

Preceptors: A Cornerstone to a Successful Capstone Experience

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The Panelists

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Objectives

- Distinguish between the field experience versus the field capstone experience.
- Describe the goals of the capstone experience.
- Determine training criterion for capstone preceptors.
- Outline strategies to assure the capstone preceptor(s) know their expectations.
- Explain effective approaches capstone preceptors may use to provide feedback to students.
- Discuss the techniques to monitor student progress during the capstone experience.
- Identify measures to remediate learners who are struggling during the capstone experience.
- Locate resources on the CoAEMSP website with information related to the capstone experience.



Sequencing

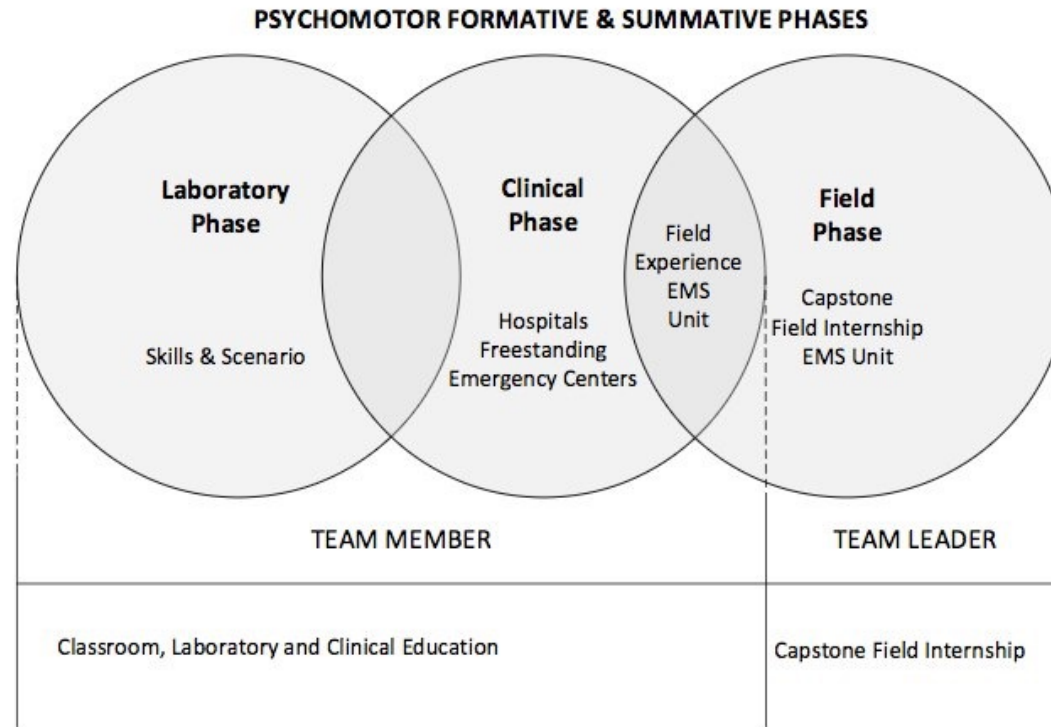


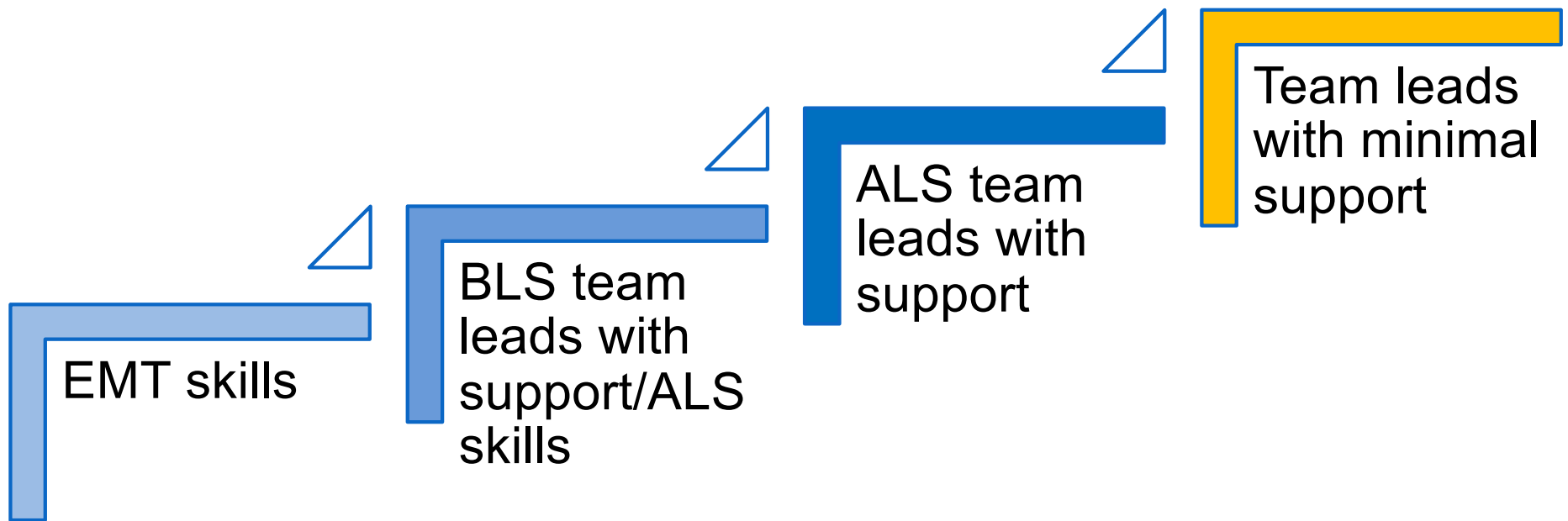
Figure 1

Standard III.C.1. & III.C. 2

Kim



Field Experience versus Capstone



Standard III.C.1. Curriculum

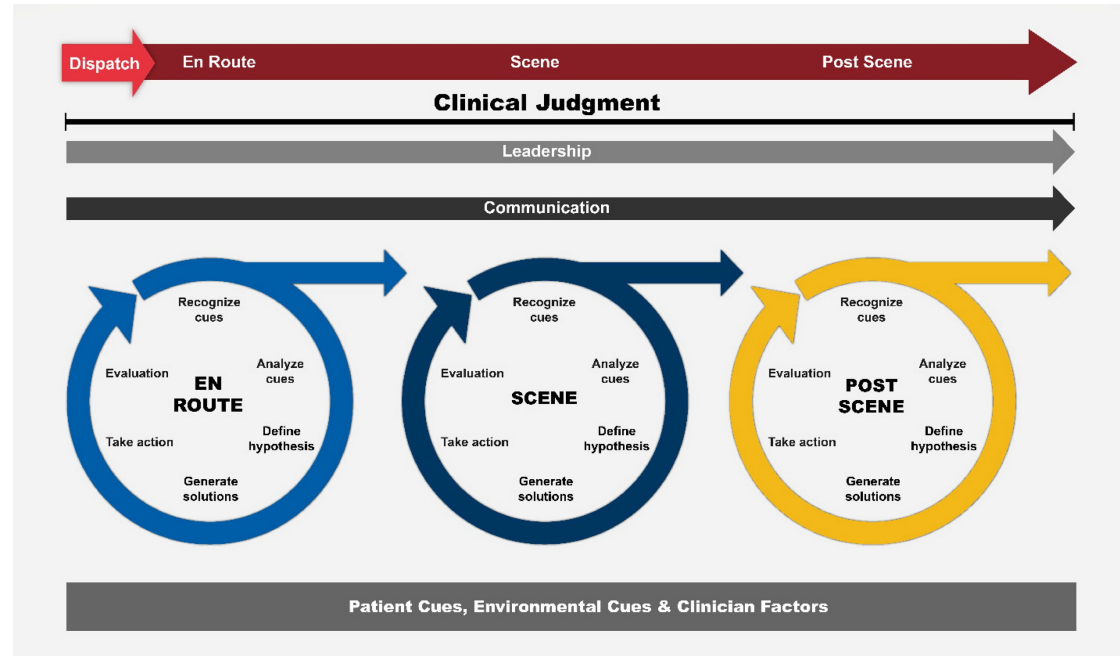
Kim



Capstone team leads

- Define # & type in policy
- Includes transport
- Occasionally includes calls
 - involving transfer of care
 - termination of care
 - patient refusal of care.
- Cannot be done with simulation

Minimal to no prompting



Gugiu, McKenna, Platt & Panchal, 2022

Standards III.A.2., IV.A.1 & IV.A.2



Kim

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Capstone preceptors

- Selection
- Training
- Evaluation
- Thanks

Standards III.A.2. & III.B.1.a

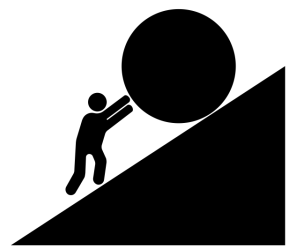
Jeff



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Research tells us that

- Inconsistencies among evaluators can destroy motivation (Weiner, 1986)
- Challenging and realistic set in one's zone of proximal development are most likely to lead to achievement of those goals (Vygotsky, 1976)
- Expectancy-value theory says that students will not continue to engage in educational tasks if they expect to fail (Wigfield & Eccles, 1992)



Megan

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Characteristics of Leadership in EMS

- Laboratory sessions utilizing complex scenarios and field internship were most influential EMS education strategies to participants
