

2021-2022 NCH Paramedic Program

Pediatric Emergency Dept Clinical Activity Form

| Name | | Date | Hospital | | Time in | Time out |
|---|--------|-----------------------|----------------------------|--|---|----------|
| 1 | Age | A: | B: WOB (effort) | | B: access muscle use/head bobbing/exp grunting? | |
| | M F | B: gen rate and depth | | | | |
| Wt (kg) | | B: Lung sounds | B: Position | | C: pulses | |
| C: Skin: color – temp – moisture - turgor | | | C: mucous membranes | | C: Tears | |
| D: general appearance | | | D: response to environment | | C: urine output | |
| S | | | O | | | BP |
| A | | | P | | | P |
| M | | | Q | | | R |
| P | | | R | | | SpO2 |
| L | | | S | | | Temp |
| E | | | T | | | A V P U |
| Skills | | | Secondary Asmt/ROS | | | P |
| Impression: | | | | | | S |

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| 2 | Age | A: | B: WOB (effort) | | B: access muscle use/head bobbing/exp grunting? | |
| | M F | B: gen rate and depth | | | | |
| Wt (kg) | | B: Lung sounds | B: Position | | C: pulses | |
| C: Skin: color – temp – moisture - turgor | | | C: mucous membranes | | C: Tears | |
| D: general appearance | | | D: response to environment | | C: urine output | |
| S | | | O | | | BP |
| A | | | P | | | P |
| M | | | Q | | | R |
| P | | | R | | | SpO2 |
| L | | | S | | | Temp |
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| 3 | Age | A: | B: WOB (effort) | | B: access muscle use/head bobbing/exp grunting? | | |
| | M F | B: gen rate and depth | | | | | |
| Wt (kg) | | B: Lung sounds | B: Position | | C: pulses | | |
| C: Skin: color – temp – moisture - turgor | | | C: mucous membranes | | C: Tears | | |
| D: general appearance | | | D: response to environment | | C: urine output | | |
| S | | | O | | | BP | |
| A | | | P | | | P | |
| M | | | Q | | | R | |
| P | | | R | | | SpO2 | |
| L | | | S | | | Temp | |
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| 4 | Age | A: | B: WOB (effort) | | B: access muscle use/head bobbing/exp grunting? | |
| | M F | B: gen rate and depth | | | | |
| Wt (kg) | | B: Lung sounds | B: Position | | C: pulses | |
| C: Skin: color – temp – moisture - turgor | | | C: mucous membranes | | C: Tears | |
| D: general appearance | | | D: response to environment | | C: urine output | |
| S | | | O | | | BP |
| A | | | P | | | P |
| M | | | Q | | | R |
| P | | | R | | | SpO2 |
| L | | | S | | | Temp |
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| 5 | Age | A: | B: WOB (effort) | | B: access muscle use/head bobbing/exp grunting? | | |
| | M F | B: gen rate and depth | | | | | |
| Wt (kg) | | B: Lung sounds | B: Position | | C: pulses | | |
| C: Skin: color – temp – moisture - turgor | | | C: mucous membranes | | C: Tears | | |
| D: general appearance | | | D: response to environment | | C: urine output | | |
| S | | | O | | | BP | |
| A | | | P | | | P | |
| M | | | Q | | | R | |
| P | | | R | | | SpO2 | |
| L | | | S | | | Temp | |
| E | | | T | | | A V P U | |
| Skills | | | Secondary Asmt/ROS | | | | P |
| | | | | | | | S |
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| 6 | Age | A: | B: WOB (effort) | | B: access muscle use/head bobbing/exp grunting? | | |
| | M F | B: gen rate and depth | | | | | |
| Wt (kg) | | B: Lung sounds | B: Position | | C: pulses | | |
| C: Skin: color – temp – moisture - turgor | | | C: mucous membranes | | C: Tears | | |
| D: general appearance | | | D: response to environment | | C: urine output | | |
| S | | | O | | | BP | |
| A | | | P | | | P | |
| M | | | Q | | | R | |
| P | | | R | | | SpO2 | |
| L | | | S | | | Temp | |
| E | | | T | | | A V P U | |
| Skills | | | Secondary Asmt/ROS | | | | P |
| | | | | | | | S |
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|---|--------|-----------------------|----------------------------|--|---|---------|---|
| 7 | Age | A: | B: WOB (effort) | | B: access muscle use/head bobbing/exp grunting? | | |
| | M F | B: gen rate and depth | | | | | |
| Wt (kg) | | B: Lung sounds | B: Position | | C: pulses | | |
| C: Skin: color – temp – moisture - turgor | | | C: mucous membranes | | C: Tears | | |
| D: general appearance | | | D: response to environment | | C: urine output | | |
| S | | | O | | | BP | |
| A | | | P | | | P | |
| M | | | Q | | | R | |
| P | | | R | | | SpO2 | |
| L | | | S | | | Temp | |
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| | | | | | | | S |
| Impression: | | | | | | | |

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|-------------|---------|---|-------------|---------|---|-------------|---------|---|-------------|---------|---|
| Quick Skill | S | P | Quick Skill | S | P | Quick Skill | S | P | Quick Skill | S | P |
| | Initial | | | Initial | | | Initial | | | Initial | |
| Quick Skill | S | P | Quick Skill | S | P | | S | P | Quick Skill | S | P |
| | Initial | | | Initial | | | Initial | | | Initial | |

Student reflection: What did you learn in this clinical rotation that can be applied to your role as a paramedic? What can you do better now than before the experience? What additional knowledge/skill practice/patient engagement opportunities do you need before you gain competency in caring for emergent patients? How could this experience have been improved to meet your learning needs? **Must be completed for credit to be awarded. Cont. on back if needed.**

PROFESSIONAL AFFECTIVE BEHAVIOR OBJECTIVES (use Rating Scale on page 1)

| Professional Characteristic | Rating | Comments |
|--|----------------------------|----------|
| Integrity / honesty: honors confidential nature of patient information; can be trusted with others' property; accurately documents learning activities | | |
| Empathy: sensitive to and respectful of patient's/family's feelings; responds to patient's emotions w/ helpful demeanor; supportive and reassuring to others | | |
| Self-motivation: takes initiative to complete assignments; follows through to complete tasks; adjusts performance based on constructive feedback; strives for excellence; takes advantage of and shows enthusiasm for learning opportunities. | | |
| Appearance: clothing/uniform clean and well-maintained; good personal hygiene/grooming; presents a positive image of EMS | | |
| Self-confidence: projects trust in personal judgment to patients; aware of strengths and limitations | | |
| Time management: punctual; completes assigned tasks on time | | |
| Respect: polite in behavior and speech; demonstrates consideration, dignity, and esteem for coworkers and customers; conducts self in a way that brings credit to the profession | | |
| Careful delivery of service: makes critical decisions based on ethical, legal and moral standards; follows orders and adheres to policies, procedures, and protocols | | |
| Integrity / honesty: honors confidential nature of patient information; can be trusted with others' property; accurately documents learning activities | | |
| Preceptor name (print) | Preceptor signature | |
| Preceptor name (print) | Preceptor signature | |