is to work to ensure a consistent level of practice for all students at Clinical or Practicum. One step we have taken to help ensure that you know where each student stands regarding skill validation is to ensure that the student carries a "Student Skill's Card". On this card you will find what skills have been validated in the classroom for clinical. Below is what the skill card looks like.

Texas State Technical College West Texas		Advanced Approved Skills		
Student Name:		<input type="checkbox"/> EKG Operation	<input type="checkbox"/> Rhythm Interpretation	<input type="checkbox"/> 12-Lead
Instructor (init):		<input type="checkbox"/> Cardio Version	<input type="checkbox"/> Defibrillation	<input type="checkbox"/> External Pacing
Date:		<input type="checkbox"/> Initiate I.V.	<input type="checkbox"/> Intubation	
To Date This Student Has Successfully Achieved:		<input type="checkbox"/> Medication Administration		
Certified:	Basic Approved Skills	<input type="checkbox"/> SQ	<input type="checkbox"/> IV Drip	
<input type="checkbox"/> AHA HCP CPR	<input type="checkbox"/> Vital Signs	<input type="checkbox"/> IM	<input type="checkbox"/> E.T.	
<input type="checkbox"/> TILS/PHLS	<input type="checkbox"/> Oxygen Administration	<input type="checkbox"/> IV PUSH	<input type="checkbox"/> Restraint	
<input type="checkbox"/> ACLS	<input type="checkbox"/> AED Operation	Additional Information:		
<input type="checkbox"/> PALS	<input type="checkbox"/> Infection Control			
	<input type="checkbox"/> Basic Airway Control			
	<input type="checkbox"/> PE Immobilization			
	<input type="checkbox"/> All Basic Skills			

Tips for the Preceptor

- ✓ Remember how you felt the first day of clinical
- ✓ New students may be nervous
- ✓ New students may forget an easy concept or panic easily

- ✓ *Think out loud (when/where appropriate)*
- ✓ *Tell your students to think out loud*
 - *Voice or verbalize and why...why...why*
- ✓ *Use the objectives to review student performance*
- ✓ *Help student set daily goals*
- ✓ *Use humor & compassion*
- ✓ *Guide “Patient Care”, not just performance of skills*
- ✓ *Catch problems early*
- ✓ *Help the student to:*
 - *Identify Problems*
 - *Evaluate*
 - *Plan appropriate action*
 - *Do (take appropriate action)*
- ✓ *Evaluate/Identify Problems in student performance*
 - *Problem, perception, goals*
 - *Entry level vs. graduate*
 - *Share, discuss, and coach*

Coaching is a method of directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills

- ✓ *Common Student Problems:*
 - *He said, she said*
 - *Lack of communication/interpretation*
 - *Determine root problem: Cognitive, Skill, Affective*
 - *Scene control*
 - *Distracters*

Student Appearance and Uniform

- Black or Dark Blue EMS pants
- Black EMS Belt
- Black EMS boots or black EMS shoes with black socks
- White Class “A” shirt, blue epaulets (basic) – red epaulets (paramedic), TSTC patch on left sleeve, DSHS certification patch on right sleeve if applicable.
- White crew neck undershirt(no lettering)
- Stethoscope
- Second Hand Watch

- Black Ink Pen
- Identification (name tag), Skill Card, CPR Card

The Students First Day

On the first day, the student will likely be overwhelmed with different emotions and expectations regarding the precepted experience. Individuals cope with these feelings differently and it is easier to mentor, train, and evaluate the student accurately once they become more comfortable in the environment. The student has the responsibility to work to assimilate into the environment appropriately, but with help from the preceptor they should be able to make this transition more affectively. As the preceptor, you will need to assist the student to focus on the priorities of the day which include administrative tasks, orientation to the unit or department and then as time allows, observation and participation in patient care routines. By explaining the importance of the initial steps and ensuring the student there will be adequate time for the hands-on clinical aspect, the student will likely become more comfortable in his/her surroundings and the overall experience will be more productive and meaningful.

Administrative Tasks:

1. *Review and sign any paperwork needed by your agency on the day of student participation. In most cases there will not be any paper work necessary as there is a contract in place with your organization.*
2. *Ensure the student is wearing appropriate student identification, and you have reviewed their skill identification card.*
3. *Inspect the student's uniform to ensure they meet the uniform expectations. If any issues are present please notify the appropriate supervisor for your department. If the student is out of uniform they should be sent home, and the clinical coordinator for TSTC should be contacted to ensure the problem is resolved.*
4. *At the end of your time with the student it is important to ensure that the student has completed their documentation appropriately and that you have evaluated the student. It is important to ensure validity of the student documentation before signing any documents.*

Contacting TSTC

Please contact us with any questions, suggestions, concerns, or encouragement.

Texas State Technical College West Texas

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Note: We offer classes in Abilene and in Brownwood. At this time we are only offering EMT-Basic classes in Brownwood. Class offerings are dependent upon class sizes.