



TEMPLE COLLEGE

EMT-Basic Field Internship

Rotation Summary Form

Student Name: _____ Location: _____

Date: _____ Start Time: _____ End Time: _____ Total Hours: _____

Date Submitted: _____ Received By: _____ Date Returned: _____ Date Resubmitted: _____

Learning Objectives

Purpose

The purpose of this rotation is to expose EMT-Basic students to the field environment and offer the opportunity to put knowledge and skills learned in the classroom into practice.

Objectives (These experiences must be completed)

Students in the EMT-Basic clinical are expected to accomplish, at a minimum, the following objectives during each field rotation:

1. Documentation of patient assessment and management of each patient contacted, to include a minimum of the following:
 - a) Complete SOAP style report
 - b) All vital signs taken, including advanced diagnostics
 - c) All interventions and the patient's response
 - d) Any medications administered
2. Relevant operations times as indicated on paperwork.
3. Documentation of self-assessment as indicated on paperwork.
4. Assist the crew in daily station duties, including locating and inspecting all equipment on the ambulance.
5. Assist with patient extrication.
6. Assist with patient packaging.

Goals (The student should attempt to complete as many of these experiences as possible)

The goal of the EMT-Basic field rotation is to expose students to as many patient assessment/ management experiences as possible. These may include, but are not limited to:

1. Medication administration via small volume nebulizer or inhaler.
2. Oral medication administration (nitroglycerin, aspirin, activated charcoal).
3. Assisting with basic airway management, including use of oral and nasal airways.
4. Operating oxygen equipment and giving oxygen.
5. Assisting in cardiac arrest as directed, including performing CPR and airway management.
6. Control of external hemorrhage and bandaging.
7. Splinting.
8. Traction splinting.
9. Application and inflation of PASG.
10. Utilization of the semiautomatic external defibrillator.
11. Assistance with wound care.
12. Preparation of IV bags and administration sets for other providers.
13. Observation and assistance with advanced or invasive procedures.
14. Assisting with patient triage.
15. Assisting in preparation of helicopter landing zone.
16. Operating radio equipment and giving radio reports to receiving hospitals.
17. Observing reporting by EMS personnel on arrival at the hospital
18. Assisting in and reviewing management of common problems seen in emergency care settings, including: chest pain, breathing difficulty, vehicular trauma, non-vehicular trauma, abdominal pain, behavioral emergencies, poisoning and overdose, non-traumatic altered mental status or neurologic deficit, diabetic complications and emergencies

Competency Checks

During this course, the student must complete field competency checks in the following skills:

Vital Signs

Patient Contacts

During this course, the student must document contact with the following types of patients:

Chest pain 1; Trauma (Vehicular or Non-Vehicular) 2; Breathing difficulty 1
 Pediatric (ages 0-12) 1; Adults (ages 13-16) 3; Older adults (> age 60) 2
 A minimum of 3 ambulance runs during which ALS care is provided

PRECEPTOR'S EVALUATION OF STUDENT			
AFFECTIVE OBJECTIVES			
Does the student display the following personal behaviors required of an entry-level EMT?			
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 EMT?

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
AIRWAY MANAGEMENT: Managing an airway in trauma and non-trauma patients through manual positioning and use of adjuncts such as nasopharyngeal and oropharyngeal airways	YES	NO	NBE
SUCTIONING: Using mechanical suction devices to clear a patient's airway of blood, vomitus, secretions, and other materials	YES	NO	NBE
OXYGEN THERAPY: Recognizing clinical situations that require giving supplemental oxygen and providing this therapy safely and effectively.	YES	NO	NBE
BAG VALVE MASK VENTILATION: Safely and effectively ventilating unintubated patients from all age groups	YES	NO	NBE
CARDIOPULMONARY RESUSCITATION: Recognizing foreign body airway obstruction, respiratory arrest, and cardiopulmonary arrest in all age groups, and safely and effectively managing these conditions based on current AHA guidelines	YES	NO	NBE
VITAL SIGNS: Obtaining, recording, and evaluating vital signs in all age groups.	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-Basic.	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
CALL MANAGEMENT: Ability to serve as team leader and safely and effectively direct the prehospital response to a variety of calls in the absence of an EMS professional certified or licensed at a higher level.	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)		Newborns	
Oral Airway	BVM	Trauma (Vehicular)		< 1 year	
Nasal Airway	Bandaging	Trauma (Non-Vehicular)		1-3	
Oral Suction	Splinting	Acute Abdomen		4-5	
Nebulizer	Traction Splint	Syncope		6-12	
Oral Meds	PASG	Hypoglycemia		13-17	
Epi Autoinjector	SAED	Hyperglycemia		18-29	
Other:	Other:	Non-trauma AMS		30-39	
		Toxicologic/Poisoning		40-49	
		Behavioral/Psychiatric		50-59	
		Obstetric (including delivery)		60-69	
		Cardiac Arrest		70-79	
		Other Cardiac		80-89	
		Other Respiratory		90-99	
		Other Neurological		> 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 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