

Capstone Field Internship Preceptor Training

Accordance Community College

April 2025

Program Note

This template provides placeholders for topics to include when training capstone preceptors. It is the program responsibility to add details and information specific to their program. The placeholders are not intended to be inclusive of all educational content. The content can be modified based on the use of external vendor products. However, the program specific training includes:

- ☐ **Purposes of the student rotation: minimum competencies, skills, and behaviors**
- ☐ **Evaluation tools used by the program**
- ☐ **Criteria for evaluation and grading students**
- ☐ **Contact information for the program (regular and emergency)**
- ☐ **Program definition of Team Lead**
- ☐ **Program required minimum number of Team Leads**
- ☐ **Coaching and mentorship techniques**

Part I

Program Specific Information

**Note: the topics in Part I are provided by the
program sponsor**

**The program completes the appropriate
information in all areas**

Part I

Contact Information for the Program

Accordance Community College

Thank you for precepting our students!

Contact us

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Purpose

Purposes of the student rotation

Minimum competencies

Skills

Behaviors

Evaluation

Evaluation tools used by the program

Grading

Criteria for evaluation: grading students

Examples

Cognitive

Psychomotor

Affective

Include rating scales

Include evaluation tools

Team Lead



Program's definition of Team Lead

(Example From The CoAEMSP Interpretations of the CAAHEP 2023 Standards and Guidelines)

Team Leadership Definition: *The student has successfully led the team if they have conducted a comprehensive assessment (not necessarily performed the entire interview or physical exam, but rather were in charge of the assessment), and formulated and implemented a treatment plan for the patient. This means that most (if not all) of the decisions were made by the student, especially formulating a field impression, directing the treatment, determining patient acuity, and disposition and packaging/moving the patient (if applicable). Minimal to no prompting was needed by the preceptor. No action was initiated/performed that endangered the physical or psychological safety of the patient, bystanders, other responders, or crew.*

Required Minimums

Program required minimum number of Team Leads

Paramedic	
<div><div>CoAEMSP</div><div>National Registry of Emergency Medical Technicians® <small>THE NATION'S EMS CERTIFICATION™</small></div></div> <div>Student Minimum Competency Table 4 Field Experience / Capstone Field Internship</div>	
Field Experience	Capstone Field Internship
Conducts competent assessment and management of prehospital patients with assistance while TEAM LEADER or TEAM MEMBER	Successfully manages the scene, performs patient assessment(s), directs medical care and transport as TEAM LEADER with minimal to no assistance
30	20

Coaching

Coaching and mentorship techniques

Key topics listed in Parts II - V

Part II

General Principles

Principles of adult learning

Characteristics of adult learners

Keys to learning

Domains of learning

Assessing knowledge, skills, attitudes

Part III

Communication and Evaluation

Communication and evaluation

Active listening

Barriers to communication

Providing effective feedback

Non-verbal communication

Questioning

Debriefing calls and the shift

Advising students

Part IV

Preceptor Role

Preceptor characteristics

The ideal preceptor

The capstone preceptor expectations

Goal: entry level competent paramedic

Student self assessment

Progression from observer to team leader

Timing and definition of team leads

Part IV

Preceptor Role

Intern orientation

Setting expectations

Review student goals and capstone objectives

Drills and review

Evaluation at major milestones

Part IV

Preceptor Role

Challenging student issues

Maintaining objectivity

Documentation required

Performance improvement when needed

Communication with the Program coordinator/faculty

What not to do!



Part V

Student Role & Expectations

Student expectations/role

Behavior expectations

Expectations of progression: cognitive & clinical

Student self assessment

Affective domain attributes

Documentation review

Competency



Conclusion

Summarize key points

Competency is not a moment in time: it is a history of sustained performance

Review program faculty emergency contact information

Thank you for precepting