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I. Instructor Preceptorship Program:

Program Overview -

"Student teaching" at actual EMS programs is the first step in developing a partnership between an instructor and the training institute. Working with a preceptor (i.e. seasoned instructor), a new instructor can learn teaching methods and techniques that are used by a specific training institute.

The preceptor is ultimately in charge of the class. They are held accountable for the activities and learning experience that students attain or don't attain. As such, the preceptor and the student instructor need to develop lesson plans, AV materials, and to conduct sessions to maintain the quality of the education experience. A preceptor has a wealth of knowledge and experience that can be shared with a new instructor. The preceptorship is designed to allow new instructors an opportunity to learn how to do it right from someone that does it right.

New instructor students must contact the local training institute administrative director. A preceptor will be assigned to each student instructor. Throughout the preceptorship, the student instructor and their preceptor are to be given an opportunity to develop their educational programming.

The EMMCO West Training Institute follows the progress of its student instructors. At the conclusion of the preceptorship, documentation forms contained within this manual need to be forwarded to EMMCO West. Once reviewed and approved by EMMCO West, the student instructor's registration material is submitted to the PA Department of Health. Final certification is granted by the PA Department of Health. The student will receive certification information, from the Department of Health, within 4 - 6 weeks, following submission of the registration materials.

Questions regarding the preceptorship should be directed to EMMCO West. EMMCO West's phone number is (814) 337 - 5380, EMMCO West is open from 8:00 AM - 4:30 PM, Monday - Friday. Inquires should be made during these hours.

Educational Outcomes -

- To meet the certification requirements of the state.
- To relate instruction in educational methods to actual teaching situations.
- To help student instructors test their teaching skills and to improve them as needed.
- To enable the student instructor to develop additional skills under supervised conditions.
- To become familiar with various educational settings and practices needed as an instructor.
- To help the student instructor relate appropriately to students as individuals.
- To know and practice legal and professional instructing behavior.
- To demonstrate readiness for independent functioning as a primary instructor.

Roles & Responsibilities -

The following are roles and responsibilities for the student instructor, preceptor, local training institute, and for EMMCO West.

Student Instructor

1. Plan all lesson plans and materials only after securing approval from the preceptor or training institute.
2. Observe the various approaches to teaching EMS educational programs.
3. Uses the teaching experience to test various teaching methods in order to develop their own unique teaching style.
4. Discovers teaching strengths/weaknesses by continuously evaluating his/her own performance.
5. Becomes familiar with local facility regulations, policies, and standards.
6. Safeguards all personal and confidential information concerning students.
7. Develops professional relationships with both students and fellow instructors.
8. Maintains a ethical standard of professionalism as an EMS Instructor.
9. Actively participates in the preceptorship program.

Preceptor

1. Accepts the student instructor as a co-instructor.
2. Plans to gradually involve the student instructor in program activities as indicated in this manual.
3. Outlines ways that the student instructor can self-critique their instructional content.
4. Observes and evaluates the teaching of the student instructor:
 - Provides positive feedback to the student via individual meetings.
 - Communicates the progress of the student to the training institute and to EMMCO West.

5. Assists the student instructor understand local protocols and institute policies.
6. Sets a good example as a professional role model.

Training Institute

1. Cooperates in the selection of preceptors for the student instructors.
2. Provides the opportunity for development of student instructor / preceptor relationships.
3. Monitors the performance of the student instructor through the preceptor's comments and by personal observations.
4. Encourages the student instructor to experiment with new teaching methods to enhance their knowledge as well as the student's knowledge.
5. Orients the student instructor to the policies and procedures used in the training institute.
6. Provides feedback to EMMCO West regarding the performance of the student instructors.

EMMCO West

1. Develop and maintain contacts with local training institutes to monitor the progress of the student instructors.
2. To arrange visitations to local training institutes to monitor student progress.
3. To administrate the validation process once a student instructor completes their preceptorship.
4. To annually met with all instructors to update them on the latest educational developments.
5. Work with the local training institutes to monitor and amend the preceptorship process as needed.

