



Western Carolina University Emergency Medical Care Program

Paramedic Intern Daily MICU Evaluation Formative Evaluation

PARAMEDIC CURRICULUM

First – Fourth semesters (1st and 2nd Years)—Liberal Studies Education/EMT-Basic

Sixth Semester (Spring, 3rd Year)—EMT-Intermediate and Cardiology

Seventh Semester (Fall, 4th Year)—Paramedic

Eighth Semester (Spring, 4th Year)—Paramedic

Semesters 1-4—Freshman & Sophomore Years:
Liberal Studies/EMT-Basic

Semester 5—Junior Year:

EMC 340—Introduction to Clinical Medicine

EMC 351—Basic ECG Interpretation

EMC 381—Clinical Practicum I

HSCC 370—Introduction to Pharmacology

HSCC 371—Pharmacology Techniques

Semester 6—Junior Year:

EMC 350—Cardiology

EMC 360—Acute Fluid and Respiratory Disorders

EMC 361—Advanced Emergency Medical Techniques

EMC 370—Medical Emergencies

EMC 382—Clinical Practicum II

HSCC 330—Legal and Legislative Aspects of Health Care

Semester 7—Senior Year:

EMC 410—Trauma Management

EMC 420—Maternal and Child Care

EMC 451—Advanced ECG Interpretation

EMC 452—Advanced Cardiac Life Support

EMC 483—Clinical Practicum III

Semester 8—Senior Year:

EMC 430—Special Needs Patients

EMC 461—Simulation Laboratory

EMC 484—Clinical Practicum IV

EMC 485—MICU Practicum

EMC 496—EMC Senior Seminar

INTERN	EMS AGENCY										DATE
PARAMEDIC PRECEPTOR											
Primary:						Secondary:					
RATING CRITERIA: 1 – UNSAFE CLINICAL PRACTICE 2 – FAILS TO PERFORM IN A COMPETENT MANNER (Refer to Performance 3 – PERFORMS IN A COMPETENT MANNER, BUT REQUIRES COACHING Evaluation Standards) 4 – PERFORMS AS A COMPETENT ENTRY LEVEL PARAMEDIC 5 – EXCEEDS COMPETENT ENTRY LEVEL PARAMEDIC PERFORMANCE N/A – NOT APPLICABLE; DID NOT PERFORM PROCEDURE											
RESPONSE #	1	2	3	4	5	6	7	8	9	10	11
TEAM LEADER: Y – YES N – NO											
ALS RESPONSE: Y – YES N – NO											
ACUITY CODE: 1 – ACUTE 2 – MODERATE 3 – MILD 4 – STABLE											
EVALUATION AND CONTROL OF SCENE											
1. DETERMINES SAFETY/ADEQUACY OF WORK ENVIRONMENT AND TAKES APPROPRIATE ACTION (LIGHT, SPACE, ETC.)											
2. INITIATES APPROPRIATE CROWD CONTROL MANEUVERS											
3. REQUESTS ADDITIONAL ASSISTANCE/EQUIPMENT (POLICE, AMBULANCES, ETC.) WHEN NECESSARY											
4. ESTABLISHES AND MAINTAINS RAPPORT WITH PATIENT AND BYSTANDERS											
PATIENT ASSESSMENT SKILLS											
5. EVALUATES ENVIRONMENT AND ABC'S AND INTERVENES IMMEDIATELY (< 60 SECONDS) (PRIMARY SURVEY/INITIAL ASSESSMENT)											
6. OBTAINS RELEVANT/ACCURATE HISTORY, C/C, MEDS, ALLERGIES, AND MECHANISM OF INJURY IN A SYSTEMATIC MANNER											
7. PRIORTIZES VITAL SIGNS ACCORDING TO CHIEF COMPLAINT											
8. OBTAINS VITAL SIGNS QUICKLY AND ACCURATELY WHEN INDICATED											
9. PERFORMS A THOROUGH AND APPROPRIATE PHYSICAL EXAM BASED ON C/C											
10. INTERPRETS ASSESSMENT INFORMATION CORRECTLY; TAKES APPROPRIATE ACTION											
11. RECOGNIZES PATIENTS NEEDING FURTHER MEDICAL ATTENTION; TRANSPORTS AT APPROPRIATE POINT IN RUN											
COMMUNICATION SKILLS											
12. COMMUNICATES INFORMATION APPROPRIATELY TO ALL TEAM MEMBERS											
13. OBTAINS INFORMATION FROM BYSTANDER WHEN AVAILABLE											
14. OBTAINS ASSESSMENT INFORMATION FROM PARTNER											

