



Bureau of Emergency Medical Services

Utah Department of Public Safety

PO Box 141775

Salt Lake City, UT 84114-1775

Supplementary Document for Addressing Affective Domain Proficiency

Student Name: _____

Course #/Program: _____

Instructor/Assessor: _____

Date: _____

1. Introduction

The purpose of this document is to address observed areas of concern regarding [Student Name]'s proficiency in the affective domain as assessed during [specific assessment/simulation/clinical rotation]. This document outlines the specific areas needing improvement, provides examples of observed behaviors, and presents a corrective action plan to help the student develop the necessary professional behaviors, attitudes, and values essential for success in emergency medical services (EMS).

2. Areas of Concern

Below are the specific areas where proficiency is lacking, based on observations and assessments:

- **Professional Behavior:** [Brief description of the concern, e.g., "The student has demonstrated inconsistency in maintaining professionalism in interactions with peers and patients, including instances of tardiness and lack of adherence to the dress code."]
- **Effective Communication:** [Describe concern, e.g., "There have been multiple occasions where communication with patients and team members lacked clarity and empathy, leading to misunderstandings."]
- **Ethical Decision-Making:** [Describe concern, e.g., "The student has struggled to make ethical decisions in high-pressure scenarios, as observed during simulation exercises."]
- **Adaptability Under Stress:** [Describe concern, e.g., "During stressful situations, the student has shown difficulty managing stress, which affects their decision-making and interactions."]

3. Specific Examples of Behaviors Needing Improvement

Provide specific examples to clearly illustrate the areas of concern:



Bureau of Emergency Medical Services

Utah Department of Public Safety

PO Box 141775

Salt Lake City, UT 84114-1775

1. **Example 1:** On [Date], during a simulated patient interaction, the student [describe the behavior, e.g., "failed to demonstrate empathy by speaking in a dismissive tone when the patient expressed fear about their condition"].
2. **Example 2:** During a clinical rotation on [Date], the student [describe the behavior, e.g., "was observed arriving late multiple times, which disrupted team briefings and patient care planning"].
3. **Example 3:** In a team-based scenario on [Date], the student [describe the behavior, e.g., "struggled to collaborate effectively with peers, leading to confusion and delays in patient care"].

4. "Fix-It" Plan for Improvement

The following plan outlines the steps that [Student Name] will take to address these areas of concern and develop the required affective domain competencies:

1. Professional Behavior:

- **Action Step:** Attend a workshop on professionalism in healthcare settings, focusing on punctuality, dress code adherence, and respectful communication.
- **Goal:** Demonstrate consistent professional behavior by [specific date], as evidenced by no further incidents of tardiness or dress code violations.
- **Assessment:** Weekly check-ins with the instructor to review progress and provide feedback.

2. Effective Communication:

- **Action Step:** Complete a communication skills module and engage in role-playing exercises to practice empathy and clarity in patient interactions.
- **Goal:** Improve patient interaction scores by at least 20% on the next assessment, scheduled for [specific date].
- **Assessment:** Conduct a follow-up observation during a simulated patient encounter and provide targeted feedback.

3. Ethical Decision-Making:

- **Action Step:** Participate in ethical decision-making workshops and discuss real-life case studies with peers and instructors.
- **Goal:** Demonstrate improved ethical reasoning in simulations by identifying and articulating ethical dilemmas and proposing appropriate solutions.



Bureau of Emergency Medical Services

Utah Department of Public Safety

PO Box 141775

Salt Lake City, UT 84114-1775

- **Assessment:** Evaluate progress through a written reflection on ethical scenarios and verbal discussions during debriefings.

4. Adaptability Under Stress:

- **Action Step:** Attend stress management sessions and learn techniques for maintaining composure and effective decision-making in high-pressure situations.
- **Goal:** Apply stress management techniques during the next high-fidelity simulation and demonstrate the ability to adapt and make sound decisions under stress.
- **Assessment:** Feedback from instructors and peers after simulation exercises to gauge improvement.

5. Support and Resources

The student is encouraged to utilize the following resources for support:

- **Mentorship:** Pairing with a mentor or senior student to provide guidance and support.
- **Counseling Services:** Access to counseling services for stress management or any personal issues affecting performance.
- **Additional Workshops:** Participation in additional workshops or seminars as needed.

6. Follow-Up and Review

- **Review Date:** A formal review will take place on [specific date] to evaluate progress toward the goals outlined in the "fix-it" plan.
- **Next Steps:** Based on the review, further steps will be determined, which may include additional support, reassessment, or other measures.

7. Acknowledgment and Commitment

By signing below, both the student and instructor acknowledge the concerns outlined in this document and commit to working collaboratively toward improvement.

Student Signature: _____

Course Coordinator Signature: _____

Medical Director Signature: _____

Date: _____