|  |  |  |  |
| --- | --- | --- | --- |
| **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 handoverEnsures appropriate patient assessmentReviews overall scene | Ignores on scene cliniciansTakes handover without team membersMoves to patient without assessing mechanism |
| Building the Team | Is respectful of other team membersIncludes team in decision makingBuilds an effective team, incorporating everyone on scene | Is dismissive of the work of othersIgnores input of on scene team |
| Selection and Maintenance of the Aim | Identifies key interventions requiredMaintains 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 complicationsLooks into the futureBriefs team on potential issues, and plans for eventualities | Loads patient onto aircraft without considering potential in-flight complicationsDoes not specify actions required of receiving centre |
| Maintenance of Momentum | Actively moves patient care forward at all timesEnsures concurrent activity Keeps all team members appropriately occupied | Tolerates wasted timeDoes not prepare for the next phaseAllows team members to passively observe |
| Flexibility | Adjusts plan as situation evolvesDoes not get flustered by changes in patient condition | Maintains with plan despite changes in circumstancesIs dismissive of information which alters mental model of patient condition |
| Maintenance of Standards | Appropriate attention to detailUtilizes best available evidence to guide careRobust documentation | Tolerates poor pressure area and temperature careDoes not adhere to national guidelines, without good reason |
| Safety and Security | Ensures that safety of the team remains paramountConducts dynamic risk assessment, and is prepared to react to evolving threats  | Does not utilise PPEIgnores warnings of danger |
| Authority and Assertiveness | Is appropriately assertive on behalf of the patientNegotiates problems with all stakeholdersMaintains focus on high standards of care at all timesEducates and supports to ensure poor practice is not continued | Does not advocate for patientTolerates poor care for fear of confrontationShouts, rather than educates |
| Effective Communication | Active listeningTwo-way communication with team Good interaction with patient and others on scene | Poor radio disciplineLack of engagement with patient |
| Situational Awareness | Maintains sufficient bandwidth to cope with workloadOffloads appropriately to ensure situational awareness is maintained | Becomes task fixatedFinds 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. |