





## Skills Evaluation / Notes

Interview / Assessment:

Vitals:

Airway:

Cardiac:

Venous Access:

Medications:

Other:

## Affective Evaluation

<b>1. INTEGRITY</b>	Competent [ ]	Not yet competent [ ]
Examples of professional behavior include, but are not limited to: Consistent honesty; being able to be trusted with the property of others; can be trusted with confidential information; complete and accurate documentation of patient care and learning activities.		
<b>2. EMPATHY</b>	Competent [ ]	Not yet competent [ ]
Examples of professional behavior include, but are not limited to: Showing compassion for others; responding appropriately to the emotional response of patients and family members; demonstrating respect for others; demonstrating a calm, compassionate, and helpful demeanor toward those in need; being supportive and reassuring to others.		
<b>3. SELF - MOTIVATION</b>	Competent [ ]	Not yet competent [ ]
Examples of professional behavior include, but are not limited to: Taking initiative to complete assignments; taking initiative to improve and/or correct behavior; taking on and following through on tasks without constant supervision; showing enthusiasm for learning and improvement; consistently striving for excellence in all aspects of patient care and professional activities; accepting constructive feedback in a positive manner; taking advantage of learning opportunities		
<b>4. APPEARANCE AND PERSONAL HYGIENE</b>	Competent [ ]	Not yet competent [ ]
Examples of professional behavior include, but are not limited to: Clothing and uniform is appropriate, neat, clean and well maintained; good personal hygiene and grooming.		
<b>5. SELF - CONFIDENCE</b>	Competent [ ]	Not yet competent [ ]
Examples of professional behavior include, but are not limited to: Demonstrating the ability to trust personal judgement; demonstrating an awareness of strengths and limitations; exercises good personal judgement.		
<b>6. COMMUNICATIONS</b>	Competent [ ]	Not yet competent [ ]
Examples of professional behavior include, but are not limited to: Speaking clearly; writing legibly; listening actively; adjusting communication strategies to various situations		
<b>7. TIME MANAGEMENT</b>	Competent [ ]	Not yet competent [ ]
Examples of professional behavior include, but are not limited to: Consistent punctuality; completing tasks and assignments on time.		
<b>8. TEAMWORK AND DIPLOMACY</b>	Competent [ ]	Not yet competent [ ]
Examples of professional behavior include, but are not limited to: Placing the success of the team above self interest; not undermining the team; helping and supporting other team members; showing respect for all team members; remaining flexible and open to change; communicating with others to resolve problems.		
<b>9. RESPECT</b>	Competent [ ]	Not yet competent [ ]
Examples of professional behavior include, but are not limited to: Being polite to others; not using derogatory or demeaning terms; behaving in a manner that brings credit to the profession.		
<b>10. PATIENT ADVOCACY</b>	Competent [ ]	Not yet competent [ ]
Examples of professional behavior include, but are not limited to: Not allowing personal bias or feelings to interfere with patient care; placing the needs of patients above self interest; protecting and respecting patient confidentiality and dignity.		
<b>11. CAREFUL DELIVERY OF SERVICE</b>	Competent [ ]	Not yet competent [ ]
Examples of professional behavior include, but are not limited to: Mastering and refreshing skills; performing complete equipment checks; demonstrating careful and safe ambulance operations; following policies, procedures, and protocols; following orders.		

Paramedic Student participated in clinical education at Facility in Department on Date

Arrived: \_\_\_\_\_ Departed: \_\_\_\_\_ Total hours: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_ Credentials: \_\_\_\_\_ Org: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_

Quality Improvement Evaluation Needed: Yes / No

Unusual Occurance Form Completed: Yes / No

Notes:

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### Student Rating of Preceptor

Rating	Area of performance	1	2	3	4	5
	<b>Cognitive:</b> Focus on the preceptor's knowledge and comprehension of the injury/illness as to why they are performing this care.	Demonstrate <u>very limited</u> knowledge and comprehension of the illness/injury as well as proper treatment regiments.	Demonstrate <u>minimum</u> knowledge and comprehension of the illness/injury as well as proper treatment regiments.	Demonstrate a <u>fair</u> knowledge and comprehension of the illness/injury as well as proper treatment regiments.	Demonstrate <u>moderate</u> knowledge and comprehension of the illness/injury as well as proper treatment regiments.	Demonstrate <u>superior</u> knowledge and comprehension of the illness/injury as well as proper treatment regiments.
	<b>Affective:</b> Focus on preceptor's behavior, motivation, time management, use of constructive criticism, active listening, shows respect.	Needs <u>extensive</u> improvement in organization, time management, politeness, use of constructive criticism, active listing, shows respect.	Needs <u>moderate ro extensive</u> improvement in organization, time management, politeness, use of constructive criticism, active listing, shows respect.	Needs <u>moderate</u> improvement in organization, time management, politeness, use of constructive criticism, active listing, shows respect.	Needs <u>minimal</u> improvement in organization, time management, politeness, use of constructive criticism, active listing, shows respect.	<u>Well</u> organized, <u>well</u> motivated to participate ion care, polite, use of constructive criticism, active listening.
	<b>Psychomotor:</b> Focus on the skills and techniques to your current knowledge base, includes assessments and exams as well as all treatment skills.	Was <u>not able</u> to demonstrate or provide guidance for me to achieve competency in assessment and/or skills.	Able to in <u>less than half</u> of the skills and assessment demonstrate or provide guidance for me to achieve competency in assessment and/or skills.	Able to in <u>at least half</u> of the skills and assessment demonstrate or provide guidance for me to achieve competency in assessment and/or skills.	Able to a <u>majority</u> of the skills and assessment demonstrate or provide guidance for me to achieve competency in assessment and/or skills.	Able to in <u>all</u> of the skills and assessment demonstrate or provide guidance for me to achieve competency in assessment and/or skills.

Notes:

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