Goals of Quality Education -

The school environment should encourage an appreciation of the need for learning, a willingness to work for objectives and a readiness to continue learning throughout life. It should emphasize the fullest development of each student's potential.

The educational system has a shared responsibility for the achievement of the goals of quality education. Instructors, training institutes, and government agencies need to cooperatively develop and assure that the highest quality educational programming.

II. Starting The Preceptorship

Orientation To The Training Institute -

It is important that the preceptor and the student instructor set up a non-classroom time period to meet and discuss the preceptorship program. During this discussion, the preceptor and the training institute administrative director may wish to jointly discuss the preceptorship with the student instructor.

During this initial discussion, there are many topics that need to be discussed. One of the foremost topics to be discussed is regarding the training institute operation and should include a tour of the training facilities. To become comfortable as an instructor means to get comfortable with the teaching environment. The preceptor should walk the instructor through the classrooms. AV aids and educational resources will be a primary concern to the new instructor. They should be given an opportunity to become familiar with the equipment that they will be expected to use during a lesson presentation.

The training administrator should spend time with the student instructor to explain how their training institute functions. Every county training institute has its own unique operating and reporting procedures. If a new instructor is to become familiar with these procedures, it is up to the training institute to orient the new instructor to these accepted practices.

The student instructor should get to know the physical facility. They need to know the following, like where the rest rooms are located, the smoking policies, break areas, refreshment guidelines, janitor staffing, security for the rooms and for the building, parking requirements, and a host of other unique training facility features.

As part of the discussion during the orientation, the preceptor and student instructor need to discuss the roles and responsibilities. This should include reviewing the teaching process that will be used during the preceptorship. The teaching process is discussed in the next section. Additionally, any documentation forms that need to be completed by the preceptor and the student instructor are to be thoroughly discussed. Regular non-classroom time meetings, (i.e. before or after a class) are to be arranged to discuss the student instructor's progress.

Teaching Process -

To avoid "throwing a new instructor at the wolves", a specific teaching process has been developed. This process gradually orients the new (student) instructor into the teaching process. The first phase of the process begins by allowing the student instructor to observe both knowledge and skill instruction sessions. The second phase of the process has the new instructor becoming an "assistant instructor". As an assistant, the student instructor will participate in course activities such as demonstrations, assisting in the use of AV equipment, nightly attendance/record-keeping activities, and individual student skill station instruction. The third phase is designed to allow the student instructor to teach a section of a lesson presentation. This section should be a half hour to an hour in length. Following successful completion of this phase, the preceptor and the student instructor should plan for the student progressing to phase four, an entire lesson presentation. The student instructor is to be placed "in charge" of the classroom for an entire presentation. The student instructor can proceed to this level only after consulting with the preceptor. Approval of all educational materials must be done prior to the actual presentation.

The Teaching Process Diagram:

Phase 1	Phase 2	Phase 3	Phase 4
Observation	Assistant Instruction	Partial Instruction	Full Lesson Presentation

The preceptor and student instructor are to arrange times for the preceptorship. The student instructor should attempt to arrange their schedule around their preceptor's instructional times. Many times more than one instructor teaches a training course. Whenever possible, a student should teach with their assigned preceptor. If this cannot be arranged, either the training institute administrative director or EMMCO West should be consulted.

The minimum hours for the preceptorship is 20 hours. The preceptorship is based on the student instructor's ability to display correct and professional instruction during their preceptorship. This may mean that a student instructor will need more than a 20 hour preceptorship to become proficient in instructional methods.

A time sheet is provided to document the time spent during the preceptorship. The Student Instructor will be responsible for keeping this documentation. The preceptor is to sign the form only when the preceptorship has been concluded. This form is to be included with the preceptor's evaluation form. Both forms are to be submitted to the training institute's administrative director and then forwarded to EMMCO West.

Making The Most Of The Observation Phase

Observation is the first step in student instruction. No matter how much experience a student instructor may have had previously, it is necessary to become acquainted to the "new" classroom environment that they will be teaching in. There is a lot to see in a classroom. Particularly, there are the dynamics between the preceptor and the students. These can be interesting to say the least.

