

**PRO**  **EMS** **CENTER FOR**

# **MEDICS**

**Preceptor Education**

## What is this program's goal?

- To provide information and experiences that will develop a preceptor who:
  - ✓ Demonstrates a high level of knowledge, clinical proficiency, professionalism and serves as a clinical instructor to new employees and students in the clinical setting.
  - ✓ Assists with the transition to the pre-hospital and clinical environment in order to insure quality patient services, maintain organizational standards, and continuity of patient care in a cost-effective manner.

## What are the objectives of this program?

- ✓ Describe the role of the preceptor/ preceptee.
- ✓ Describe the attributes of a preceptor as role model.
- ✓ Describe a process for assessment, planning, and implementation of learning experiences for the employee/student in order to achieve learning goals.
- ✓ Describe strategies to facilitate socialization of the employee/student into the work environment.
- ✓ Discuss techniques used in the formative and summative evaluation process.

## Learning a New Role

- “Internalization of values for new role”
  - ✓ Acquisition of knowledge, attitudes and skills needed for the new role

## An Effective Preceptor

- Knowledge of...
  - ✓ Policies/procedures
  - ✓ Practice standards
  - ✓ Routines
  - ✓ Documentation
  - ✓ Preceptee's job description
  - ✓ Biculturalism
  - ✓ Resources
  - ✓ Principles of teaching / learning
  - ✓ Adult education
  - ✓ Teamwork

## An Effective Preceptor

- Attitudes and qualities...
  - ✓ Respectful
  - ✓ Realistic
  - ✓ Patient
  - ✓ Open-minded
  - ✓ Dependable
  - ✓ Good Listener

## An Effective Preceptor

- Supportiveness...

- ✓ Positive
- ✓ Sense of humor
- ✓ Constructive
- ✓ Mature
- ✓ Honest

## An Effective Preceptor

### ■ Skills...

- ✓ Patient care
- ✓ Communication
- ✓ Use of equipment
- ✓ Use of resources
- ✓ Interpersonal relations
- ✓ Work organization
- ✓ Problem-solving
- ✓ Decision-making
- ✓ Priority-setting
- ✓ Delegation

## The Preceptor's Rights

- Role definition
- Performance expectations
- Delineation of responsibilities
- Enumeration of expected outcomes for the preceptor program
- Valid and reliable evaluation tools
- Available resources
- Support system
- Adequate preparation for the role
- Adequate training

## The Role of the Preceptor

- Role model
- Educator
- Facilitator
- Evaluator

## Responsibilities of the Preceptee

- Identifies own learning needs
- Is active in the learning process
- Readily asks questions
- Reads and follows policy / procedure manuals
- Utilizes resources
- Identifies goals
- Competencies
- Reports concerns and evaluates self

## Rights of the Preceptee

- Role definition and performance expectations
- Delineation of responsibilities
- Enumeration of expected outcomes for the preceptor program
- Valid and reliable evaluation tools
- Available resources and a support system
- Adequate preparation for the role
- Adequate training

## The Standard

- ✓ The student is measured against the standard which is an entry-level competent paramedic.
- ✓ Not measured against another student, provider or the preceptor.
- ✓ Not measured by how well they are doing for a certain time in the field, or whether the preceptor likes the student or not.

## The Standard

- ✓ The student is measured by cognitive, psychomotor and affective skills.
- ✓ The standard does not change through the field-externship.

## Reality Shock

- Reality shock phases
  - ✓ Honeymoon
  - ✓ Shock
  - ✓ Recovery
  - ✓ Resolution

## Reality Shock Phases > Honeymoon

- Characteristics
  - ✓ Everything is wonderful
  - ✓ Excited
  - ✓ Rose-colored glasses
  - ✓ Enthusiastic

## Reality Shock Phases > Honeymoon

### ■ Strategies

- ✓ Take an interest
- ✓ Help to set realistic expectations
- ✓ Encourage to ask questions about the history of the organization
- ✓ Assist to focus on developing a reputation for competence

## Reality Shock Phases > Shock

- Characteristics
  - ✓ Anger, moral outrage
  - ✓ Frustration, rejection
  - ✓ Confusion
  - ✓ Disappointment
  - ✓ Disillusionment

## Reality Shock Phases > Shock

### ■ Strategies

- ✓ Be a good listener
- ✓ Encourage a look at current learning status
- ✓ Focus on the good things
- ✓ Create a climate for learning
- ✓ It is all right to be a learner
- ✓ Prevent feelings of abandonment

