

AMBULANCE



West Virginia Public Service Training

EMT STUDENT & PRECEPTOR GUIDE

OVERVIEW

The primary focus of the Emergency Medical Technician is to provide basic emergency medical care and transportation for critical and emergent patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide patient care and transportation. Emergency Medical Technicians function as part of a comprehensive EMS response, under medical oversight. Emergency Medical Technicians perform interventions with the basic equipment typically found on an ambulance. The Emergency Medical Technician is a link from the scene to the emergency health care system.

The Public Service Training Emergency Medical Technician program is a 150 hour (minimum) course which covers the basic information needed to function as an EMT level pre-hospital provider. The primary focus of the Emergency Medical Technician is to provide basic emergency medical care and transportation for critical and emergent patients who access the emergency medical system.

Emergency Medical Technicians function as part of a comprehensive EMS response, under medical oversight, and perform interventions with the basic equipment typically found on an ambulance. This course includes classroom didactic sessions, practical skills sessions, and an EMS clinical rotation component to prepare students to function in the capacity of an EMT.

This course does not certify students as an EMT. Successful completion of the course will allow the student to be considered eligible to take the certifying exams.

The West Virginia state certifying exam includes a practical skills evaluation at the conclusion of the course in which the student must successfully pass all required skill stations. The second part of the exam process is the written exam. The written exam is currently a 100 question multiple choice exam that is administered by the West Virginia Office of EMS staff. Passing requires a 70 % score. Another option for written testing is the National Registry of EMTs computer adaptive exam. This is scheduled by the student and taken at a Pearson Vue testing site. There is a fee required by the NREMT for testing.

Once the student has passed both the written and practical certifying exams, and completed the state required fingerprinting and background check, they can be certified by the West Virginia Office of EMS as an EMT. In order to maintain certification, the EMT must complete all state recertification requirements every 2 years.

West Virginia Public Service Training recognizes that the success of the EMS programs offered in the State of West Virginia is heavily dependent upon the clinical and field experiences our students acquire.

We value what you do and the time you dedicate to the students who come to you for guidance. You truly provide the most impressionable stage for learning and molding these EMS students in to the EMTs of the future.

Thank you for your time and commitment to EMS.

PRECEPTOR

Thank you for precepting West Virginia Public Service Training EMS students during their clinical/field rotations. Clinical/field preceptors are vital to the development of competent EMS personnel. Although students come to their clinical/field rotations with extensive classroom preparation they each have different levels of psychomotor skills and confidence in their abilities. As a preceptor / Cooperating Agency you will have a greater impact on the student's effectiveness as a future health care professional than anyone else the student works with during his/her education.

The attached preceptor / Cooperating Agency guidelines will provide you with information and resource material to assist you in coaching and supervising these EMS students. We ask that you review these guidelines and if you have any questions please do not hesitate to contact the West Virginia Public Service Training staff in your local RESA office.

WHAT IS AN EMT PRECEPTOR?

An EMT preceptor is an individual who works with one student to provide appropriate clinical learning experience to enhance student knowledge and facilitate role transition from an observer to team member to team leader; and ultimately to state certified EMT status.

HOW ARE PRECEPTORS SELECTED?

Based on a willingness to serve, preceptor candidates are chosen jointly by the RESA Public Service Training Staff and the Cooperating Agency related to candidate demonstration of the following behaviors.

1. Clinical competence
 2. Effective communication with clients, co-workers, and students
 3. Self-confidence and realistic self-perception of job performance
 4. Leadership in the workplace and the ability to initiate improvement in client care;
AND the following criteria:
 - a) Completion of an approved EMT or Paramedic educational program
 - b) At least 2 years of experience as an active EMS provider
 - c) Demonstrated expertise **or** current certification in specialty areas if practice includes such areas
 - d) Current West Virginia certification as an EMT or Paramedic.
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PRECEPTOR ROLES AND RESPONSIBILITIES

EMS students receive extensive opportunities to learn in the classroom. The new curriculum enhances that opportunity by placing the student in a hospital setting and/or field ambulance setting. Guidance during the early stages of their careers by experienced clinical preceptors is key to producing quality EMS professionals.

The role of the clinical preceptor is to:

1. Orient the student to policies, procedures, and equipment specific to the rotation area.
2. Review with each student the knowledge, skills, and personal behaviors/attitudes required of an entry-level practitioner.
3. Ensure the student obtains the experiences necessary to acquire the knowledge, skills, and personal behaviors/attitudes required of an entry-level practitioner.

