

Platinum Planner Preceptor Training Program Evaluation

Preceptor Name

Certification or Licensure

Agency/Agencies where you act as a preceptor

Date of this Evaluation

Email address

1. Which of the following describes the primary role of a preceptor?
 - a. To identify and remove students from the program that cannot be successful.
 - b. To train the student on the skills needed to do the job at the level they are pursuing.
 - c. To provide a safe environment for the student to practice what he or she has learned in the classroom.
 - d. To show the student how things are done in a real-life setting and point out differences from the classroom.

2. Which of the following characteristics of a successful preceptor was NOT included in the presentation?
 - a. Highly skilled.
 - b. Very demanding.
 - c. Positive role model.
 - d. Great communicator.

3. All of these are responsibilities of the preceptor EXCEPT:
 - a. Demonstrate proper affective skills with patients.
 - b. Train the student in shortcuts for psychomotor skills.
 - c. Evaluate the student's performance against a known standard.
 - d. Review with the student the pathophysiology of encountered illnesses.

4. Which of the following is one of the three most important responsibilities of the preceptor as described in this training program?
 - a. Keeping the student safe from harm.
 - b. Making sure the student gets as many opportunities as he can.
 - c. Allowing the student to perform any skills he has done in class.
 - d. Correcting the student when a skill is performed incorrectly.

5. Which of the following levels of EMS provider would you expect to allow the use of a pulse oximeter and the administration of oral glucose but not allow the use of an esophageal-tracheal airway?
 - a. AEMT
 - b. EMT
 - c. EMR
 - d. EMT-P

6. Who is responsible for determining when a student can perform a task during a clinical experience?
 - a. You.
 - b. The student.
 - c. The instructor.
 - d. The medical director.

7. Which of the following statements is true regarding your reasonable expectation of a clinical student?
 - a. The student should be willing to help as well as learn.
 - b. The student should be able to understand concepts at a very high level.
 - c. The student should be able to perform skills without thinking about them.
 - d. The student should be allowed to perform any skill within her scope of practice.

8. Which of the following is a common characteristic of the adult learner.
 - a. Have no egos.
 - b. Learns slower.
 - c. Must have learning directed.
 - d. Takes longer to answer questions.

9. You have just asked your student what she thinks is the most representative pathophysiology of the patient you assessed. The student does not answer immediately. What should you do?
 - a. Wait for the answer.
 - b. Restate the question.
 - c. Ask the question again.
 - d. Give the student the answer.
10. Which of the following best represents active listening?
 - a. Listening for understanding.
 - b. Speaking clearly and honestly.
 - c. Maintaining appropriate eye contact.
 - d. Getting the student to hear your point of view.
11. Which of the following would be an appropriate method to develop a good rapport with the student?
 - a. Telling jokes.
 - b. Having clear expectations.
 - c. Making fun of other professions.
 - d. Letting the student control the experience.
12. What is the best way to teach a student on how to develop a good rapport with others?
 - a. Explaining roles.
 - b. Teaching respect.
 - c. Modeling good behavior.
 - d. Pointing out bad behavior.
13. Which of the following is true regarding providing feedback to the clinical student?
 - a. Provide feedback on every error.
 - b. Wait until the end of the shift.
 - c. Relate to local standards.
 - d. Start with a positive.
14. Which of the following best describes what is meant by the phrase "evaluate objectively"?
 - a. Be positive.
 - b. Based on your experience.
 - c. Relate to a known standard.
 - d. Remove your emotions from evaluating.

15. At what level of Bloom's taxonomy should you expect your new clinical student to be able to perform?
 - a. Articulation.
 - b. Imitation.
 - c. Manipulation.
 - d. Precision.
16. You are evaluating a student and indicate that the student did not do a procedure properly, when the student actually did perform the task accurately. Which of the following common errors did you commit?
 - a. Subjective.
 - b. Non-specific.
 - c. Inconsistent.
 - d. Inaccurate.
17. Which of the following evaluation and feedback aspects is typically the most difficult for the experienced preceptor?
 - a. Holding the student to an unreasonable expectation.
 - b. Differentiating local versus national standards.
 - c. Avoiding personal biases when evaluating.
 - d. Being accurate in the evaluation process.
18. You are evaluating a student and he has performed a skill in a manner which you believe is incorrect, but he assures you this is the correct standard as he was taught in school. Which of the following would be the most accurate and reliable resource to check?
 - a. The NHTSA Educational Standard.
 - b. The school's task analysis sheets.
 - c. The NHTSA Scope of Practice.
 - d. The Registry website.
19. When evaluating a student, what does closing the feedback loop mean?
 - a. Re-evaluating.
 - b. Ending with a positive.
 - c. Thanking the student for their time.
 - d. Asking the student, "Do you understand?"

20. When would a student be qualified to obtain field internship time?
 - a. At any EMS rotation.
 - b. Any time at a clinical experience.
 - c. At any clinical experience where they are managing the patient
 - d. At an EMS rotation after most of the cognitive portion of the class.

21. When should you allow the student to make "Safe" mistakes?
 - a. During the field internship
 - b. Never during the clinical experience.
 - c. Any time during the clinical experience.
 - d. Only during the initial phase of the clinical experience.

22. Which of the following would be a great use of a slow time during a clinical experience?
 - a. Allowing the student to study.
 - b. Letting the student catch up on sleep.
 - c. Having the student wash the truck or make beds.
 - d. Reviewing with the student the equipment available to use.

23. When should you review a patient experience with a student?
 - a. During quiet times.
 - b. At the end of the shift.
 - c. Immediately after the encounter, if possible.
 - d. Only if problems occurred during the encounter.

24. You have just finished a call where the team was unsuccessful in resuscitating an infant. Your clinical student is visibly upset. How should you handle this situation?
 - a. Send the student home.
 - b. Utilize dark humor to help everyone.
 - c. Review the situation with the student.
 - d. Let the student resolve their conflict themselves.

25. Your student is getting into some minor trouble and really starting to annoy you during a very quiet day. Which of the following is most likely the cause of the student's misbehavior?
 - a. Adequacy seeking.
 - b. Attention seeking.
 - c. Power seeking.
 - d. Revenge seeking.

26. When does Platinum Planner assign a student credit for a task or skill?
 - a. When a student successfully performs the task.
 - b. When a student marks anything on a task.
 - c. When a student at least observes the task.
 - d. When a student at least attempts the task.
27. What happens when you select a 1 or a 2 when evaluating the student's professional behavior?
 - a. The student is immediately notified.
 - b. The student does not get any credit for this particular clinical experience.
 - c. Nothing as a 1 or a 2 is considered Outstanding and Very Good respectively.
 - d. A notice is sent to the instructor that a less than acceptable situation has occurred.
28. Which of the following was NOT listed as a cause for immediate dismissal from a clinical experience?
 - a. Foul language.
 - b. Non-participation.
 - c. Sleeping.
 - d. Tardiness.
29. You suspect your student is significantly under the influence of alcohol while at the clinical experience. Which of the following would be the most appropriate action?
 - a. Let the student complete the clinical but have them hang back.
 - b. Contact the student's instructor or clinical supervisor.
 - c. Allow the student to "sleep it off".
 - d. Send the student home.
30. Which of the following best describes the purpose of the clinical experience?
 - a. To meet accreditation requirements.
 - b. To show students the right way to do things.
 - c. To help students pass the requirements of the program.
 - d. To prepare providers that will be as good or better than we are.