The period of observation time should be flexible. It shall be dependent upon the new instructor's background and the complexity of the lesson plan material. It is best to begin the observation without specific responsibilities and to allow the student instructor to watch, listen, and to take in the learning environment.

A word of caution needs to be addressed to the student instructor. During the initial observation time is not the time for a "new" instructor to evaluate the preceptor's teaching style. Comments regarding the quality of instruction, made by the student instructor, will usually not be appreciated, nor accepted by the preceptor.

Planning Lesson Plans & Materials -

Following the observation phase, the student instructor should begin to prepare materials for upcoming lessons. The preceptor and student instructor should identify lessons in which the student instructor can act as an assistant instructor. Based on the student instructor's performance as an assistant instructor, the third phase of the process can begin. For this phase, the student will need to prepare and plan lesson materials. This section is designed to highlight the types of materials that a student instructor should prepare.

For any presentation, an instructor usually spends an equal to double the amount of time preparing lesson plan materials. Materials developed by an instructor can include:

- a. Lesson Plan
- b. Lecture or Skill Notes used during the presentation
- c. Review and select AV aids to supplement the lesson plan
- d. Practice delivering the presentation before the lesson presentation
- e. Review the lesson plan and compare its content to the national curriculum
- f. Meet with assistant instructors and review what each instructor will be covering during their presentations.
- g. Plus other appropriate lesson preparation details.....

Before a student instructor teaches a skill station, the preceptor should assure that the student has prepared their lesson materials. A good idea is for the student instructor to submit the lesson materials to the preceptor for their approval. This should be done several days before a presentation, and not the night of a presentation.

For phases three and four, the preceptor must review copies of any lesson plan or handout materials. It is their class and they have the right to review any and all course materials that are to be presented. Student Instructors should develop lesson materials with guidance from their preceptors. Should a preceptor feel that material being developed will not be effective in their class, the student instructor should elicit help from the preceptor regarding the method(s) they feel would work, given the dynamics of a particular class.

The preceptorship is a learning experience. Mistakes will often be made by either the preceptor and by the student instructor. As part of the learning process, accept responsibility for any errors or misjudgments and learn to not make the same mistake again. Any questions regarding the teaching process should be referred to EMMCO West.

III. Preceptor Responsibilities

Administrative Information -

Thank You! Thank you for your willingness to be a preceptor. If quality instructors are to develop, only learning from someone like yourself will quality of education be maintained. For that reason, much of the preceptorship has been designed around the opinions and actions of the preceptor. A preceptor should be a role model which other instructors can pattern their teaching from.

An important point needs to be mentioned. No matter which student instructor is teaching your class, you are still considered the primary instructor. You will be compensated as if you were the lead instructor, but instead you are an observer of the student instructor's lesson presentation. Instead of teaching, your role will be to observe and comment on the student instructor's teaching abilities.

If a student instructor is to become a seasoned veteran, they must be provided the opportunity to teach. The preceptor plays a crucial role in the development of a student instructor. The most important aspect that a preceptor and student instructor must develop and maintain is an open line of communication. To improve their performance, the student instructor needs to have a knowledge of their performance. You need to tell them what they have done correctly, almost correctly, and what they have done wrong. Unless someone knows what their performance is or has been, improvement is not likely to occur.

Orientation of the Student Instructor -

The following is a check list that can be used to assure that the preceptor has reviewed these items with the student instructor:

- ___ Familiarization with the student instructor manual
- ___ Orient the instructor to the instructional facilities, resources, and policies
- ___ Establish a meeting schedule to discuss the preceptorship on a regular basis
- ___ Identify sessions for observation and assistant instruction
- ___ Once observation and assistant instruction is completed, set aside a lecture topic and a skill topic that the student instructor can instruct. Plan for a 1/2 hr to an hour presentation for the student.
- ___ Upon successful delivery of both a lecture and a skill topic, jointly identify lecture and skill presentations that the student instructor can teach the entire evening's presentation.
- ___ Meet on a regular basis with the student instructor to assist them in the development of their lesson materials. NOTE: You are to approve all instructional materials developed by the student instructor, BEFORE the student presents the material at a class.
- ___ Notify the training institute administrative director or EMMCO West of problems or concerns that may arise during the preceptorship.
- ___ Keep the lines of communication open between you and the student instructor.
- ___ View your role as a learning experience as well as a teaching experience.
- ___ Be open to new ideas and methods of instruction from your student instructor.
- ___ Your final evaluation should NOT be new News! Keep both the student instructor and your training institute administrative director apprised of the preceptorship.
- ___ Provide suggestions for improving the preceptorship program.

