



**PERFORMANCE APPRAISAL:** Indicate the general level of performance

**Scale:**

- |   |             |  |
|---|-------------|--|
| 5 | Exceptional | Clearly outstanding for a student at this level of training          |
| 4 | Superior    | Above average for a student at this level of training                |
| 3 | Proficient  | As expected for a student at this level of training                  |
| 2 | Marginal    | Not quite up to expectations for a student at this level of training |
| 1 | Deficient   | Poor performance for a student at this level of training             |

<b>AFFECTIVE OBJECTIVES:</b>		<b>Rating</b>
1.	<b>INTEGRITY:</b> Consistently honest; is able to be trusted with the property of others and with confidential information.	
2.	<b>EMPATHY/Rapport with patients:</b> Shows compassion for others; good listening skills, sensitivity and empathy.	
3.	<b>SELF-MOTIVATION:</b> Self-disciplined, takes initiative and follows through on tasks without constant supervision; strives for excellence in all aspects of patient care and professional activities; accepts coaching in a positive manner; takes advantage of all learning opportunities.	
4.	<b>APPEARANCE AND PERSONAL HYGIENE:</b> Always clean, neat, well-groomed, wearing clothing appropriate for a medical professional team member and presents a positive image of EMS within the hospital; good personal hygiene and grooming.	
5.	<b>SELF-CONFIDENCE:</b> Is aware of own strengths and limitations; projects confidence to patients	
6.	<b>COMMUNICATIONS:</b> Speaks clearly; maintains appropriate interactions/language even in difficult situations or when unmonitored; writes legibly; adjusts communication strategies to various situations.	
7.	<b>TIME MANAGEMENT/</b> Demonstrates appropriate work habits, punctual; completes tasks and assignments on time.	
8.	<b>TEAMWORK AND DIPLOMACY: Interaction with peers, hospital personnel &amp; others:</b> Places success of team above self-interests; helps and supports other team members; communicates effectively to resolve problems.	
9.	<b>ATTITUDE:</b> Refrains from complaining; demonstrates a positive attitude through verbal and non-verbal communication.	
10.	<b>RESPECT:</b> Is polite to others; does not use derogatory or demeaning terms; behaves in a manner that brings credit to the profession.	
11.	<b>PATIENT ADVOCACY:</b> Does not allow personal bias to interfere with patient care; places the needs of patients above self-interest; protects and respects patient confidentiality and dignity.	
12.	<b>CAREFUL DELIVERY OF SERVICE:</b> Performs complete equipment checks; demonstrates safe ambulance operations; makes critical judgments supported by ethical, legal and moral standards as specified in System standards.	

<b>Medical knowledge:</b> Knowledge base relative to stage of training and ability to apply that knowledge and work within the SOPs & EMS policies when caring for patients.	
<b>History taking skills:</b> Ability to obtain an accurate history and identify the scope of historical data needed to assess the patient's problem.	
<b>Presentation skills:</b> Ability to provide an organized, accurate summary of data in a concise and timely fashion during the radio report and face-to-face report at the hospital.	
<b>Physical exam skills:</b> Ability to perform a competent exam appropriate to the patient's care needs within a reasonable time frame.	
<b>Clinical reasoning skills:</b> Ability to assess common problems and reach accurate conclusions using appropriate reasoning skills.	
<b>Treatment skills:</b> Ability to determine need for and competently execute EMS interventions.	
<b>Written documentation:</b> Ability to complete a factual, accurate, complete, and timely PCR and other supplementary documents (Refusal forms, CMMS signature forms) that reflects the clinical encounter in an accurate and comprehensive manner.	
<b>Intellectual curiosity:</b> Evidence of review of SOPs, clinical literature, notes on a daily basis reflecting effort to improve knowledge of problems encountered during patient care.	

**Comments are especially important for any marginal or exceptional ratings. Provide behavior-specific descriptions and explanations rather than generic statements.**

**Overall STRENGTHS:** (If you believe this student is outstanding, describe the behaviors that lead you to this conclusion)

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**AREAS FOR IMPROVEMENT:** (Feedback to assist the student in improving their performance)

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\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Preceptor's name/signature

\_\_\_\_\_  
Signature of hospital EMS Coordinator/Educator

\_\_\_\_\_  
Date

**Recommendation:**      [   ] Progress to Phase II                      [   ] Retain in Phase I (attach corrective action plan)