4. Use the clinical objectives to guide the student through a structured sequence of experiences.
 5. Based on the student's clinical experience and skill, provide supervision which is adequate and appropriate to assuring effective and efficient learning.
 6. Provide the student with feedback and evaluation regarding his/her clinical performance related to the objectives for an entry-level practitioner.
 7. Advise the RESA Public Service Training Coordinator immediately of any significant problems with student knowledge, skills, or personal behaviors/attitudes that require immediate intervention.
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WHAT PRECEPTORS SHOULD EXPECT

ARRIVAL AT CLINICAL OR FIELD SITE:

When a student presents to his/her clinical or field site, he or she will introduce himself or herself to the appropriate personnel, then be assigned to a preceptor for the day. The student should work with the preceptor for the duration of the shift. Meals and breaks should be scheduled by the preceptor.

STUDENT IDENTIFICATION (NAME TAGS):

Students will present with an identification issued by West Virginia Public Service Training identifying the EMT candidate as an "EMS Student". The student is required to have the ID visible at all times during clinical rotations.

GENERAL GUIDELINES AND INSTRUCTIONS FOR PRECEPTORS

Clinical/field preceptors are vital to the development of competent EMS personnel. Although students come to their clinical/field rotations with extensive classroom preparation they each have different levels of confidence in their abilities. As a preceptor you will have a greater impact on the student's effectiveness as a future health care professional than anyone else the student works with during his/her education.

If you ever have any questions or concerns, please contact your RESA Public Service Training Coordinator

1. During the student's clinical time, provide the student with an orientation to the unit, including:
 - a) Facility arrangement, routine, and duties.
 - b) Locations of equipment or supplies which the student may need to be familiar with.
 - c) Use of unfamiliar equipment.
 - d) Special policies, procedures, or regulations, especially those which will affect the student's activities.

Examples would include:

 - Procedures for responding to calls, including procedures for use of seat belts in the ambulance and for unrestrained movement in the patient compartment when delivering patient care.
 - Infection control/personal protective equipment procedures
 - Labeling, documentation requirements
 - Transfer of care procedures
 - Emergency procedures and responsibilities.
2. Review the objectives for the rotation with the student.
3. During your shift(s) with the student, try to:
 - a) REVIEW the history, diagnosis, and treatment of each patient you encounter.
 - b) OFFER case-specific comments which help correlate the student's didactic knowledge with patient assessment and management in the field setting.

- c) PROVIDE opportunities for the student to perform assessments or procedures. The preceptor responsible for patient care should always retain final decision making authority for patient care.
 - d) PROMOTE problem-solving skills by asking the student questions.
 - e) PRESENT the student with a brief critique following each patient encounter that he/she makes with you.
4. Supervise the student when he or she is performing patient assessments. The preceptor should critically review the student's technique and recommend changes where appropriate.
 5. During clinical rotations, students will ride as an additional provider at all times and will always be under supervision when providing patient care. They may not be counted as personnel/crew for minimum manning standards.
 6. At the completion of each rotation, the student will ask you to review their performance. Give the student feedback of his/her performance. The preceptor should record this information on the evaluation sheet and return it to the student. THIS FORM MUST BE COMPLETED AND RETURNED FOR THE STUDENT TO RECEIVE CREDIT FOR THE ROTATION.
 7. Your narrative comments are very important, especially if the student is not performing to standard or is not making progress. If you would prefer to discuss your observations with an EMS Program faculty member, please contact the RESA Public Service Training Coordinator.
 8. The preceptor should provide feedback to the student and assess their knowledge, skills, and personal behaviors and attitudes necessary to function effectively as an entry-level practitioner.
 9. Although these students are under your supervision, you are not expected to have to discipline them or tolerate any kind of unprofessional behavior. Please call the RESA Public Service Training Coordinator if any kind of problems arise. YOU ARE NOT REQUIRED TO WORK WITH A STUDENT WHO REFUSES TO COOPERATE WITH YOU OR WHO REFUSES TO FOLLOW DIRECTIONS.