Initial Teaching Process -

Student instructors need to progress through the four teaching phases. The first phase is orientation. Students are to observe both knowledge and skill instruction in this phase. They are to be passive observers. The second phase is assistant instructor. In this phase have the instructor assist you performing demonstrations, setting up equipment (i.e. AV aids), or teaching a skill station. The third phase is a limited knowledge or skill presentation. Have the student instructor write a 1/2 hour to an hour presentation. Only after the instructor has proven their competency in this phase should you allow them to proceed to phase four. In phase four, the student instructor writes and teaches knowledge and/or skill lessons for an entire evening session.

There are not specific time limits for each of the phases. Although the minimum preceptorship time is 20 hours, this can be extended, should the preceptor feel additional time is needed.

It should be noted that the preceptor should not feel that they have to rush student instructors through the preceptorship. Allow the student instructor to spend time observing and assisting before jumping into the primary instruction role. Student instructors should NOT be immediately moved from phase 1 to phase 4. Allow the student instructor time to develop and experience what teaching EMS programs is really like in local training institutes.

Supervision Process -

A primary function of the preceptor is to keep the student instructor informed of their progress. To assist them with this task, a form has been developed that shows the strengths and weaknesses of the student instructor. This is a separate form from the final evaluation form. This supervision form is to be completed by the preceptor as they monitor the student instructor.

Areas the preceptor needs to monitor include,

- a. Help the student instructor identify their strengths and weaknesses
- b. Guide the student instructor through their observation and assistant instructor phases
- c. Observe and evaluate classroom activities
- d. Provide feedback to the student instructor on a regular basis
- e. Develop specific goals related to the student instructor's performance which are accomplishable by the student instructor.
- f. Submit performance reports to the training administrator as needed to keep them apprised of the student instructor's preceptorship.

(See Supervision Form)

Final Evaluation -

The final evaluation form is designed to be the final assessment of the student instructor's preceptorship. The material contained within the final evaluation should not be a surprise to either the student instructor or to any of the other parties. It is designed to assess where the student is at the conclusion of their preceptorship.

The form is to be completed by the preceptor. The preceptor is to review the completed form with the student instructor before it is submitted to the training institute administrative director. If the student wishes to comment on the preceptor's information, their separate comments should be attached to the final report.

The final evaluation form is to be reviewed by the training institute's administrative director. The material is then to be forwarded to EMMCO West for final review.

If a student instructor does not complete the preceptorship or is deemed to need additional remedial training, EMMCO West will schedule a meeting with the student instructor and with the preceptor.

Suspension of Student Instructor -

1. A student instructor that is charged with felonies and misdemeanors during their student instruction will be requested to complete the PA DOH Criminal History Form and provide supporting documentation as requested by the PA DOH. The PA DOH will identify actions to be taken based on their legal counsel's review.

2. A student instructor who does not demonstrate satisfactory competency in the final evaluation component areas can be suspended from the preceptorship and/or from proceeding in the EMT Instructor certification process. The EMMCO West Training Institute will review each student instructor's performance throughout their preceptorship. Opportunities to appeal a decision of the EMMCO West Training Institute can be made through Harrisburg Area Community College and through the PA Department of Health.

