

**BLS INTERNSHIP  
EVALUATION STANDARDS**

The following evaluation standards have been designed to help objectively determine the appropriate rating to be given in each evaluation category, the FTO, ALS Preceptor, or Internship Coordinator will utilize these standards when completing the intern's evaluation.

Evaluation Component	Rating 1	Rating 2	Rating 3	Rating 4
<b>Call Management</b>				
<b>Professionalism</b> <ul style="list-style-type: none"> <li>• Establishes &amp; maintains rapport with patient &amp; bystanders.</li> <li>• Introduces personnel.</li> <li>• Professional demeanor. Calm &amp; controlled behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Rude, abrupt and / or conduct is unprofessional.</li> <li>• Easily excited.</li> <li>• Loses control</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally demonstrates a lack of consideration for the patient or bystanders (harsh, lack of empathy, etc.).</li> <li>• Occasionally becomes excited &amp; needs coaching to regain control.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds a rapport with patient and bystanders.</li> <li>• Demonstrates consideration and acts professionally.</li> <li>• Remains calm &amp; in control</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates the ability to deal with even the most difficult patient or bystander in a professional manner.</li> <li>• Remains calm &amp; in control even with difficult situations</li> </ul>
<b>Personal Safety</b> <ul style="list-style-type: none"> <li>• Establishes safe scene.</li> <li>• Skills performed safely.</li> <li>• Recognizes hazardous situations.</li> <li>• Initiates appropriate infection control precautions</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently fails to perform in a safe manner.</li> </ul>	<ul style="list-style-type: none"> <li>• On several occasions, failed to perform in a safe manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently performs in a safe manner with occasional prompting.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently performs in a safe manner &amp; recognizes potentially hazardous situations.</li> </ul>

Evaluation Component	Rating 1	Rating 2	Rating 3	Rating 4
<b>Skills</b>				
<ul style="list-style-type: none"> <li>• Demonstrates correct operation of all equipment on the unit</li> <li>• Ability to show proper maintenance, cleaning, storage and replacement of equipment and supplies</li> <li>• Performs all psychomotor skills in accordance with PWC Protocols and within the EMT national standard</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to adequately check components</li> <li>• Unfamiliar with layout or refuses to comply with standard layout</li> <li>• Does not know how to operate equipment.</li> <li>• Fails to maintain inventory levels</li> <li>• Frequently fails to comply with protocol.</li> <li>• Fails to apply protocols appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally fails to check/maintain components</li> <li>• Occasional guidance is needed to maintain standard layout.</li> <li>• Knows proper use of equipment but frequently need direction to operate.</li> <li>• Occasionally fails to re-supply, but follows up immediately when deficiencies are noted.</li> <li>• Occasionally fails to comply with protocol.</li> <li>• Occasional inappropriate application of protocols.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently takes time to appropriately check apparatus.</li> <li>• Knows appropriate maintenance requirements.</li> <li>• Maintains standard layout.</li> <li>• Consistently demonstrates ability to correctly operate and maintain.</li> <li>• Consistently re-supplies stock both during morning checks &amp; post incident</li> <li>• Consistently correct protocol application.</li> <li>• Assigns appropriate &amp; timely transport mode.</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses potential problems.</li> <li>• Anticipates need to address upcoming preventive issues.</li> <li>• Adapts to new or different equipment easily &amp; uses it effectively.</li> <li>• In addition to rating 3, anticipates need to order supplies when reserve is low.</li> <li>• Demonstrates excellent &amp; timely protocol application</li> <li>• Demonstrates strong ability to identify appropriate transport mode, even in difficult situations.</li> </ul>