PRECEPTOR DO'S AND DON'TS

DO:

- Be an exemplary role model
- Meet briefly with your student before daily assignments to discuss student goals and answer student questions
- Address problems immediately and appropriately
- Notify student and faculty of unplanned absences
- Remember what it felt like to be a student
- Maintain professionalism in attitude, appearance, and confidentiality at all times
- Attempt to offer your student adequate breaks and meal opportunities
- Offer appropriate positive reinforcement

DON'T:

- Engage the student in gossip
- Impede student learning by assigning only "busy work"
- Always use the same teaching method
- Do anything to the student you wouldn't want done to you!
- Violate any HIPAA standards

EMT STUDENTS

COURSE REQUIREMENTS

1. Students must meet attendance requirements and cannot miss more than 10% of the total course hours. For the EMT course, students can only miss 15 hours of classroom time. Being late for class or leaving early counts toward the attendance requirement. At the beginning each class session, all students must sign the attendance sheet.
2. There is a great deal of information to be covered in a relatively short period of time. You must stay organized. Plan to spend approximately two hours outside of class in study time for each one hour of classroom time for the course.
3. The training you receive requires emotional maturity. This is a demanding field of study and not everyone is emotionally prepared to be successful.
4. If you feel you need assistance with reading, study skills, etc. you can contact Adult Basic Education services for free and confidential assistance.
5. Any student caught cheating on an examination, displaying unethical conduct, disturbing/harassing others during class or exhibiting argumentative or unruly behavior will be asked to leave the class.
6. Cellular phones, pagers and similar devices should be kept turned off while in the classroom setting.
7. A state and federal background check is a requirement of the West Virginia Office of EMS for state EMS certification. Your fingerprinting should be completed early in the class in order to allow time for processing of the background check. Certain misdemeanor and felony convictions will preclude your ability to receive certification. Students with questions on background checks should contact WV Office of EMS at 304-558-3956.
8. Payment is due by the 4th class session and is the responsibility of the student. Students who request an invoice to their affiliate agency must provide documentation of the agency's willingness to pay the costs. Non-payment of fees will result in the student's dismissal from the course. Fees are non-refundable. Book fees must be paid in full before a course book is issued.
9. The primary course textbook will be the current recommendation of the West Virginia Department of Education, Public Service Training Coordinator.
10. Due to the required clinical rotation, it is strongly recommended that students have current immunizations. Agencies for clinical practice may require proof of freedom from tuberculosis and immunity to rubella, rubeola, mumps, tetanus, varicella, and Hepatitis B through vaccination or titer.
11. Americans with Disabilities Act (ADA) and Accommodation Services: Qualified students with documented disabilities have the right to accommodations to ensure equal access to educational opportunities through Public Service Training. For assistance and clarification of services provided under the ADA, contact the Public Service Training Coordinator.

EMT CLINICAL & FIELD INTERNSHIP OBJECTIVES

AFFECTIVE OBJECTIVES: When participating in EMS clinical or field rotations, the students must:

1. Be present and on time for each scheduled rotation.

2. Be professional in appearance. Students shall demonstrate good hygiene. Students shall wear:
 - a collared shirt and Dockers style pants or EMS pants. No T-shirts or jeans will be permitted.
 - close toed footwear
 - a watch with a second hand
 - ID Badge
3. Act cooperatively with staff.
4. Accept constructive criticism and work toward self-improvement.
5. Act appropriately during stressful situations.
6. Maintain patient confidentiality and respect the rights of others.
7. Demonstrate professional patient interaction by communicating in a nonjudgmental, empathetic and responsible manner.

COGNITIVE OBJECTIVES: When participating in EMS clinical and field rotations, the student must:

1. Display an acceptable knowledge base for entry level EMT.
2. Demonstrate satisfactory history taking skills
3. Use history and physical examination skills and demonstrate knowledge of proper treatment.

PSYCHOMOTOR OBJECTIVES: When participating in EMS clinical or field rotations, the student must:

1. Demonstrate acceptable assessment and management of the trauma patient.
2. Demonstrate acceptable assessment and management of the medical patient.
3. Demonstrate acceptable universal precautions and infection control procedures.
4. Perform competent care.
5. Perform skills safely.

CLINICAL ROTATION COURSE REQUIREMENT

In order to successfully complete the course requirements, each Emergency Medical Technician student is required to complete a minimum of eight (8) hours of clinical time with a pre-hospital EMS provider or emergency room nurse. During this clinical rotation, which will occur outside of the normal classroom setting, the student must complete and document TEN (10) patient assessments on real medical or trauma patients while under the direct observation of an EMS field preceptor. Since call volumes vary from one EMS agency to another, the 8 hour clinical time requirement is a minimal time to consider in order to complete this component of the course.

