



Rotation Summary Form

Student Name: _____ Location: _____
Date: _____ Start Time: _____ End Time: _____ Total Hours: _____
Date Submitted: _____ Received By: _____ Date Returned: _____ Date Resubmitted: _____

Learning Objectives

Purpose

This rotation's purpose is to allow students to act as the 'in charge' medic. They are expected to 'run' calls at the same level of competence as an entry-level paramedic. In addition to the appropriate patient interaction, assessment and management, the student should focus on the integration of everything they have learned about call management. This rotation will serve as 'capstone' evaluation of achievement of the program's goals and objectives. At the completion of this semester, the student should be able to function as an entry-level paramedic.

Objectives (These experiences must be completed)

At a minimum, students in fourth semester paramedic Field Internship will be expected to accomplish the following objectives:

1. Participate in pre-call planning in route to calls based on dispatch information, to include discussion of: potential differential diagnoses, potential treatment plans, identification of each team member's role in the call, identification of specific equipment needed on the call.
2. Perform a scene size-up and respond appropriately to any noted hazards.
3. Perform an initial assessment to identify life-threatening injuries or illness.
4. Initiate interventions necessary to correct or treat any problems found in the initial assessment.
5. Take a thorough history of current and past medical conditions based on the SAMPLE and OPQRST format when appropriate.
6. Perform a detailed physical ("head to toe") exam, when appropriate, in a logical, organized fashion.
7. Formulate a differential diagnosis based on the information obtained from the history and physical exam in a timely manner and relay this differential to the preceptor.
8. Develop a treatment plan based on findings of the history and physical exam and discuss it with the preceptor.
9. Implement the treatment plan, to include: initiating appropriate standing orders/protocols using appropriate skill technique, instituting therapy in an appropriate sequence and location based on the situation, performing all assessment and interventions in a timely manner based on patient needs.
10. Deliver a concise (30 to 45 second) and accurate radio or phone report to the receiving facility to include the following when appropriate: service and unit number, MEDIC designation, age of patient, gender of patient, mechanism of injury/chief complaint/pertinent past medical history, vital signs (if appropriate for situation), treatment rendered and effect of treatment on patient's condition, changes in patient condition, suggested treatment plan or requested orders where appropriate, confirmation of all orders received, ETA to facility.
11. Deliver a concise and accurate oral report to receiving facility's designated personnel upon arrival, to include the following: patient name, age; mechanism of injury/chief complaint/pertinent past medical history; assessment findings; treatment rendered and any effects of treatment on patient condition; any changes in patient condition during your care; initial and current vital signs where appropriate.
12. Write a concise and accurate written report of the call based on the SOAP format.
13. Demonstrate effective call management skills, to include the following: communicate calmly and professionally with the patient, patient's family, friends and/or bystanders to ascertain pertinent information and inform them of procedures and plans; communicate calmly and professionally with appropriate support agencies (to include preceptor crew) to ascertain pertinent information regarding the patient and maintain effective interagency relations; effectively utilize resources to facilitate an organized, timely, and smoothly run call.; demonstrate flexibility in call management as the call or patient condition changes or progresses.
14. Participate fully in post call critique to include the following: discussion of assessment and history findings; discussion of differential diagnosis and treatment plan; identification and discussion of what was done well; identification and discussion of what could have been done better.

Competency Checks

During this course, the student will complete field competency checks in the following skills: IV Therapy, IV Drug Administration, Radio Reporting, Documentation, ECG Monitoring Lead, 12-Lead ECG, Patient Assessment; and Call Management. The Call Management Competency includes a Final Statement of Entry-Level Competence by the preceptor.

Patient Contacts

During third and fourth semester clinical rotations, the student must document contact with the following types of patients.

Chest pain 10; Non-traumatic AMS/neuro deficit 5; Vehicular Trauma 6; Acute Abdomen 2; Cardiac Arrest 1; Hypoglycemia 1; Hyperglycemia 1; Adult breathing difficulty 8; Pediatric breathing difficulty 4; Non-vehicular trauma 6; Vaginal delivery 1; Toxicologic/Poisoning 4; Behavioral 2
Newborns 3; Infants (0 to 1 years) 3; Toddlers (1 to 3 years) 3; Preschoolers (4 to 5 years) 3; School age (6 to 12 years) 3; Adolescents (13 to 17 years) 3; Adults (18 to 60 years) 10; Older adults (> 60 years) 8

During fourth semester field internship, students must complete a minimum of 12 ALS ambulance runs.

PRECEPTOR'S EVALUATION OF STUDENT

AFFECTIVE OBJECTIVES

Does the student display the following personal behaviors required of an entry-level paramedic?

