

NCH Paramedic Program  
**FIELD EXPERIENCE FORMATIVE ASSESSMENT TOOL 2025**

*This form may be used to assess student performance at any time during the field experience. It is designed to assess current performance and identify ongoing learning needs. If relevant to noted trends in performance, these forms may be turned in and discussed during the phase meetings with the Hospital EMSC/Educator.*

**PLEASE PRINT**

Student:	Preceptor:
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Phase of internship     1     2

**Rating Scale:**

- |   |                   |   |
|---|-------------------|---|
| 5 | Exceptional       | Clearly and consistently outstanding for a student at this stage of their education     |
| 4 | Superior          | Meets all and exceeds some requirements for a student at this stage of their education  |
| 3 | Competent         | Meets requirements for a student at this stage of their education                       |
| 2 | Marginal          | Does not meet requirements for a student at this stage of education; remediation needed |
| 1 | Deficient         | Poor performance for a student at this stage of education; PIP required                 |
| 0 | Insufficient data | Performance not observed  |

<b>Medical knowledge:</b> Knowledge of EMS principles and practice 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>Verbal Communication 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>Assessment skills:</b> Ability to perform a competent physical 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 and critical thinking skills.	
<b>Treatment skills:</b> Ability to determine need for and competently perform EMS interventions.	
<b>Written documentation:</b> Ability to complete a factual, accurate, complete, and timely patient care report and other supplementary documents (Refusal forms, CMS signature forms) that reflects the clinical encounter in a comprehensive manner.	
<b>Rapport with patients:</b> Ability to establish respectful relationships with patients, family members, care givers; good active listening skills, demonstrate sensitivity and empathy.	
<b>Interaction with peers, hospital personnel &amp; others:</b> Demonstration of respect for colleagues, hospital staff and others on scene. Ability to communicate effectively with a professional demeanor.	
<b>Intrinsic motivation/willingness to work:</b> Demonstration of appropriate work habits; punctuality, responsibility, accountability, and initiative.	
<b>Intellectual curiosity:</b> Pursues life-long learning; reviews 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, deficient, or exceptional ratings. Provide behavior-specific descriptions and explanations rather than generic statements. Use back of page if needed and initiate a Performance Improvement Plan as persistent opportunities become apparent. Inform the PM Program Clinical Coordinator.*

**Overall STRENGTHS:** (If you believe this student to be outstanding, please 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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I have reviewed and discussed the above with my preceptor.

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Signature of student

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Date