Assessments are to be documented on the enclosed form – “EMT Student Patient Assessment”- and submitted to your course instructor. **Students who have not completed the required ten patient assessments prior to the end of the course will not be permitted to test until all course requirements have been met.**

In order to complete the clinical rotation, the student:

1. Must schedule, in advance, with the pre-hospital agency or emergency room education director.
2. Read, understand, and comply with any terms and conditions of the agency required for students.
3. If required, sign the agency’s ride along release and confidentiality agreement.
4. Maintain strict patient confidentiality. Failure to maintain patient confidentiality will be cause for dismissal from the EMT course.
5. Only perform the clinical rotation with an approved agency preceptor.
6. Comply with the dress code described in this policy, or the dress code required by the agency.
All clinical sites must have a signed contract with the RESA office prior to any student precepting at that respective agency. Students may request that the Public Service Training Coordinator contract with a particular agency assuming that there are qualified preceptors available in that particular agency.

POLICIES

TOBACCO POLICY

Tobacco products of any kind are prohibited in any classroom or clinical setting. This policy applies to instructors, preceptors, and students.

ATTENDANCE POLICY

Full attendance is mandatory for each Clinical / Field assignment. All absences, tardy arrivals, or early departures shall be reported to the RESA Public Service Training Coordinator immediately. Tardy arrivals and early departure will constitute an absence.

Students shall notify the RESA Public Service Training Coordinator and the course instructor should a conflict arise that will conflict with a scheduled assignment. Failure to do so will result in removal from the program. Coordinators and course instructors will work with students as long as the conflict is identified ahead of time.

FRATERNIZATION POLICY

To avoid the dangers of fraternization between instructors, preceptors, and students, as well as preventing the appearance of improper conduct, favoritism, or harassment, the following policy shall be adhered to:

Instructors, preceptors, or any other persons associated with the West Virginia Public Service Training EMT training program who has the authority to directly or indirectly affect the terms and conditions of an EMT student's advancement through the EMT program shall NOT fraternize with any student nor shall any student maintain such a relationship with the same. This policy specifically prohibits dating, romantic involvement, and sexual relations between student and instructor/preceptor.

Instructors and preceptors determined to be in violation of this policy will immediately relieved of their responsibilities. Students found in violation shall be removed from the program.

SOCIAL MEDIA POLICY

Social media are forums that encourage a sharing of conversations, text, images, slides and videos, like blogs, Facebook, MySpace, YouTube, Flickr and Twitter.

Although this is an acceptable medium to share and promote the EMS field, it is the policy of West Virginia Public Service Training that all instructors, preceptors, and students remain respectful and professional in their use of these communications. Instructors, preceptors, and students are prohibited from:

1. Engaging in any discussion that pertains to discrimination, sexual harassment and disclosure of confidential patient information
2. Participating in any discussion that belittles or ridicules the value of EMT Training through West Virginia Public Service Training
3. Discussions that involve name-calling or negative behavior that damages the reputation of West Virginia Public Service Training, RESA, and/or its clients.

Violation or abuse of this policy, both online and offline, may lead to disciplinary action up to and including termination.

WHAT IS THE ROLE OF THE COOPERATING AGENCY?

The Cooperating Agency shall:

- 1.** Retain full responsibility for the care of the Cooperating Agency's patients and maintain quality patient care as evidenced by appropriate accreditation
- 2.** Maintain all certifications, accreditations, and licenses appropriate for its business and provide West Virginia Public Service training EMS students access to the Cooperating Agency's facilities
- 3.** Ensure that each preceptor:
 - a.** Is providing direct supervision over no more than one student at any time
 - b.** Meets qualifying criteria for preceptorship role identified in this guide
 - c.** Personally provides direct supervision of his/her student, which requires such preceptor to be present in the clinical setting and available to the student at all times
 - d.** Facilitates his/her student's learning by:
 1. Assessing and suggesting learning experiences available to the student
 2. Directly assisting student learning experiences when needed
 - e.** Evaluates student performance and provides feedback through the evaluation forms.
 - f.** Is an employee of the Cooperating Agency
- 4.** To never allow students to function as employees while interning