Final Evaluation Criteria:

Personal Qualities

- A. Enthusiasm:
- is energetic in spirit and conduct
 - has an optimistic attitude towards instruction
 - promotes and displays enthusiasm with students and co-instructors
 - is warm, open, friendly
- B. Leadership:
- self confidence and poise
 - initiates planning and development of lesson materials
 - inspires leadership qualities
 - seeks out new procedures and methods of instruction
 - is a well rounded leader in any situation
 - maintains self control in all situations
- C. Dependability:
- is prompt and regular in attendance
 - is considered trustworthy in matters of confidential issues
 - assumes responsibility without prompting
 - is conscientious
- D. Attitude:
- is cooperative and adaptable
 - understands and up holds a high degree of professionalism
 - understands the need for professional appearance and hygiene
 - seeks out self-evaluation to improve upon one's performance
 - receptive to suggestions
 - accepts criticism from the preceptor
 - uses suggestions to better future lesson presentations
- E. Interpersonal:
- is pleasant, sincere, and courteous
 - respects the students and co-instructors opinions
 - helps the students achieve and attain their personal goals
 - shows an interest in the institute and the educational process
 - works well with other people, is a team player

Professional Competencies:

- A. Preparation:
- displays knowledge in the development of plans & objectives
 - uses instructional techniques that are considered acceptable
 - keeps the student's interest in mind when developing a lesson
 - develops short and long term program goals
 - identifies AV materials that meet the lesson objectives
 - logistically prepares the material and equipment needed for a lesson well in advance of the lesson.
- B. Learning:
- engages students in learning activities.
 - uses AV aids to stimulate and motivate students.
 - teaches necessary skills for students to understand the material
 - understands and demonstrates basic facts and subject material
 - budgets and watches the time of their lesson efficiently
 - uses a variety of teaching methods, ideas, materials, and equipment to provide a diverse learning environment
 - evaluates students based on objectives taken from the national standard curriculum and textbook used by the students
 - accurately interprets test results and informs students of their results in a timely manner
- C. Resourcefulness:
- uses the guidance of other instructors to enhance their program
 - uses reference materials and AV aids to enrich the program
 - exhibits originality and creativity in planning and using various materials
- D. Classroom Mgt.:
- uses a classroom setup that is functional, comfortable, and conducive to learning
 - encourages neatness and cleanliness within the classroom and within the overall facility
 - follows the training facility rules and regulations
 - follows Harrisburg Area Community College rules and regulations regarding the conduction of EMS training programs
 - follows the PA DOH guidelines for the conduction of EMS training programs
 - uses efficient methods for distribution and collection of course materials
 - is always prepared and has equipment ready before the start of a presentation
 - maintains accurate course documentation

Classroom Mgt.
Continued

- can control and guide student behavior
- guides and works with students to learn information
- handles discipline problems, immediately, fairly, and consistently
- uses positive reinforcement
- promotes safety, and safety awareness in all activities

- E. Communication:
- practices good listening skills
 - use non-verbal communication skill effectively
 - speaks to the level of the student's ability/understanding
 - uses correct grammar, spelling, and oral communication
 - expresses ideas clearly, concisely, and logically
 - uses a well modulated voice with clear enunciation
 - free of irritating or distracting mannerisms
 - communicates appropriately with students and instructors

(See Final Evaluation Form)

EMMCO West EMT Instructor Preceptorship

Student Time Sheet

Student Name: _____

Instructor Course:

Training Institute Name: _____

___ Fall ___ Spring

Preceptor's Name: _____

___ Year

DATE	TIME	LESSON TITLE	INSTRUCTOR TASK PERFORMED:

Total Time: _____

Student Instructor Signature: _____ Date: ___ / ___ / ___

Preceptor Signature: _____ Date: ___ / ___ / ___

EMMCO West Training Institute

**EMT Instructor Preceptorship
Final Evaluation Form**

Student Instructor Name: _____
Preceptor Name: _____
Training Institute Name: _____

Date Submitted: ____/____/____

This form is to be completed by the preceptor. The policy manual for the EMT Instructor Preceptorship should be referenced for completing this form. Each of the topic areas is to have written comments. Once this form is completed, it is to be reviewed with the student instructor. Should the student instructor wish to make comments regarding the final evaluation, their comments should be attached to the final evaluation form.