- Observed leadership characteristics of paramedics in action*
 - approachable, convincing, ability to identify strengths and weaknesses of those around them, facilitator, nonjudgmental, polite and being supportive-reassuring-encouraging.



He pushed you outside your comfort zone, which is what I definitely need in learning. He was definitely able to recognize that and what I needed to be a better student and a better paramedic and things like that, and able to turn that around and push me to do better

Miller, M. G. (2014). *Exploring paramedic student leadership characteristics in Emergency Medical Services education programs: A grounded theory study* [Creighton]. Omaha, NE.





The Golden Ticket

Capstone Completion

- Keep a master copy of capstone evaluation instruments, with student performance
- Documentation shows progression of the students to the role of team leader as required by the program.
- Summative evaluation demonstrates student meets objectives in all domains

Standards III.A.2., III.C.2

Rick



Students who are struggling



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Standard IV.A.1.

Kim



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If you do advanced placement

- AP students must be accounted for in the annual report.
- Must demonstrate how advanced placement graduates meet all program minimum competency requirements in didactic, lab, clinical, and **capstone** field internships.

Standard V.A.2.

Kim



Recordkeeping

- Agreements define program & sponsor responsibilities
 - What the students can do
 - Preceptor responsibilities



Standard V.F.

Jeff

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Resources

- CoAEMSP Interpretations of the 2015 CAAHEP *Standards*
- Student minimum competency matrix (Capstone TLs – 20)
- When is it a Team Lead? – October 2013



Takeaways

- Establish agreements with strong field clinical sites
 - With clear expectations
- Scaffold learning to build student experience before capstone
- Select and train effective preceptors
- Monitor student progress during capstone
 - Remediate if necessary
- Maintain appropriate paperwork
- Thank the preceptors!



Accreditation is
an everyday activity



Thank you



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