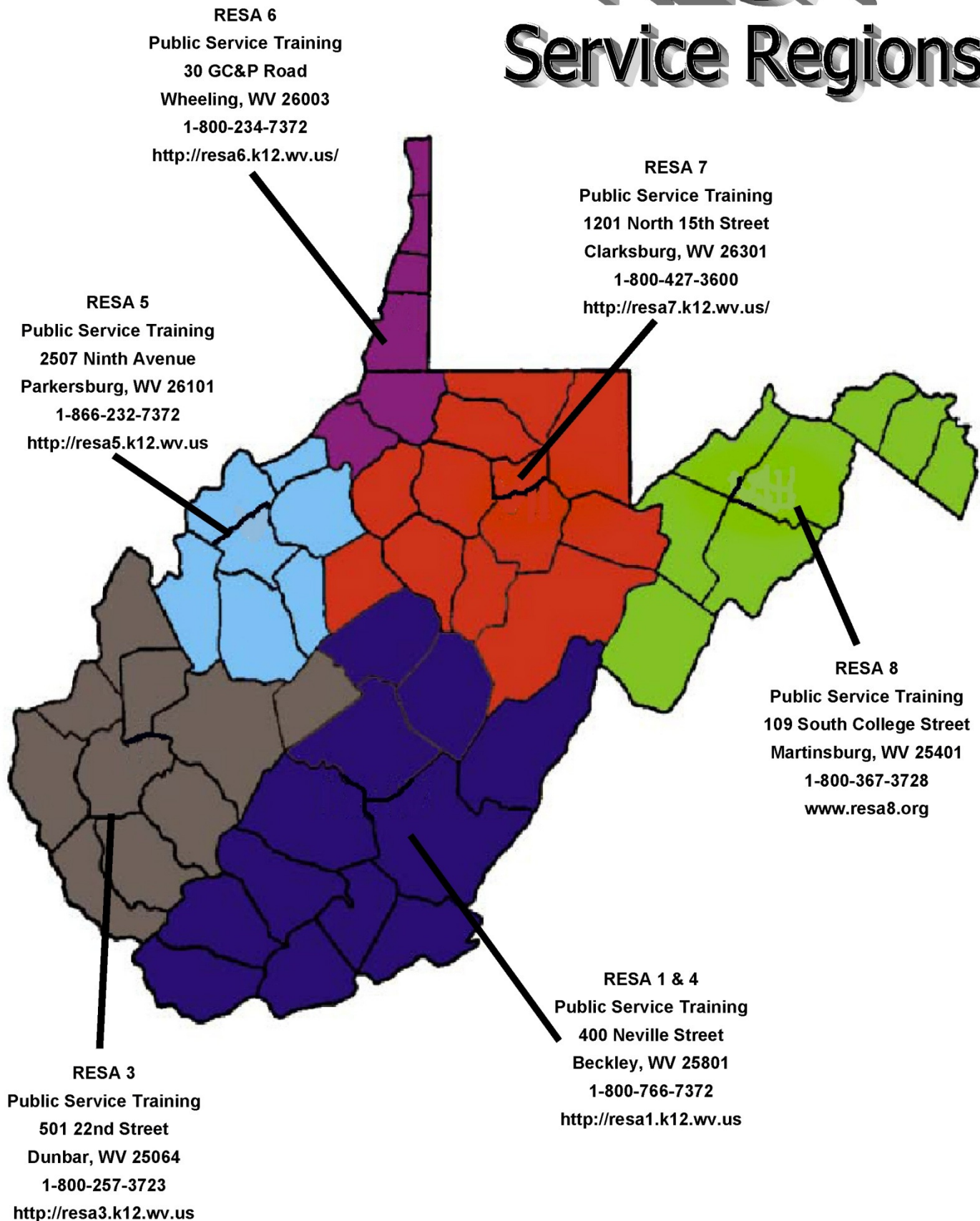
WHAT IS THE ROLE OF WEST VIRGINIA PUBLIC SERVICE TRAINING?

West Virginia Public Service Training shall:

- 1.** Ensure that its faculty participating in the preceptorship program:
 - a.** Provide preceptors with objectives, policies, procedures, and evaluation instruments to be utilized with students participating in the preceptorship program
 - b.** Facilitate, monitor, and evaluate the student's learning through regular communication with the students and preceptors
 - c.** Assist students with application of core content in clinical/field experiences
 - d.** Serve as resource personnel for students and preceptors
- 2.** Require its students and faculty to follow the West Virginia Public Service Training and the Cooperating Agency's rules, regulations, policies, and procedures, while participating in the preceptorship program
- 3.** Ensure their students participating in the preceptorship program meet the Cooperating Agency's health standards and provide required documentation
- 4.** Retain ultimate responsibility for the students' grades, evaluation, and discipline
- 5.** Provide the Cooperating Agency with copies of student evaluations related to the preceptors and the Cooperating Agency
- 6.** Provide proof of accident and medical liability insurance.


