

**Peoria Area EMS System**  
**EMT PARAMEDIC Training Program Student Clinical Activity Performance Record**  
**CRITICAL CARE UNIT**

|                     |                 |                 |
|---------------------|-----------------|-----------------|
| <b>Student Name</b> | <b>Hospital</b> |                 |
| <b>Date</b>         | <b>Time in</b>  | <b>Time out</b> |

**Rating key: PRECEPTOR** - Check the box that most closely reflects the student's performance:

- X **Observed activity only**
- 4 **Excellent/independently competent.** Is able to perform the skill correctly with no coaching.
- 3 **Average.** Skill level meets entry level criteria. Can perform safely with minimal coaching.
- 2 **Unsatisfactory.** Does not meet entry level criteria. Performs safely with moderate coaching.
- 1 **Needs additional practice.** Skill level not at entry level of practice; needs supervision and coaching.

| Activity   | Pt. 1 | Pt. 2 | Pt. 3 | Comments |
|--|-------|-------|-------|----------|
| <b>Patient assessments;</b> SAMPLE history; physical exam consistent with EMS principles.  |       |       |       |          |
| Vital signs including SpO2   |       |       |       |          |
| Breath sounds. List adventitious sounds heard:   |       |       |       |          |
| Heart sounds: List abnormal sounds heard:  |       |       |       |          |
| Glasgow Coma Scoring   |       |       |       |          |
| Pupil/neuro exam   |       |       |       |          |
| <b>Airway access maneuvers -</b><br>Nasopharyngeal/oropharyngeal airways   |       |       |       |          |
| Suctioning   |       |       |       |          |
| Intubation - technique used:   |       |       |       |          |
| Care of Tracheostomy   |       |       |       |          |
| <b>Oxygen delivery/ventilatory support</b><br>List device(s) used: NC NRM BVM Vent   |       |       |       |          |
| Indwelling catheters: N/G Foley chest<br>Others list:  |       |       |       |          |
| <b>Cardiac monitoring/resuscitation</b><br>Apply leads; interprets strips correctly -<br>list rhythms interpreted and attach strips: |       |       |       |          |
| Hemodynamic monitoring: list type(s)   |       |       |       |          |
| Code management/CPR  |       |       |       |          |
| Defibrillation/cardioversion   |       |       |       |          |
| Transcutaneous pacing  |       |       |       |          |
| <b>Peripheral IV access;</b> verify # attempts as S/U  |       |       |       |          |

|  |  |  |  |  |
|--|--|--|--|--|
| <b>Drug administration;</b> List drugs/routes observed or given:<br>Pt. 1:<br>Pt. 2:<br>Pt. 3: |  |  |  |  |
| <b>Diagnostic tests observed;</b> list:<br>Pt. 1<br>Pt. 2<br>Pt. 3                             |  |  |  |  |
| Skin care/positioning/DVT prophylaxis  |  |  |  |  |
| Restraint techniques   |  |  |  |  |
| Psychological support  |  |  |  |  |
| Others, please list:   |  |  |  |  |

**Rating key: PRECEPTOR** - Check the box that most closely reflects the student's performance:

- X **Did not observe/cannot evaluate**
- 4 **Excellent/outstanding:** consistently exceeds expectations
- 3 **Average/meets** entry level criteria
- 2 **Unsatisfactory/Does not meet** entry level expectations.
- 1 **Needs additional practice.** Student should be coached on this criteria

| Professional Characteristics  | Rating | Comments |
|---|--------|----------|
| <b>Attitude:</b> cooperative, conforms to rules and regs of unit; interested in and participates in unit activities.                                |        |          |
| <b>Knowledge:</b> demonstrates entry level EMT-P mastery of patient care concepts.  |        |          |
| <b>Reliability:</b> promptness, ability to complete instructions/assignments as directed.   |        |          |
| <b>Personal appearance:</b> adheres to dress code.  |        |          |
| <b>Initiative:</b> seeks out learning experiences.  |        |          |
| <b>Communication skills:</b> clearly communicates their assessment findings to other team members. Interacts well with patients and hospital staff. |        |          |
| <b>Teachable spirit:</b> accepts feedback without becoming defensive and modifies behavior consistent with coaching.                                |        |          |
| <b>Confidentiality:</b> maintains patient confidentiality.  |        |          |
| <b>Overall comments:</b>  |        |          |

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**Preceptor signature/credentials**