Personal Qualities:

Enthusiasm	
Leadership	
Dependability	
Attitude	
Interpersonal Relations	

Professional Qualities:

Preparation	
Learning	
Resourcefulness	
Classroom Management	
Communication	

Recommendation:

_____ Preceptor Signature ___/___/_____
 _____ Student Instructor ___/___/_____
 _____ Trng. Administrator ___/___/_____

Reviewed by: _____ EMMCO West ___/___/_____



EMS Instructor Evaluation

Name: _____ Certification Number: _____ Date: _____ Region: _____
 Training Institute or Continuing Education Sponsor: _____ Course Level: _____
 Subject: _____ Start Time: _____ End Time: _____
 Name of Evaluator: _____ Location of Class: _____
 Evaluate the instructor using the following scale:

1 <u>Unsatisfactory</u> Instructor doesn't demonstrate the standards	2 <u>Inconsistent</u> Instructor demonstrates the standards inconsistently	3 <u>Consistent</u> Instructor demonstrates the standards consistently. Plans for and applies the standards	4 <u>Excellent</u> Instructor demonstrates the standards in multiple ways. Independently plans for and applies the standards
-------------------------------------------------------------------------	-------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------

Organization and Preparation	Time:	Comments:
instructor punctual	1 2 3 4	
instructor is knowledgeable in subject matter to be covered	1 2 3 4	
Lesson plan includes goals and objectives	1 2 3 4	
Visual aids, supplementary teaching/learning items ready and well organized	1 2 3 4	
Equipment items prepared, clean, functional, and organized	1 2 3 4 N/A	
Lesson objectives made clear to students	1 2 3 4	
Lesson introduction created interest and established a need to know	1 2 3 4	
Related objectives to past sessions	1 2 3 4	
Created and maintains a learning environment	1 2 3 4	
Presented course material using a variety of instructional strategies, adapting to students with diverse background and different learning styles	1 2 3 4	
Information presented in an organized manner with vocabulary at the level of the course and related to the skill sheets and protocols where applicable	1 2 3 4	
Skill or Demonstration presented in a logical step-by-step sequence relating to protocol and skill sheets	1 2 3 4 N/A	
If practical skills – instructor to student ratio met	1 2 3 4	
Encouraged critical thinking and problem solving	1 2 3 4	
Instructor was poised and articulate, staying on subject	1 2 3 4	



EMS Instructor Evaluation

Name: _____ Certification Number: _____ Date: _____ Region: _____
 Training Institute or Continuing Education Sponsor: _____ Course Level: _____
 Subject: _____ Start Time: _____ End Time: _____
 Name of Evaluator: _____ Location of Class: _____
 Evaluate the instructor using the following scale:

1 <u>Unsatisfactory</u> Instructor doesn't demonstrate the standards	2 <u>Inconsistent</u> Instructor demonstrates the standards inconsistently	3 <u>Consistent</u> Instructor demonstrates the standards consistently. Plans for and applies the standards	4 <u>Excellent</u> Instructor demonstrates the standards in multiple ways. Independently plans for and applies the standards
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Organization and Preparation	Time:	Comments:
Instructor punctual	1 2 3 4	
Instructor is knowledgeable in subject matter to be covered	1 2 3 4	
Lesson plan includes goals and objectives	1 2 3 4	
Visual aids, supplementary teaching/learning items ready and well organized	1 2 3 4	
Equipment items prepared, clean, functional, and organized	1 2 3 4 N/A	
Clear Objectives	1 2 3 4	
Lesson objectives made clear to students	1 2 3 4	
Lesson introduction created interest and established a need to know	1 2 3 4	
Related objectives to past sessions	1 2 3 4	
Presentation and Management		
Created and maintains a learning environment	1 2 3 4	
Presented course material using a variety of instructional strategies, adapting to students with diverse background and different learning styles	1 2 3 4	
Information presented in an organized manner with vocabulary at the level of the course and related to the skill sheets and protocols where applicable	1 2 3 4	
Skill or Demonstration presented in a logical step-by-step sequence relating to protocol and skill sheets	1 2 3 4 N/A	
If practical skills – instructor to student ratio met	1 2 3 4	
Encouraged critical thinking and problem solving	1 2 3 4	
Instructor was poised and articulate, staying on subject	1 2 3 4	