RESA

Service Regions



West Virginia Public Service Training

EMT Student Patient Assessment Documentation Form

	Student Name:	WVOEMS #	Shift Date:
	Preceptor Name:	WVOEMS #	Location:
Course Instructor Name:		Started Shift:	Ended Shift:

Chief Complaint:

DISPATCH	RACE	SCENE SURVEY	
<input type="checkbox"/> Non Emergency	<input type="checkbox"/> African American	<input type="checkbox"/> Scene Safe	<input type="checkbox"/> Drowning
<input type="checkbox"/> Emergency	<input type="checkbox"/> American Indian	<input type="checkbox"/> Hazardous Materials	<input type="checkbox"/> Explosion
GENDER	<input type="checkbox"/> Asian	<input type="checkbox"/> Violence	<input type="checkbox"/> Other:
<input type="checkbox"/> Male	<input type="checkbox"/> Caucasian	<input type="checkbox"/> Traffic	
<input type="checkbox"/> Female	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Weather	
AGE:	<input type="checkbox"/> Other	<input type="checkbox"/> Electrical	

MECHANISM OF INJURY	NATURE OF ILLNESS	ASSISTANCE REQUIRED	PATIENT CONDITION
<input type="checkbox"/> MVA	<input type="checkbox"/> Respiratory	<input type="checkbox"/> Seizure	<input type="checkbox"/> Additional EMS
<input type="checkbox"/> Pedestrian Struck	<input type="checkbox"/> GI	<input type="checkbox"/> OB / GYN	<input type="checkbox"/> Rescue / FD
<input type="checkbox"/> Fall	<input type="checkbox"/> GU	<input type="checkbox"/> Behavioral	<input type="checkbox"/> Law Enforcement
<input type="checkbox"/> Blunt Trauma	<input type="checkbox"/> Diabetic	<input type="checkbox"/> Environmental	<input type="checkbox"/> Mutual Aid
<input type="checkbox"/> Penetrating Trauma	<input type="checkbox"/> Stroke / CVA	<input type="checkbox"/> Other:	<input type="checkbox"/> Aeromedical
<input type="checkbox"/> Burn	<input type="checkbox"/> Poison / OD	<input type="checkbox"/> Extrication	<input type="checkbox"/> Full Arrest
<input type="checkbox"/> Other:	<input type="checkbox"/> Anaphylaxis	<input type="checkbox"/> Other:	<input type="checkbox"/> DOS

PRIMARY PATIENT ASSESSMENT

LOC	AIRWAY	BREATHING	CIRCULATION	SKIN CONDITION
<input type="checkbox"/> Alert	<input type="checkbox"/> Normal	<input type="checkbox"/> Normal	<input type="checkbox"/> Normal	Color:
<input type="checkbox"/> Oriented X3	<input type="checkbox"/> Adjunct (OPA)	<input type="checkbox"/> Labored	<input type="checkbox"/> Irregular	Temperature:
<input type="checkbox"/> Verbal	<input type="checkbox"/> Combitube	<input type="checkbox"/> Irregular	<input type="checkbox"/> Bounding / Weak	Condition:
<input type="checkbox"/> Pain	<input type="checkbox"/> King Airway	<input type="checkbox"/> Deep / Shallow	<input type="checkbox"/> Rapid / Shallow	Cap Refill UE: _____ Sec.
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Intubation	<input type="checkbox"/> Rapid / Slow	<input type="checkbox"/> Absent Carotid/Radial	Cap Refill LE: _____ Sec.
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

SECONDARY PATIENT ASSESSMENT

HEAD	NECK	CHEST	ABDOMIN
<input type="checkbox"/> Normal	<input type="checkbox"/> Normal	<input type="checkbox"/> Normal	<input type="checkbox"/> Normal
<input type="checkbox"/> DCAP-BLS	<input type="checkbox"/> DCAP-BLS	<input type="checkbox"/> DCAP-BLS	<input type="checkbox"/> DCAP-BLS
<input type="checkbox"/> Fluid Nose/Ears/Mouth	<input type="checkbox"/> Tracheal Deviation	<input type="checkbox"/> BS R Diminished / Absent	<input type="checkbox"/> Tender RU / LU / RL / LL
<input type="checkbox"/> R Pupil Dil / Const	<input type="checkbox"/> JVD	<input type="checkbox"/> BS L Diminished / Absent	<input type="checkbox"/> Rigid
<input type="checkbox"/> L Pupil Dil / Const		<input type="checkbox"/> Crackles / Rales / Wheezes	
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

