

# Field Internship Shift Evaluation Directions

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The “Field Internship Shift Evaluation” serves as the overall log for the shift or day’s clinical activity. This worksheet is used to document and evaluate the Paramedic student’s performance as a Team Member as soon as possible after a patient contact. At the conclusion of each patient encounter, the student should first evaluate his or her performance on the “Field Internship Shift Evaluation Worksheet,” followed by the preceptor’s evaluation of his or her performance. This will allow the preceptor to assess the accuracy of the student self-evaluation prior to providing constructive feedback regarding the process of self-evaluation.

Students should mark their self-evaluation ratings in the row Labeled (S). The preceptor should document his or her rating of the student in the row marked (P). The preceptor should continue to document all shaded sections after the student has completed all of the sections required. Please comment on any discrepancies at the end of the row or the back of the form.

## Clinical Objectives

The following are the goals, objectives, or behaviors the student should demonstrate during the internship experience;

- **Patient Interview and History Gathering:**
  - Student completes an appropriate interview and gathers appropriate history
  - Listens actively, makes eye contact, clarifies complaints, respectfully addresses patient (s)
  - Demonstrated compassion and /or firm bedside manner depending on the needs of the situation.
- **Physical Exam**
  - Student completes an appropriate focused physical exam specific to the chief complaint and/or comprehensive head-to-toe physical examination.
- **Impression & Treatment plan**
  - Student formulates an impression and verbalizes an appropriate treatment plan.
- **Skill Performance**
  - Student performs technical skills accurately and safely.
- **Communication**
  - Student communicates effectively with team, provides an adequate verbal report to other health care providers and completes a through written patient narrative.
- **Professional Behavior Objectives:**
  - The student will demonstrate proficiency in the following professional behaviors:
    - Integrity
    - Empathy
    - Appropriate appearance and hygiene
    - Self-confidence
    - Time management
    - Good communication
    - Team work and diplomacy
    - Respect
    - Patient advocacy
- **Self-motivated**
  - Takes initiative to complete assignments and improve/correct problems
  - strives for excellence
  - incorporates feedback and adjusts behavior/performance.
- **Efficient**
  - Keeps assessment and treatment times to a minimum
  - releases other personnel when not needed and organizes team to work faster/better.
- **Flexible:**
  - Makes adjustments to communication style
  - directs team members and changes impressions based on findings.
- **Careful**
  - Pays attention to detail of skills, documentation, patient comfort, set-up and clean-up and completes tasks thoroughly.
- **Confident**
  - Makes decisions, trusts and exercises good personal judgment and is aware of limitations and strengths.

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- **Open to feedback**
  - Listens to preceptor and accepts constructive feedback without being defensive (interrupting, giving excuses).

## **Clinical Objectives Rating**

This section is used to document Paramedic student performance of Patient Interview and History Gathering; Physical Exam; Impression and Treatment Plan; Skill Performance; Communication; Professional Behavior/Affect; and Team Membership. The Paramedic student should first complete his or her ratings followed by the preceptor. The following four-point Likert scale will help to standardize judgments and improve inter-rater reliability:

2 = Successful/competent; no prompting necessary

The student performed at the entry-level of competency as judged by the preceptor. Entry-level of competency takes into account the amount of education the Paramedic student has undergone at the time of the clinical interface with the patient.

1 = Not yet competent, marginal or inconsistent; this includes partial attempts.

0 = Unsuccessful

required critical or excessive prompting; inconsistent; not yet competent; this includes “Not attempted” when the student was expected to try. The student performed with some errors of commission or omission that would lead the preceptor to a conclusion that the student did not meet the standard of care expected by the program, program medical director and community of interest.

N/A = Not applicable

not needed or expected for this patient. This is a neutral rating.

(Example: Student expected to only observe, or the patient did not need intervention).

## **Team Leadership Objective**

The student has successfully led the team if he or she has *conducted a comprehensive assessment* (not necessarily performed the entire interview or physical exam, but rather been in charge of the assessment), as well as *formulated and implemented a treatment plan* for the patient. This means that *most* (if not all) of the *decisions* have been made by the student, especially formulating a field impression, directing the treatment, determining patient acuity, 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. (Preceptors should not agree to a "successful" rating unless it is truly deserved. As a general rule, more unsuccessful attempts indicate willingness to try and are better than no attempt at all.)

## **Form Completion**

As soon as possible after the student completes the self-evaluation of the Objectives, the preceptor should review the information that the student entered and document his or her rating in the section provided (P). Please record any comments necessary to clarify ratings or provide additional feedback. Identify improvements needed for future patient contacts. You may use additional paper or electronic communication to the program as necessary. Any disparate ratings between the student and evaluator ratings should be discussed and the evaluator should briefly document any suggestions for improvement or other comments in the “Comments and Immediate Plan for Improvement for Next Contact” section.

At the completion of the student’s shift, the evaluator should document any Comments on any unsatisfactory ratings or discrepancies and Overall plan for improvement for future shifts if needed. The preceptor should then check the boxes that indicate the student affect during the shift and whether follow-up is requested from appropriate program personnel.

After the student and preceptor have discussed any discrepancies, both should sign the “Field Internship Shift Evaluation,” and it should be turned into the appropriate program personnel without further alteration.