

# Behavioral Evaluations

There are two primary purposes of an affective evaluation system: 1) to verify competence in the affective domain, and 2) to serve as a method to change behavior. Although affective evaluation can be used to ultimately dismiss a student for unacceptable patterns of behavior that is not the primary purpose of these forms. It is also recognized that there is some behavior that is so serious (abuse of a patient, gross insubordination, illegal activity, reporting for duty under the influence of drugs or alcohol, etc.) that it would result in immediate dismissal from the educational program.

The form included in the EMT-Paramedic National Standard Curricula was developed by COAEMSP. This form has been modified somewhat to meet the needs of this specific EMS Program. This form represents extensive experience in the evaluation of student's affective domain. The nature of this type of evaluation makes it impossible to achieve complete objectivity, but this instrument attempts to decrease the subjectivity and document affective evaluations.

In attempting to change behavior, it is necessary to identify, evaluate, and document the behavior that you want. The eleven affective characteristics that form the basis of this evaluation system refer to content in the Roles and Responsibilities of the Paramedic unit of the curriculum. Typically, this information is presented early in the course and serves to inform the students what type of behavior is expected of them. It is important that the instructor is clear about these expectations.

For all affective evaluations, the faculty member should focus on patterns of behavior, not isolated instances that fall outside the student's normal performance. For example, a student who is consistently on time and prepared for class may have demonstrated competence in time management and should not be penalized for an isolated emergency that makes him late for one class. On the other hand, if the student is constantly late for class, they should be counseled. Continued behavior may result in disciplinary action.

The second form, the Professional Behavior Counseling form is used to clearly communicate to the students that their affective performance is unacceptable. This form should be used during counseling sessions in response to specific incidents (cheating, lying, falsification of documentation, disrespect, insubordination, etc.) or patterns of unacceptable behavior. As noted before, there is some behavior that is so egregious as to result in immediate disciplinary action or dismissal. In the case of such serious incidents, thorough documentation is needed to justify the disciplinary action. For less serious incidents, the Professional Behavior Counseling form can serve as an important tracking mechanism to verify competence or patterns of uncorrected behavior.

On the Professional Behavior Counseling form, the evaluator checks in the left hand column (most incidents affect more than one area) all of the areas that the infraction affects and documents the nature of the incident(s) in the right hand column. Space is provided to document any follow-up. This should include specific expectations, clearly defined expected positive behavior, actions that will be taken if the behavior continues, and dates of future counseling sessions.

Using a combination of these forms helps to enable the program to demonstrate that graduating students have demonstrated competence in the affective domain. This is achieved by having many independent evaluations, by different faculty members at different times, stating that the student was competent. These forms can also be used to help correct unacceptable behavior. Finally, these forms enable programs to build a strong case for dismissing students following a repeated pattern of unacceptable behavior. Having numerous, uncorroborated evaluations by faculty members documenting unacceptable behavior, and continuation of that behavior after remediation, is usually adequate grounds for dismissal.

Please rate the student according to your observations only. The categories identify professional behaviors described as desirable attributes of EMS medical professionals. The descriptions within each category represent the behaviors generally expected for the individual.

Each category will receive a score between 1 and 5. **A score of 3 is considered average and represents the expected acceptable level of conduct for that category.** If asked, you should be able to provide verification (as written or verbal proof as appropriate) for any score other than “3.” If the individuals you are evaluating are performing as an entry-level provider, they should obtain scores of “3” in most categories.

## 1. Integrity

Your Score:  _____		Required attributes to obtain the recommended score
	1	Major infraction of 1 (or more) areas of #3 or many minor infractions in most areas of #3.
	2	Minor infractions of 1 area of #3 but otherwise complaint with all aspects described in #3.
	3	Consistent honesty, being able to be trusted with property and confidential information, complete and accurate documentation of patient care and learning activities.
	4	Consistently honest, assists other classmates in understanding confidential issues and in developing documentation skills.
	5	Always honest, leads by example and models exemplary behaviors regarding integrity. Consistently turns in paperwork that is complete and accurate prior to due date.

## 2. Empathy

Your Score:  _____		Required attributes to obtain the recommended score
	1	Being deliberately disrespectful of others, making fun of others, being condescending or sarcastic to others, clearly uncomfortable dealing with the emotional displays of patients.
	2	Being uncompassionate towards others or responding inappropriately to emotional responses because of discomfort with emotional displays. Acting coolly towards patients in distress and not acting as a patient advocate.
	3	Showing compassion to others, responding appropriately while maintaining professional demeanor, demonstrating a strong desire to advocate for the patient, can direct patients and their families to available community resources.
	4	Able to show compassion and respond appropriately while maintaining professional demeanor, demonstrating a strong desire to advocate for the patient, can direct patients and their families to available community resources.
	5	Seeks out opportunities to serve in the community, when the situation arises can provide contact information on assistance agencies, has the ability to set troubled patients at ease and actively listens to their problems and concerns.