INTEGRITY: Consistent honesty; being able to be trusted with the property of others; being able to be trusted with confidential information; complete and accurate documentation of patient care and learning activities	YES	NO	NBE
EMPATHY: Compassion for others; responding appropriately to patient and family member emotions; demonstrating respect for others; demonstrating a calm, compassionate, helpful demeanor; being supportive and reassuring	YES	NO	NBE
SELF-MOTIVATION: Taking initiative to complete assignments or to improve; taking on or following through on tasks without constant supervision; showing enthusiasm; constantly striving for excellence; accepting feedback positively; taking advantage of learning opportunities	YES	NO	NBE
APPEARANCE/PERSONAL HYGIENE: Complying with clinical dress code; practicing good personal hygiene and grooming	YES	NO	NBE
SELF-CONFIDENCE: Demonstrating ability to trust personal judgment; demonstrating awareness of strengths and limitations; exercising good judgment	YES	NO	NBE
COMMUNICATIONS: Speaking clearly; writing clearly; listening actively; adjusting communications strategies to various situations	YES	NO	NBE
TIME MANAGEMENT: Being consistently punctual; Completing work on time	YES	NO	NBE
TEAMWORK AND DIPLOMACY: Placing team success above self; not undermining team; helping, supporting other team members; showing respect; remaining flexible and open to change; communicating with others to resolve problems	YES	NO	NBE
RESPECT: Being polite to others; not using derogatory or demeaning terms; behaving in a manner that brings credit to the profession	YES	NO	NBE
PATIENT ADVOCACY: Not allowing personal bias to interfere with care; placing patient need above self interest; protecting and respecting patient confidentiality and dignity	YES	NO	NBE
CAREFUL SERVICE DELIVERY: Developing and maintaining mastery of knowledge and skills; demonstrating safe, careful, complete attention to duties; following orders and instructions	YES	NO	NBE
PRECEPTOR COMMENTS (All "NOs" require comment including suggestions for improvement)			
STUDENT COMMENTS (All "NOs" require comment including student's planned actions for improvement)			

NBE = No basis for evaluation

PRECEPTOR'S EVALUATION OF STUDENT

COGNITIVE AND PSYCHOMOTOR OBJECTIVES

Does the student display the following knowledge and skills required of an entry-level paramedic?

OCCUPATIONAL HEALTH AND SAFETY: Displaying safety consciousness with patients, self, other personnel, equipment; compliance with infection control principles, including appropriate use of standard precautions and aseptic technique; using proper body mechanics when handling patients and equipment; demonstrating understanding of psychological hazards of emergency/critical care environments and of techniques for stress reduction and management	YES	NO	NBE
VASCULAR ACCESS: Ability to safely and effectively access the venous circulation of patients from all age groups.	YES	NO	NBE
MEDICATION ADMINISTRATION: Ability to safely and effectively give medications by the intravenous push, intravenous continuous infusion, intramuscular, subcutaneous, and nebulized routes.	YES	NO	NBE
BAG VALVE MASK VENTILATION: Safely and effectively ventilating unintubated patients from all age groups	YES	NO	NBE
ENDOTRACHEAL INTUBATION: Ability to safely and effectively perform endotracheal intubation.	YES	NO	NBE
PATIENT ASSESSMENT AND MANAGEMENT: Performing an assessment, developing a differential diagnosis, formulating, and implementing a treatment plan demonstrating the knowledge base and professional judgment required of an EMT-Intermediate	YES	NO	NBE
WRITTEN RECORDKEEPING: Documenting patient information, observations, and occurrences accurately, completely, concisely, and legibly	YES	NO	NBE
VERBAL COMMUNICATIONS: Communicating pertinent information understandably, completely, concisely, and accurately	YES	NO	NBE
ECG ACQUISITION AND INTERPRETATION: Demonstrating ability to safely and effectively acquire and interpret both a monitoring lead and 12-lead ECG.	YES	NO	NBE
CALL MANAGEMENT--Demonstrating ability to serve as team leader and safely and effectively direct the prehospital response to a variety of calls.	YES	NO	NBE

PRECEPTOR COMMENTS: (All "NOs" require comment including suggestions for improvement)

STUDENT COMMENTS: (All "NOs" require comment including student's planned actions for improvement)

Preceptor's Signature: _____ Date: _____

Preceptor's Printed Name: _____

Please call us at 254-298-8562 if you wish to discuss this student's performance directly with a faculty member.

Performance Record

Interventions		Conditions	Gender/Age
Vital Signs	CPR	Chest Pain	Male
Assessments	Oxygen	Breathing Difficulty (Adult)	Female
Breath Sounds	Spinal Board/KED	Breathing Difficulty (Pediatric)	< 1 year
Oral Airway	BVM	Vehicular Trauma	1-2
Nasal Airway	Bandage & Splint	Non-Vehicular Trauma	3-4
Oral Suction	Traction Splint	Non-trauma AMS/neuro deficit	5-9
Nebulizer	PASG	Acute Abdomen	10-19
Oral Meds	SAED	Hypoglycemia	20-29
Epi Autoinjector	IV Therapy	Hyperglycemia	30-39
Blood glucose	IV Push Drugs	Toxicologic/Poisoning	40-49
Oral Intubation	IV Piggyback	Behavioral	50-59
Nasal Intubation	IM Drugs	Vaginal Delivery	60-69
NG Tube	SC Drugs	Cardiac Arrest	70-79
Surgical Airway	Chest Decompress		80-89
12 Lead ECG	Defib/Cardiovert		90-99
Monitoring Lead	External Pacing		> 100

Student Evaluation of Clinical Site

Did the staff make you feel welcome and include you in daily activities and patient care?	YES	NO
Did this site provide you with adequate patient contacts and other experiences to help you complete to objective for the rotation?	YES	NO

Student Evaluation of Preceptor

Did your preceptor make you feel welcome and include you in patient care activities and non-clinical activities?	YES	NO
Did the preceptor assist your learning by building on your knowledge and relating it to patient care?	YES	NO

COMMENTS: (All "NOs" require comment including suggestions for improvement)

The information in this document and all documents submitted with it is an accurate record of my activities during this clinical assignment:

Student Signature

Date