PELVIS	LOWER EXTREMITIES	UPPER EXTREMITIES	BACK
<input type="checkbox"/> Normal	<input type="checkbox"/> Normal	<input type="checkbox"/> Normal	<input type="checkbox"/> Normal
<input type="checkbox"/> DCAP-BTLS	<input type="checkbox"/> DCAP-BTLS Right	<input type="checkbox"/> DCAP-BTLS Right	<input type="checkbox"/> DCAP-BTLS
<input type="checkbox"/> Crepitus	<input type="checkbox"/> DCAP-BTLS Left	<input type="checkbox"/> DCAP-BTLS Left	
<input type="checkbox"/> Unstable	<input type="checkbox"/> PMS Deficit	<input type="checkbox"/> PMS Deficit	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

CRITICAL INTERVENTIONS


<input type="checkbox"/> Maintain Airway	<input type="checkbox"/> Suctioning	<input type="checkbox"/> APGAR
<input type="checkbox"/> Spinal Immobilization	<input type="checkbox"/> Breathing Treatment	<input type="checkbox"/> Glasco Coma Scale
<input type="checkbox"/> Ventilation	<input type="checkbox"/> Pulse Ox	<input type="checkbox"/> Oxygen LPM _____ / Delivery Device _____
<input type="checkbox"/> Control Bleeding	<input type="checkbox"/> Glucometer Reading	
<input type="checkbox"/> CPR / Defibrillation	<input type="checkbox"/> Temperature	
<input type="checkbox"/> Other:		

EMT Student Patient Assessment Documentation Form

[illegible]

West Virginia Public Service Training

EMT Student Evaluation Form

	Student Name:	Shift Date:
	Course Instructor Name:	Location:

Directions:

Please use the following rating scale to describe your evaluation of the EMT student during the current shift. Please discuss rationale for your evaluation with the student. There is space for additional comments on the back of this form. Please return this form to the student. If a situation warrants, the preceptor may keep the evaluation form and contact the RESA Public Service Training Coordinator to discuss any concerns.

AFFECTIVE DOMAIN

I. Preparedness: *the student arrived on time with necessary equipment and identification*

<input type="checkbox"/> 0 Points	<input type="checkbox"/> 1 Point	<input type="checkbox"/> 2 Points	<input type="checkbox"/> 3 Points	<input type="checkbox"/> 4 Points
More than 15 minutes late and / or lacking equipment	10 - 15 minutes late and/or lacking some equipment	5 - 10 minutes late and /or lacking some equipment	Arrived at the last minute	On time, not rushed, has all equipment

II. Professional Appearance: *the student arrived in proper uniform and is neat in appearance*

<input type="checkbox"/> 0 Points	<input type="checkbox"/> 1 Point	<input type="checkbox"/> 2 Points	<input type="checkbox"/> 3 Points	<input type="checkbox"/> 4 Points
Not in proper clothing or poor hygiene	Uniform is dirty, wrinkled, or damaged. Poor judgement in jewelry or makeup	Uniform acceptable but has room to improve. Example: polishing boots	Uniform clean but student not well groomed.	Uniform clean and neat. Student well groomed

III. Initiative: *the student demonstrates interest through actions and interactions with preceptor*

<input type="checkbox"/> 0 Points	<input type="checkbox"/> 1 Point	<input type="checkbox"/> 2 Points	<input type="checkbox"/> 3 Points	<input type="checkbox"/> 4 Points
No questions asked. Minimal participation	Asks few questions. Minimal participation and initiative	Asks questions or studies. Good participation if asked.	Asks questions. Studies in down time. Displays active participation	Asks questions. Curious. Takes initiative and follows through.

IV. Conduct: *the student interacts with patients, families, and co-workers in a respectful and empathetic manner*

<input type="checkbox"/> 0 Points	<input type="checkbox"/> 1 Point	<input type="checkbox"/> 2 Points	<input type="checkbox"/> 3 Points	<input type="checkbox"/> 4 Points
Violates the rights of others. Not trustworthy with belongings or private information.	Shows little interest or ability to interact with patients or co-workers	Interacts with patients and co-workers but lacks empathy and/or professionalism	Overall conduct was adequate. Needs self confidence and assertiveness.	Initiates therapeutic communications. Puts patients needs above all. Demonstrates professionalism.

