



REGIONAL PARAMEDIC PROGRAM FOR EASTERN ONTARIO

COMPETENCY ASSESSMENT

Candidate Name (Print)

Date

Location

Scenario Code/Call #

Evaluator's Name (Print)



Terms of Reference

Please use the following terminology while completing the **Global Rating Scale (GRS)** for the assessment of paramedic clinical competence:

- Accuracy
- Appropriateness
- Communicates
- Confidence
- Consideration
- Consistency
- Delegates
- Determination
- Differentiates
- Independence
- Interpretative
- Knowledgeable
- Timeliness

Evaluated Skills

Please use the following skills to evaluate paramedic candidates while completing the **Objective Structured Clinical Evaluation (OSCE)** portion the booklet:

- 12-Lead Interpretation
- 15-Lead-Interpretation
- ASA
- BGL
- BVM
- Chest Needle Thoracostomy
- CPAP
- CPR
- CVAD Access
- ECG Interpretation
- ETT
- I.O. Adult
- I.O. Pediatric
- IM
- IN
- IV
- King LT
- Magill
- MDI
- Medical Math
- Nebulizer
- Nitro SL
- NPA
- OPA
- Patching
- Rhythm Interpretation
- SGA
- Suction
- Synchronized Cardioversion
- TCP
- TOR
- TTI
- TTI Assist
- Fluid Injection

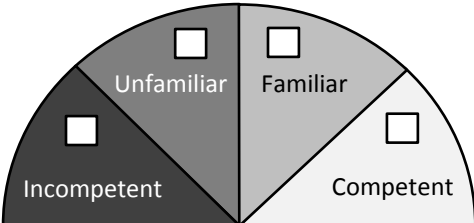


OSCE Evaluation

Individual skills will be evaluated according to the expectations set out in the OSCE (Objective Structured Clinical Evaluation) standards and performance will be recorded as (please check one):

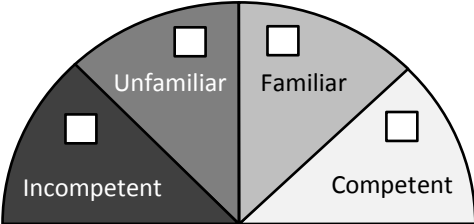
Incompetent	Lacking the qualities needed to be effective
Unfamiliar	Not well enough acquainted to be effective
Familiar	Acquainted enough to be effective
Competent	Having all requisite qualities for effectiveness

Skill: _____



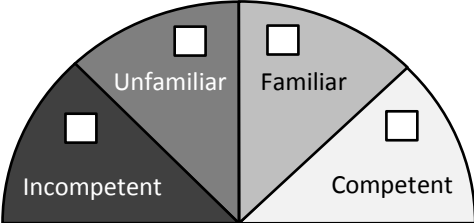
Notes

Skill: _____



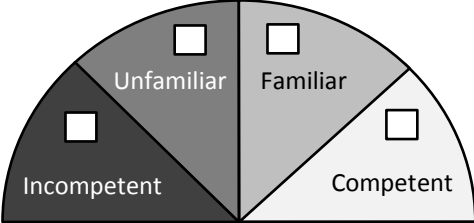
Notes

Skill: _____



Notes

Skill: _____



Notes



GLOBAL RATING SCALE for the ASSESSMENT OF PARAMEDIC CLINICAL COMPETENCE

Rating Label	Definition
1 Unsafe	Not performed as required. Performance compromised patient care / safety; serious remediation is required, unsuitable for supervised practice or progression.
2 Unsatisfactory	Performance indicated cause for concern. A potential for compromised patient care / safety exists; considerable improvement is needed. Not ready for supervised practice or progression.
3 Poor / Weak	Inconsistently performed, and/or performance does not meet the standard, improvement is needed. More training / practice is needed before consideration for supervised practice or progression.
4 Marginal	Occasionally performance is to standard, and/or performance meets minimum standards, improvement is recommended; suitable for supervised practice or progression with some remediation.
5 Competent	Often performed to standard, and/or performance is safe and to standard. Some areas could be improved. Ready for independent practice or progression with only minor concerns if any.
6 Highly Competent	Consistently performs to standard, and/or performance is safe and to standard. Occasionally exceeds the standard. Little improvement needed if any; ready for independent practice or progression.
7 Exceptional	Consistently demonstrates a high standard of performance, and/or consistently exceeds the standard enhancing patient safety; could be used as a positive example for others; highly recommended for independent practice or progression.

Situation Awareness	1	2	3	4	5	6	7
	UNSAFE	UNSAT	POOR/WEAK	MARGINAL	COMPETENT	HIGHLY COMPETENT	EXCEPTIONAL

Refers to the individual's overall ability to consider and integrate environmental, scene, resources and patient condition cues into the overall interaction, management and safety plan. This includes observing whole environment (all available data sources), anticipating likely events, discriminating between relevant and irrelevant data and avoiding tunnel vision (inappropriately focusing on elements to the exclusion of others). The individual is expected to demonstrate examples of situation awareness throughout the interaction and updating actions as necessary.

