|  |  |  |  |
| --- | --- | --- | --- |
| **Trainee name:** |  | **Phase of training** |  |
| **Name of assessor:** |  | **Grade** |  |
| **Type of Shift** |  | **Date** |  |
| **Shift times and level of responsibility** |  | | |
| **Timeline of the Shift** |  | | |
| **Training Undertaken** |  | | |
| **Other Activity Undertaken** |  | | |
| **Curriculum elements covered** |  | | |

|  |  |
| --- | --- |
| **Component** | **Comments** |
| **Equipment Preparation and Brief** |  |
| **Non-Clinical Time Management** |  |
| **Training Undertaken** |  |
| **Mission Planning** |  |
| **Scene Safety and Management** |  |
| **Patient Assessment** |  |
| **Clinical Management** |  |
| **Triage & transport decisions** |  |
| **Handover** |  |
| **Documentation** |  |
| **Recovery and Debrief** |  |
| **Overall Clinical Judgement** |  |

**Non-Technical Skills on Scene**

|  |  |  |
| --- | --- | --- |
| **Element** | **Grading** | **Comments** |
| Gathering of Information |  |  |
| Team building and leadership |  |  |
| Selection and Maintenance of the Aim |  |  |
| Situational Awareness |  |  |
| Maintenance of Momentum |  |  |
| Flexibility |  |  |
| Maintenance of Standards |  |  |
| Safety and Security |  |  |
| Authority and Assertiveness |  |  |
| Effective Communication |  |  |
| Situational Awareness |  |  |
| **Overall Performance** |  |  |

**Performance Descriptors**

|  |  |  |
| --- | --- | --- |
| **Element** | **Examples of Positive Behavior** | **Examples of Negative Behavior** |
| Gathering of Information | Gathers and processes handover  Ensures appropriate patient assessment  Reviews overall scene | Ignores on scene clinicians  Takes handover without team members  Moves to patient without assessing mechanism |
| Building the Team | Is respectful of other team members  Includes team in decision making  Builds an effective team, incorporating everyone on scene | Is dismissive of the work of others  Ignores input of on scene team |
| Selection and Maintenance of the Aim | Identifies key interventions required  Maintains focus on clear goals | Assessment is not focused on life threating problems.  Wastes time on interventions better done in hospital |
| Anticipation and Planning | Anticipates potential complications  Looks into the future  Briefs team on potential issues, and plans for eventualities | Loads patient onto aircraft without considering potential in-flight complications  Does not specify actions required of receiving centre |
| Maintenance of Momentum | Actively moves patient care forward at all times  Ensures concurrent activity  Keeps all team members appropriately occupied | Tolerates wasted time  Does not prepare for the next phase  Allows team members to passively observe |
| Flexibility | Adjusts plan as situation evolves  Does not get flustered by changes in patient condition | Maintains with plan despite changes in circumstances  Is dismissive of information which alters mental model of patient condition |
| Maintenance of Standards | Appropriate attention to detail  Utilizes best available evidence to guide care  Robust documentation | Tolerates poor pressure area and temperature care  Does not adhere to national guidelines, without good reason |
| Safety and Security | Ensures that safety of the team remains paramount  Conducts dynamic risk assessment, and is prepared to react to evolving threats | Does not utilise PPE  Ignores warnings of danger |
| Authority and Assertiveness | Is appropriately assertive on behalf of the patient  Negotiates problems with all stakeholders  Maintains focus on high standards of care at all times  Educates and supports to ensure poor practice is not continued | Does not advocate for patient  Tolerates poor care for fear of confrontation  Shouts, rather than educates |
| Effective Communication | Active listening  Two-way communication with team  Good interaction with patient and others on scene | Poor radio discipline  Lack of engagement with patient |
| Situational Awareness | Maintains sufficient bandwidth to cope with workload  Offloads appropriately to ensure situational awareness is maintained | Becomes task fixated  Finds a job, and continues with it to the exclusion of the needs of the team |

**Performance Grades**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| **Performance below standard expected of Phase 1 trainee** | **Performance expected at completion of Phase 1a** | **Performance expected at completion of Phase 1b** | **Performance of clinician ready to be a PHEM consultant** |
| Demonstrates rudimentary skills in this domain. This is concerning and indicates the need for further development. | Demonstrates basic skills in this domain. | Demonstrates sound skills in this domain. | Demonstrates skills of a consistently high standard. A model for other team members. |