## Reality Shock Phases > Recovery

### ■ Characteristics

- ✓ Stress is reduced
- ✓ Able to grasp the role
- ✓ Realized the truth; more than one perspective exists
- ✓ Sense of humor begins to return

## Reality Shock Phases > Recovery

- Strategies

- ✓ Nurture ability to see humor in the situation
- ✓ Give positive feedback; share stories about preceptor's own first work experience
- ✓ Assist to turn disappointments into learning experiences

## Reality Shock Phases > Resolution

### ■ Characteristics

- ✓ Adjustment
- ✓ Job hopping
- ✓ Fleeing to school
- ✓ Bicultural adaptation
- ✓ Integration of two conflicting value systems

## Reality Shock Phases > Resolution

- Strategies
  - ✓ Assist to evaluate work situation objectively
  - ✓ Help identify appropriate and obtainable goals
  - ✓ Discuss constructive problem-solving

## Role Model

“Role modeling is a process in which an individual identifies with and assumes the values and behaviors of another person that ultimately results in behavior modification that is usually permanent.”

(Bidwell & Braswell)

## Role Model

- Demonstrates by example how competent staff perform their job
- Attributes include:
  - ✓ Clarity
  - ✓ Consistency
  - ✓ Openness
  - ✓ Communicativeness
  - ✓ Specificity
  - ✓ Accessibility

## Learning: A Higher Mental Process

- Differs from instinct.
- Complex.
- Lots of theories.
- Still researching...

## What influences learning?

- Environment
- Stress
- Noise
- Culture:
  - ✓ Generational
  - ✓ Ethnic
  - ✓ Gender
- Intellectual ability
- Primary language

## Philosophies of Education

- Liberal
- Progressive
- Behaviorist
- Humanistic
- Radical

## Memory

- Learning by association
- Learning through contextualism

## Categories of Learning

- Knowledge
- Attitudes
- Skills

## Components of an Educational Program

- Program participants
- Program design and delivery
- Program content
- Changes required to apply learning
- Resistance to change
- Activity
- Organizational context
- Community / societal forces

## Comparing Learning Styles

- No good or bad, just different
- How you learn best
- Focus on improving other areas
- Respect the differences

## Determining Learning Needs

- Current level of performance
- Learning / non-learning needs
- Learning interest
- Mutually agreed-upon priorities and needs
- High risk / high frequency
- Mandated

## Level of Competency

- Novice
- Advanced beginner
- Competent
- Proficient
- Expert

## Creating a Learning Plan

- Who?
- What?
- When?
- Where?
- How?
- Why?

## Creating a Learning Plan

- Progress measurement
- Expectations / measurement methods
- Specific requirements
- Support for preceptor

## Goal Setting

- The most important thing about goals is having them
  
- Decision making
  - ✓ *“A systematic sequential process of choosing among alternatives and putting the choice into action.”*
  
  - (W. Lancaster & J. Lancaster, 1982)

## Decision Making

- Analyzing alternative courses of action, their potential effects, and selecting the best course of action
- Implementing the selected action, monitoring the effects and reevaluating the decision in light of the effects
- Involves critical thinking and priority setting

## Problem Solving

- *“Problem solving is cognitive processing directed at achieving a goal when no solution method is obvious to the problem solver”*
  - (Mayer & Wittrock, 1996)

## Problem Solving

- Rational, analytical thinking
- An investigative action
- Use of the decision process
  - ✓ Assess
  - ✓ Plan
  - ✓ Implement
  - ✓ Evaluate

## Critical Thinking

- Observe
- Orient
- Decide
- Action
- Re-evaluation

## Build Confidence

- Give feedback that tells the preceptee that you trust their ability
  - *“I think you can handle this, but I am right here if you need me.”*

## Build Confidence

- Acknowledge when the preceptee has made an appropriate decision.
  - *“I would have done the same thing.”*
  - *“I couldn’t have done it better.”*

## Build Confidence

- Validate the preceptee's assessments, findings, and/or conclusions
  - *“That’s exactly what I heard in the lungs.”*

## Build Confidence

- Collaborate with the preceptee in making out assignments.
  - *“Where do you think we should start today?”*

## Coaching the Preceptee

- Effective communication
- Bracket
- Paraphrase
- Check perceptions
- Ask probing questions

## Constructive Feedback

- Provides information to improve performance
- Is a vehicle to promote constructive relationships
- Promotes an environment of openness and mutual respect

## Constructive Feedback

- Provides a way to monitor how things are going
- Creates a way for issues to come to the forefront before they become major problems
- Keeps lines of communication open
- Assists staff in owning problems and creating solutions

The End.