Evaluation Component	Rating 1	Rating 2	Rating 3	Rating 4
<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Speaks clearly.</li> <li>• Speaks concisely.</li> <li>• Easily understood.</li> <li>• Verbally reports all pertinent information in a systematic manner.</li> <li>• Repeats all med orders.</li> <li>• Reports patient responses to therapy.</li> </ul>	<ul style="list-style-type: none"> <li>• Mumbles or rambles.</li> <li>• Reports are difficult to hear or understand.</li> <li>• Frequently fails to report key information.</li> <li>• Frequently fails to repeat orders or follow up on therapies.</li> </ul>	<ul style="list-style-type: none"> <li>• Reports are fairly concise, but speaks too softly and/or rapidly.</li> <li>• Reports all pertinent information, but report is disorganized.</li> <li>• Occasionally fails to repeat orders or responses to therapy.</li> <li>• Prompting</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks slowly with adequate pronunciation.</li> <li>• Is fairly concise and does not ramble.</li> <li>• Reports all pertinent information in a fairly organized manner.</li> <li>• Consistently repeats orders and keeps team</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent reporting skills.</li> <li>• Reports are brief and to the point.</li> <li>• Consistently reports all pertinent information in a systematic manner, even on difficult incidents.</li> <li>• Repeats orders and keeps team informed without prompting.</li> </ul>
<p><b>Decision Making</b></p> <ul style="list-style-type: none"> <li>• Performs basic interventions to mitigate the patient's emergency and provides symptom relief</li> <li>• Evaluates the effect of the interventions and modifies as needed</li> <li>• Demonstrates scene leadership and delegation</li> <li>• Applies appropriate protocol to patient's condition</li> <li>• Teamwork and resource management</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently fails to provide adequate or safe patient care when under stress.</li> <li>• Seems overwhelmed by situations.</li> <li>• Frequently fails to evaluate the effectiveness of interventions</li> <li>• Fails to provide scene leadership and delegation</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent with handling of stressful situations.</li> <li>• Unsure of actions with new situations that are familiar to previous ones handled.</li> <li>• Inconsistent in evaluation of effectiveness of interventions</li> <li>• Inconsistent with providing leadership and delegation</li> </ul>	<ul style="list-style-type: none"> <li>• Provides adequate care when under stress.</li> <li>• Remains fairly calm.</li> <li>• Fairly consistent with evaluation of effectiveness of interventions</li> <li>• Fairly consistent in delegating tasks</li> <li>• Often demonstrates effective leadership on calls</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates calm, collected attitude &amp; uses good judgment.</li> <li>• Very efficient &amp; organized.</li> <li>• Consistently evaluates effectiveness of interventions</li> <li>• Consistently delegates tasks</li> <li>• Consistently demonstrates effective leadership</li> </ul>

Evaluation Component	Rating 1	Rating 2	Rating 3	Rating 4
<b>Assessment</b>				
<b>Patient Assessment</b> <ul style="list-style-type: none"> <li>• Performs appropriate assessment</li> <li>• Intervenes immediately as indicated.</li> <li>• Interprets assessment information correctly &amp; takes appropriate action.</li> <li>• Reassess often.</li> </ul>	<ul style="list-style-type: none"> <li>• Omits portions of assessment.</li> <li>• Fails to intervene.</li> <li>• Frequently fails to perform assessment or findings are inaccurate.</li> <li>• Repeats similar mistakes on subsequent incidents.</li> <li>• Frequently unable to correctly interpret assessment information.</li> <li>• Demonstrates weak knowledge base.</li> <li>• Suggests treatments that would have an adverse effect.</li> <li>• Frequently does not take vital signs at appropriate time.</li> <li>• Frequently have problems with vital sign procedures.</li> <li>• Vital signs are inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs a complete assessment but is either very slow in assessing and/or intervening.</li> <li>• Disorganized approach.</li> <li>• Findings are accurate.</li> <li>• Does not make a similar mistake on subsequent incidents.</li> <li>• Interprets assessment information correctly, but is hesitant about actions to take.</li> <li>• Occasionally vital signs are not in correct priority.</li> <li>• Takes too long to obtain vital signs.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs a complete and fairly organized assessment in a reasonable amount of time.</li> <li>• Recognizes critical vs. noncritical patients.</li> <li>• Findings are accurate.</li> <li>• Correlates information from assessment with knowledge base.</li> <li>• Suggests appropriate treatments.</li> <li>• Usually obtains vital signs in the correct priority.</li> <li>• Vital signs are obtained in a reasonable amount of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates above average patient assessment skills.</li> <li>• Performs a complete and organized assessment in a timely manner.</li> <li>• Intervenes rapidly.</li> <li>• Same as rating 3 and able to detect subtle findings.</li> <li>• Demonstrates strong ability to interpret assessment information.</li> <li>• Demonstrates a strong ability to correlate vital signs with patient's condition.</li> <li>• Vital signs are consistently accurate &amp; timely</li> </ul>