History Gathering	1	2	3	4	5	6	7
	UNSAFE	UNSAT	POOR/WEAK	MARGINAL	COMPETENT	HIGHLY COMPETENT	EXCEPTIONAL

Refers to the individual's overall ability to effectively and thoroughly gather an appropriate history (includes history of present illness and medical history) which is organized, appropriately structured, timed and focused according the clinical situation and level of urgency (context). This Includes interpreting and evaluating findings while discriminating between relevant and irrelevant findings. Also, refers to a demonstrated ability to include a consideration for differential diagnosis, while working toward a working diagnosis.

Patient Assessment	1	2	3	4	5	6	7
	UNSAFE	UNSAT	POOR/WEAK	MARGINAL	COMPETENT	HIGHLY COMPETENT	EXCEPTIONAL

Refers to the individual's overall ability to select and perform a physical exam and investigation of signs and/or symptoms that is organized and appropriate given the clinical situation and level of urgency. This includes interpreting and evaluating findings while discriminating between relevant and irrelevant findings. Also, refers to a demonstrated ability to continue appropriate reassessment / detailed assessment as needed. Finally, this also includes a consideration for differential diagnosis, while working toward a working diagnosis.



GRS for the ASSESSMENT OF PARAMEDIC CLINICAL COMPETENCE

Decision Making	1	2	3	4	5	6	7
	UNSAFE	UNSAT	POOR/WEAK	MARGINAL	COMPETENT	HIGHLY COMPETENT	EXCEPTIONAL

Refers to the individuals overall ability to select an appropriate, safe, and effective management plan and/or strategy. Decisions should be based on and supported by findings, consideration of risks, benefits and differential diagnosis. This involves having adequate information for decisions made (i.e., avoiding premature closure) and ensuring decisions are appropriately prioritized, and timed. This also includes selecting an appropriate management device, method, or technique based on evidence (i.e., situation awareness, patient condition, resources etc) and context.

Resource Utilization	1	2	3	4	5	6	7
	UNSAFE	UNSAT	POOR/WEAK	MARGINAL	COMPETENT	HIGHLY COMPETENT	EXCEPTIONAL

Refers to the individual's overall ability to identify and use resources effectively to accomplish goals and maximize care. This includes the delegation of tasks, the coordination of efforts, selecting appropriate members (e.g., allied agencies, patients etc) for a given task, ensuring effectiveness and requesting additional resources as necessary. This also includes ability to function as a team with appropriate leadership.

Communication	1	2	3	4	5	6	7
	UNSAFE	UNSAT	POOR/WEAK	MARGINAL	COMPETENT	HIGHLY COMPETENT	EXCEPTIONAL

Refers to the individuals overall ability to clearly and accurately exchange information with the team, patient and/or bystander for optimal patient care and team effectiveness. This includes the use of concise and appropriate language, ensuring statements are directed at appropriate individuals and that messages are heard / received (i.e., closes the loop). This also includes demonstrating effective listening skills, demonstrating empathy, responding appropriately to statements by the team, patient or bystander. Actions are appropriately communicated with team, patient and bystander. Verbal and non-verbal are appropriate and congruent.

Procedural Skill	1	2	3	4	5	6	7
	UNSAFE	UNSAT	POOR/WEAK	MARGINAL	COMPETENT	HIGHLY COMPETENT	EXCEPTIONAL

Refers to the individuals overall ability to complete psychomotor or procedural skills or tasks effectively, appropriately and to standard. This involves a familiarity with equipment used, ensuring appropriate and safe application while completing tasks to standard and avoiding commission or omission errors. This also involves adaptability to failures / problems (as necessary) and ensuring team, patient and bystander safety while performing these procedures; includes appropriate execution, properly sequenced, and evaluating / reevaluating effectiveness.

Rater Signature: _____



Professionalism

Professionalism evaluation results as defined by:

Presentation	Conduct in a manner that gives the patient confidence
Action with intent	Conduct that has a purpose toward benefiting the patient
Patient advocacy	Conduct representing the interest of the patient
Patient caring	Conduct that displays to the patient they are being cared for

Presentation									Comments:
Action with intent									
Patient advocacy									
Patient caring									
	<i>(Not performed)</i>	1	2	3	4	5	6	7	<i>(Exceptional)</i>



For Coordinator Use Only

GRS Score: _____

(Please select appropriate evaluation type and check off result accordingly):

A.	Entry to Practice	
	Ready for Independent Practice	<input type="checkbox"/>
	Not Ready for Independent Practice	<input type="checkbox"/>
	Comments/Details: _____ _____ _____	
B.	Continuing Education	
	Recertified	<input type="checkbox"/>
	Not Recertified	<input type="checkbox"/>
	Comments/Details: _____ _____ _____	
C.	Academic Practice	
	Ready for Preceptorship	<input type="checkbox"/>
	Not Ready for Preceptorship	<input type="checkbox"/>
	Comments/Details: _____ _____ _____	
D.	Field Evaluation	
	Continue Independent Practice	<input type="checkbox"/>
	Discontinue Independent Practice	<input type="checkbox"/>
	Comments/Details: _____ _____ _____	

Coordinator Signature: _____ Date: _____