### 3. Self-motivation

Your Score:  _____		Required attributes to obtain the recommended score
	1	Consistently failing to meet established deadlines, unable to demonstrate intrinsic motivation requiring extra extrinsic motivation from instructors, failing to improve even after corrective feedback has been provided by faculty, requiring constant supervision to complete tasks or being asked to repeat a task that is incorrectly performed.
	2	Failing to meet 1-3 tasks as described in #3 but obviously making attempts to attain acceptable standards.
	3	Taking initiative to complete assignments, taking initiative to improve or correct behavior, taking on and following through on tasks without constant supervision, showing enthusiasm for learning and improvement, consistently striving for improvement in all aspects of patient care and professional activities, accepting constructive criticism in a positive manner, taking advantage of learning opportunities.
	4	Occasionally completing and turning in assignments before the scheduled deadline, volunteering for additional duties, consistently striving for excellence in all aspects of patient care and professional activities, seeking out a mentor or faculty member to provide constructive criticism, informing faculty of learning opportunities.
	5	Never missing a deadline and often completing assignments well ahead of deadlines, reminding other students of deadlines, supporting faculty in upholding the rules and regulations of the program, taking seriously opportunities to provide feedback to fellow students, seeking opportunities to obtain feedback, assisting faculty in arranging and coordinating activities.

### 4. Appearance and Personal Hygiene

Your Score:  _____		Required attributes to obtain the recommended score
	1	Inappropriate uniform or clothing worn to class or clinical settings. Poor hygiene or grooming.
	2	Appropriate clothing or uniform is selected for a majority of the time, but the uniform may be unkempt (wrinkled), mildly soiled, or in need of minor repairs, appropriate personal hygiene is common, but occasionally the individual is unkempt or disheveled.
	3	Clothing and uniform is appropriate, neat, clean and well maintained, good personal hygiene and grooming.
	4	Clothing and uniform are above average. Uniform is pressed and business casual is chosen when uniform is not worn. Grooming and hygiene is good or above average.
	5	Uniform is always above average. Non-uniform clothing is business-like. Grooming and hygiene are impeccable. Hair is worn in an appropriate manner for the environment and student is free of excessive jewelry. Make-up and perfume or cologne usage is discrete and tasteful.

5. Self-confidence

Your Score:  _____		Required attributes to obtain the recommended score
	1	Does not trust personal judgment, is unaware of strengths or weaknesses, and frequently exercises poor personal judgment.
	2	Needs encouragement before not trusting personal judgment, is aware of strengths but does not readily recognize weakness, sometimes makes poor personal choices.
	3	Demonstrates the ability to trust personal judgment demonstrates an awareness of strengths and limitations, exercises good personal judgment.
	4	Stands by his/her choices when challenged by an authority figure, aware of strengths and weaknesses and seeks to improve, exercises good personal judgment and often serves as a mentor for classmates.
	5	Stands by and can defend personal choices when challenged by an authority figure, actively seeks to improve on areas of weakness, seeks out opportunities to assist other classmates in developing their self-confidence.

6. Communications

Your Score:  _____		Required attributes to obtain the recommended score
	1	Unable to speak or write clearly and is unable to correct behavior despite intervention by instructors, does not actively listen (requires instruction to be repeated or appears unable to follow directions) resistant to learning new communication strategies.
	2	Needs work to speak or write clearly, knows how to actively listen although sometimes is unable to model good listening skills, able to identify alternative communication strategies needed in various situations but is still developing the skill to perform alternative strategies.
	3	Speaks clearly, writes legibly, listens actively, adjusts communication strategies to various situations.
	4	Working on improving speaking and writing abilities, models active listening skills, able to modify communication strategies easily in various situations and able to effectively communicate a message in these various settings.
	5	Working on self and assisting classmates in improving speaking and writing abilities, models and is able to demonstrate active listening techniques to other students, is comfortable utilizing a variety of communication styles, may have proficiency in another language, including sign language.