Evaluation Component	Rating 1	Rating 2	Rating 3	Rating 4
<b>Assessment Treatment Skills</b>				
<b>Airway Care</b> <ul style="list-style-type: none"> <li>• Airway maintenance.</li> <li>• Treatment priority.</li> <li>• Associated skills.</li> <li>• Oxygen administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently fails to open and maintain airway.</li> <li>• Uses or does not recognize poor techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent management.</li> <li>• Occasionally needs guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently manages an airway.</li> <li>• Uses appropriate techniques.</li> <li>• Monitors performance of others.</li> <li>• Treats as the highest priority.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as ranking 3 with remarkable knowledge of procedure &amp; maintains aggressive control of airway.</li> </ul>
<b>Medication Administration</b>	<ul style="list-style-type: none"> <li>• Unfamiliar with medication therapy.</li> <li>• Poor knowledge base.</li> <li>• Cannot calculate correct med dosages.</li> <li>• Repeated errors.</li> <li>• Inconsistent administration techniques.</li> <li>• Occasionally fails to anticipate basic orders.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic understanding of med administration.</li> <li>• Occasionally fails to initiate standing orders in a timely fashion.</li> <li>• Can calculate correct med dosages in a drill setting but not in the field.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate knowledge of indications, contra-indications, side effects &amp; dosages.</li> <li>• Administers meds correctly.</li> <li>• Initiates standing orders appropriately.</li> <li>• Performs med calculations correctly.</li> <li>• Anticipates med orders.</li> </ul>	<ul style="list-style-type: none"> <li>• Remarkable knowledge.</li> <li>• Anticipates med orders for more complex situations.</li> <li>• Well versed in mathematics.</li> </ul>
<b>History Taking</b> <ul style="list-style-type: none"> <li>• Obtains relevant &amp; accurate history.</li> <li>• Chief complaint, medications &amp; allergies obtained.</li> <li>• Systematic approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Totally disorganized.</li> <li>• Does not obtain pertinent information.</li> <li>• Information obtained is not complete.</li> <li>• Team or hospital staff frequently requests additional information.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtains an adequate patient assessment, but is either very slow in assessment and/or is disorganized.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtains an adequate patient history, chief complaint, meds and allergies in a fairly organized manner in a reasonable amount of time. (Adequate is defined as acceptable but not remarkable).</li> </ul>	<ul style="list-style-type: none"> <li>• Able to gather information efficiently in even difficult situations.</li> <li>• Organized and timely.</li> </ul>

Evaluation Component	Rating 1	Rating 2	Rating 3	Rating 4
<p><b>Record Keeping</b></p> <ul style="list-style-type: none"> <li>• Keep accurate &amp; complete records.</li> <li>• Records are legible.</li> <li>• PPCR familiarity.</li> <li>• Patient refusals.</li> </ul>	<ul style="list-style-type: none"> <li>• Records are inaccurate, incomplete and/or illegible.</li> <li>• Fails to become proficient in the use of the PPCR.</li> <li>• Fails to elicit proper patient refusals.</li> </ul>	<ul style="list-style-type: none"> <li>• Records are accurate and complete, but difficult to read.</li> <li>• Inconsistent in their proficiency level with the PPCR.</li> <li>• Inconsistent in eliciting proper patient refusals.</li> </ul>	<ul style="list-style-type: none"> <li>• Records are accurate, complete, and legible.</li> <li>• Records cover all legal implications.</li> <li>• Demonstrates proficiency with PPCR and consistently provides proper patient refusals.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to rating 3, records are extremely thorough, neat and timely.</li> <li>• Exceptional documentation of proper patient refusals.</li> </ul>