V. Delivery of Service: *the student follows policy, procedure, and protocols. Uses appropriate safeguards in performance of duties.*

<input type="checkbox"/> 0 Points	<input type="checkbox"/> 1 Point	<input type="checkbox"/> 2 Points	<input type="checkbox"/> 3 Points	<input type="checkbox"/> 4 Points
No regard for safety. Disregard for policies, procedures, and protocol.	Minimal regard for safety. Minimal regard for policies, procedures, and protocol.	Inconsistent in use of safeguards.	Needs minimal supervision to perform safely and adhere to policies, procedures, and protocol.	Exercises due caution in the performance of duties and follows policies, procedures, and protocol.

PSYCHOMOTOR DOMAIN

I. Proficiency: *Student demonstrates proficiency in skills performed.*

<input type="checkbox"/> 0 Points	<input type="checkbox"/> 1 Point	<input type="checkbox"/> 2 Points	<input type="checkbox"/> 3 Points	<input type="checkbox"/> 4 Points
Does not know what skill is indicated and if prompted cannot perform it.	May know what skill is indicated but cannot perform it.	Knows what skill is indicated but performs poorly without instruction.	Knows skill is indicated, performs correctly but needs to increase speed.	Knows skill is indicated. Organizes the task efficiently, performs accurately and without hesitation.

West Virginia Public Service Training

EMT Student Evaluation Form

COGNITIVE DOMAIN

I. Knowledge: Student can recall common terms, facts, principals, and basic concepts.

<input type="checkbox"/> 0 Points	<input type="checkbox"/> 1 Point	<input type="checkbox"/> 2 Points	<input type="checkbox"/> 3 Points	<input type="checkbox"/> 4 Points
Significant deficits in knowledge: e.g. cannot use basic medical terminology.	Limited recall of facts and principals	Recall of information is average and needs prompting to apply the information correctly.	Good recall of most facts and concepts, given the current point in the course.	Outstanding recall of principals and theories.

II. Problem Solving: *the student uses knowledge to solve a previously unencountered problem.*

<input type="checkbox"/> 0 Points	<input type="checkbox"/> 1 Point	<input type="checkbox"/> 2 Points	<input type="checkbox"/> 3 Points	<input type="checkbox"/> 4 Points
Unable to recognize problems.	Recognizes a problem with prompting but cannot solve it.	Identifies the problem with prompting and makes some steps to solve the problem with prompting.	Identifies the problem and makes steps toward solving it with some assistance.	Identifies problems and can independently devise a plan to solve the problem.

III. Evaluation: *the student can judge the appropriateness of actions and can defend his or her decisions.*

<input type="checkbox"/> 0 Points	<input type="checkbox"/> 1 Point	<input type="checkbox"/> 2 Points	<input type="checkbox"/> 3 Points	<input type="checkbox"/> 4 Points
Student cannot give a rationale or explanation for actions or decisions.	Student attempts to defend decisions or actions but has no applicable rationale.	Attempts to defend his or her decisions or actions, but does not provide a defensible argument.	Student provides a strong defense of actions but has limited rationale as to why.	Student provides a strong rationale for decisions and actions.

Please use the space below to write any additional comments and suggestions for further development of the student's potential.

[illegible]

Preceptor Name (print): _____

Signature: _____

MEMORANDUM OF UNDERSTANDING

EMS Clinical Preceptor

I, _____ have reviewed the enclosed material and accept the role and
(preceptors printed name)
responsibilities of the clinical preceptor. I am familiar with the program's documents and clinical objectives for the student. I have submitted documents that verify my years of EMS experience and level of licensure. I have also included additional documents that satisfy any prerequisites for this position. I understand that a continuous line of communication is necessary between preceptor, student, course instructor, and the RESA Public Service Training Coordinator. I will review all clinical documentation of the EMT student and provide non bias objective feedback.

Preceptor Signature

Date

Preceptor Address (please print clearly)

City State Zip

Telephone Number (best number to be reached)

E-mail

EMT Student

I, _____, acknowledge receipt of the Public Service
(student's printed name)
Training Emergency Medical Technician Student Manual. I have had an opportunity to ask questions regarding the course requirements and expectations. I further agree to abide by these standards and expectations, which includes the ethical and behavioral standards. I also affirm that I have all of the pre-requisites required to take this class.

If you have any issues or complaints with the instructor, another student, or the class and you feel that your issues were not handled correctly or to your satisfaction, please feel free to call the RESA Public Service Training Coordinator. Contact information can be found on page 10 (the map page).

Student Signature

Date

Student Address (please print clearly)

City State Zip

Telephone Number (best number to be reached)

E-mail

Please return completed form to your RESA Public Service Training Coordinator