7. Time management

Your Score:  _____		Required attributes to obtain the recommended score
	1	Often late to class or clinical sites, upon arrival needs additional time to be ready to begin (changing into uniform, gathering supplies, etc.) frequently late in turning in assignments, requires constant reminder about due dates and may blame others if a due date is missed.
	2	Occasionally late in arriving to class or clinical sites, occasionally late in turning in assignments or requires reminding about deadlines.
	3	Consistent punctuality, completes tasks and assignments on time.
	4	Seldom late to class or clinical, generally ready to begin class or clinical prior to the actual start time, completes tasks and assignments by due date (and occasionally in advance of due date) with minimal need for remainder.
	5	Punctual (or early) nearly 100% of the time, completes tasks and assignments prior to the due date, seldom requires reminding about deadlines or due dates, may assist instructor in reminding classmates

		about due dates.
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8. Teamwork and diplomacy

Your Score:  _____		Required attributes to obtain the recommended score
	1	Manipulating the team or acting with disregard of the team, being disrespectful of team members, being resistant to change or refusing to cooperate in attempts to work out solutions.
	2	Sometimes acting for personal interest at the expense of the team, acting independent of the team or appearing non-supportive, being somewhat resistant to change or occasionally unwilling out work to a solution.
	3	Placing the success of the team above self interest, not undermining the team, helping and supporting other team members, showing respect for all team members, remaining flexible and open to change, communicating with others to solve problems.
	4	Placing success of the team above self interest, supporting and holding up the team by shouldering additional responsibilities, actively seeking to include all members of the team in decision making processes where appropriate, welcoming change and remaining flexible, helping to open the lines of communication.
5	Placing success of the team above self interest (even if that means a negative outcome to self) taking a leadership role and using good management skills while leading, involving all appropriate team members in the decision making process, suggesting and implementing changes to benefit the team, seeking ways to keep communication and dialogue going.	

## 9. Respect

Your Score:  _____		Required attributes to obtain the recommended score
	1	Disrespect of authority, being argumentative, using inappropriate words or outbursts of anger, deliberately undermining authority in words or actions or trying to provoke others, frequently unable to act in a professional manner.
	2	Being polite when required, occasionally overhead using demeaning or derogatory language but confining it to situations other than in patient care settings, occasionally acting unprofessional on the job.
	3	Being polite to others, not using derogatory or demeaning terms, behaving in a manner that brings credit to the profession.
	4	Being polite even when a situation is not going in his/her favor, always using respectful language when describing situations even when not in public areas, modeling good professional behaviors.
	5	Serving as a “peacemaker” in volatile situations, able to take abusive language or disrespect from patients (or coworkers) without reacting negatively towards the individual, modeling good professional behaviors even when outside of the classroom setting.

## 10. Patient advocacy

Your Score:  _____		Required attributes to obtain the recommended score
	1	Unable to deal with patients because of personal biases, actively demeaning or degrading patients with words or deeds, unconcerned about patient rights, feelings or considerations, frequently takes shortcuts during care of patients because it is “easier” or “faster.”
	2	Occasionally has difficulty dealing with patients because of personal bias or feelings, not always able to place the needs of the patient first.
	3	Not allowing personal bias or feelings to interfere with patient care, placing the needs of patients above self-interest, protecting and respecting patient confidentiality and dignity
	4	Not allowing personal bias or feelings to interfere with patient care despite strong negative feelings or biases towards a patient or situation, actively advocating for patient rights, protecting confidentiality.
	5	Models patient advocacy and able to defend the need to advocate for patient rights, seeks out opportunities to help fellow classmates learn the principles of patient advocacy, when the opportunity presents itself can be called upon to follow through on an advocacy issue even if it occurs on their time off work.

11. Careful delivery of services

Your Score:  _____		Required attributes to obtain the recommended score
	1	Unable to perform skills at entry level or requiring constant monitoring or reinforcement to perform skills, required to recheck tasks because of omissions or inaccuracies in performances or documentation, unwilling to learn policies, procedures or protocols, deliberate unwillingness to follow the letter or spirit of rules or regulations.
	2	Occasionally performing skills below the entry-level, requiring monitoring to ensure completeness and accuracy in completing tasks, occasional minor breeches in policies, procedures or protocols attributed to lack of knowledge but demonstrating a willingness to learn, may follow the letter of, but not always the spirit, of rules and regulations.
	3	Performing skills at an entry-level capacity a majority of the time, performing complete equipment and supply checks, demonstrating careful and safe ambulance operations, following policies and procedures and protocols, following orders.
	4	Can be trusted to function independently with only minor supervision, does not need to be reminded to perform routine tasks like maintenance checks, and follows the letter and spirit of all rules, regulations, policies and procedures.
5	Functions independently and able to correct mistakes by self-reflection, able to assist in the development of rules, regulations, policies and procedures, will assist in monitoring fellow students in the completion of tasks and may be able to assist fellow student identify weakness and strengths.	

General Comments:

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Signature of person completing form

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Student Signature

Student should sign form only if conference is held following evaluation.  
Student agreement of ratings is not required for form to be completed.