RESPONSE #	1	2	3	4	5	6	7	8	9	10	11
COMMUNICATION SKILLS (cont.)											
15. ACURATELY REPORTS ALL PERTINENT INFORMATION IN A SYSTEMATIC MANNER TO SPONSOR/RECEIVING HOSPITAL											
16. SPEAKS CLEARLY AND CONCISELY AND IS EASILY UNDERSTOOD ON RADIO OR PHONE											
17. REPEATS ALL ORDERS AND REPORTS PATIENT RESPONSE TO TREATMENT											
18. KEEPS ACCURATE, COMPLETE, AND LEGIBLE RECORDS											
PROFESSIONAL CONDUCT/TEAMWORK											
19. INTRODUCES SELF, SKILL LEVEL, AND SHIFT OBJECTIVES TO PRECEPTOR(S)											
20. ANTICIPATES ORDERS, ANTICIPATES THE NEEDS OF OTHER TEAM MEMBERS											
21. ESTABLISHES APPROPRIATE WORKING RELATIONSHIPS WITH ALL TEAM MEMBERS (POLICE, FIRE, EMS, HOSPITAL, ETC.)											
22. DEMONSTRATES COMPASSION FOR PATIENT AND FAMILY											
23. ASSUMES LEADERSHIP ROLE AND DIRECTS TEAM MEMBERS APPROPRIATELY											
24. PERFORMS WELL UNDER STRESS, USES GOOD JUDGMENT											
25. ACCEPTS CONSTRUCTIVE CRITICISM AND GUIDANCE											
26. DEMONSTRATES PROFESSIONAL DEMEANOR AND ATTITUDE											
27. DEMONSTRATES SELF-MOTIVATION AND APPROPRIATE TIME MANAGEMENT											
28. DEMONSTRATES PROFESSIONAL APPEARANCE AND DRESS											
TREATMENT SKILLS/EQUIPMENT AND SUPPLIES											
29. BLS SKILLS											
30. ALS SKILLS											
31. MAINTAINS ASSIGNED INVENTORY											
32. DEMONSTRATES ABILITY TO CORRECTLY OPERATE ALL EQUIPMENT											
Preceptor Comments _____ _____ _____											
Instructor contact preceptor Y N											
Intern Comments _____ _____ _____											

Affective Domain

1. INTEGRITY		<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
Examples of professional behavior include, but are not limited to: Consistent honesty; being able to be trusted with the property of others; can be trusted with confidential information; complete and accurate documentation of patient care and learning activities.			
2. EMPATHY		<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
Examples of professional behavior include, but are not limited to: Showing compassion for others; responding appropriately to the emotional response of patients and family members; demonstrating respect for others; demonstrating a calm, compassionate, and helpful demeanor toward those in need; being supportive and reassuring to others.			
3. SELF-MOTIVATION		<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
Examples of professional behavior include, but are not limited to: Taking initiative to complete assignments; taking initiative to improve and/or correct behavior; taking on and following through on tasks without constant supervision; showing enthusiasm for learning and improvement; consistently striving for excellence in all aspects of patient care and professional activities; accepting constructive feedback in a positive manner; taking advantage of learning opportunities.			
4. APPEARANCE AND PERSONAL HYGIENE		<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
Examples of professional behavior include, but are not limited to: Clothing and uniform is appropriate, neat, clean, and well maintained; good personal hygiene and grooming.			
5. SELF-CONFIDENCE		<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
Examples of professional behavior include, but are not limited to: Demonstrating the ability to trust personal judgment; demonstrating an awareness of strengths and limitations; exercises good personal judgment.			
6. COMMUNICATIONS		<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
Examples of professional behavior include, but are not limited to: Speaking clearly, writing legibly, listening actively, adjusting communication strategies to various situations.			
7. TIME MANAGEMENT		<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
Examples of professional behavior include, but are not limited to: Consistent punctuality; completing tasks and assignments on time.			
8. TEAMWORK AND DIPLOMACY		<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
Examples of professional behavior include, but are not limited to: Placing the success of the team above self interest; not undermining the team; helping and supporting other team members; showing respect for all team members; remaining flexible and open to change; communicating with others to resolve problems.			
9. RESPECT		<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
Examples of professional behavior include, but are not limited to: Being polite to others; not using derogatory or demeaning terms; behaving in a manner that brings credit to the profession.			
10. PATIENT ADVOCACY		<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
Examples of professional behavior include, but are not limited to: Not allowing personal bias or feelings to interfere with patient care; placing the needs of patients above self interest; protecting and respecting patient confidentiality and dignity.			
11. CAREFUL DELIVERY OF SERVICE		<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
Time in:	Time out:	Preceptor Signature:	Intern Signature:
Time to be completed by Preceptor			