

National Continued Competency Requirements  
(NREMT Recertification Requirements)

# **PARAMEDIC EDUCATION GUIDES**

## **APPENDIX**

**Sample Evaluations**

**Team Leader #** \_\_\_\_\_ **– Name:** \_\_\_\_\_ **Date** \_\_\_\_\_

	Task	Yes/No
<b>1</b>	<b>Creates action plan</b> <ul style="list-style-type: none"> <li>• Modifies plan after receipt of necessary information</li> <li>• Ensures patient history, physical exam and treatment are being performed</li> </ul>	
<b>2</b>	<b>Communicates with team members</b> <ul style="list-style-type: none"> <li>• Accurately</li> <li>• Encourages feedback</li> <li>• Listens aggressively</li> <li>• Assures team members follow</li> </ul>	
<b>3</b>	<b>Receives, processes and verifies information gained from team members</b> (prevents freelancing)	
<b>4</b>	<b>Demonstrates confidence, compassion, maturity</b>	
<b>5</b>	<b>Accepts accountability for team actions</b>	
<b>6</b>	<b>Is not corrected/prompted by appreciative inquiry more than once – For critical prompts</b>	

**Team Member #** \_\_\_\_\_ **– Name:** \_\_\_\_\_ **Date** \_\_\_\_\_

	Task	Yes/No
<b>1</b>	<b>Respects Authority</b>	
<b>2</b>	<b>Is receptive to leadership</b> (acts as a member, does not lead)	
<b>3</b>	<b>Works to make team successful</b>	
<b>4</b>	Maintains situational awareness	
<b>5</b>	<b>Demonstrates appreciative inquiry</b> <ul style="list-style-type: none"> <li>• Questions or corrects TL critical actions/decisions when the patient is in danger</li> <li>• Method of communication                             <ul style="list-style-type: none"> <li>○ Opening/attention getter</li> <li>○ States the problem as they see it</li> <li>○ States a solution</li> <li>○ Obtains agreement</li> </ul> </li> </ul>	
<b>6</b>	<b>Does not freelance</b> (performs tasks without approval)	
<b>7</b>	<b>Uses closed loop communication</b> (repeats back and confirms information)	
<b>8</b>	<b>Seeks clarification</b>	
<b>9</b>	<b>Accurately Performs tasks assigned tasks in a timely manner</b>	
<b>10</b>	<b>Anticipates needs of team leader</b>	

**SAMPLE Scenario - Unstable Wide Complex Tachycardia with Team Leader Evaluation**

	Examiner	Found on assessment or told by patient
Essay to skill examiner		Sedation of this patients prior to cardioversion should not fail the candidate
Scenario Set-up		Pt. is conscious talking; Pale, cool, clammy skin
Dispatch	56 yo M c/o CP sitting upright in the chest, Single dwelling residence 79 F with partly cloudy skies	
Scene Size-Up for safety and initial action plan		Introduce yourself/ team, request feedback and start assigning roles (EKG monitor, Jump Bag)
Level of responsiveness		
Airway		
Ventilation		
Oxygenation	Regular, fast, weak pulse, cool	
HPI and CC		“My chest hurts!” Gradual, 2hr substernal while mowing lawn worsens on exertion Nausea and Dizziness Not SOB 7/10
PMH		HTN, Lopressor®, NKA
HEENT		
CHEST	Lungs are clear	No surgical scars,
ABD/PELVIS		
Lower Extremities	No edema	
Upper Ext		
Posterior Thorax		
Neurological Exam		
Monitoring Devices	SpO <sub>2</sub> = 92% *SpO <sub>2</sub> = 97% ^BGL = 92mg/dL	ECG = V-Tach (hands him a strip) *ECG= S. Tach R100 *Considers 12-Lead ECG
Vital Signs	I-BP 80/40; P 180; R 22 II*BP 88/40; P 100; R 22	

Interventions		O <sub>2</sub> – to maintain SpO <sub>2</sub> IV IV – Bolus or pressor Cardioversion 100J-200J Dopamine Aspirin 12-
Transport		Considers Cardiac Center
Change/Event		Pt. goes unresponsive at 12 minutes
Field Impression		Unstable V-tach
Differential Dx		Acute coronary syndrome V-Tach AMI
Hospital Notification		SBAR, Succinct standardized communication (CUSS- Concerned, Uncomfortable, Safety problem)

<b>Team Leader Actions</b>	Yes	No
Communicates accurately and concisely while listening actively and encourages feedback		
Receives processes verified and prioritizes information		
Demonstrates confidence compassion and maturity		
Reconciles incongruent information		
Utilizes appreciative inquiry		
Performs tasks accurately and in a timely		
Leaves ego/rank at the door		
Maintains situational awareness		
Takes charge		
Uses closed loop communication		
Creates, implements and revises an action plan		
Reports progress on tasks		
Addresses safety concerns and is safety conscious at all times		
Performs or orders a dangerous or inappropriate action		
Exhibits unacceptable affect with patient or other personnel		
Clinical Critical Criteria for THIS scenario		
- Failure to recognize wide complex and cardioversion		
- Failure to recognize and treat hypotension		
Comments		

\*- Appropriately therapy      ^NOT SCORED

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Level of responsiveness		
Airway		
Ventilation		
Oxygenation	^Regular, fast, weak pulse, cool	
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CHEST	^Lungs are clear	^No surgical scars
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Change/Event		Pt. goes unresponsive at 12 minutes
Transport		^Considers Cardiac Center
Field Impression		^Unstable V-tach
Differential Dx		^Acute coronary syndrome V-Tach AMI
Hospital Notification		^SBAR, Succinct standardized communication (CUSS- Concerned, Uncomfortable, Safety problem)

Team Member	Yes	No
Communicates accurately and concisely while listening actively and accepts feedback		
Leaves ego/rank at the door		
Demonstrates confidence, compassion, maturity		
Demonstrates followership – is receptive to leadership		
Utilizes appreciative inquiry		
Performs tasks accurately and in a timely		
Maintains situational awareness		
Uses closed loop communication		
Reports progress on tasks		
Advocates for safety concerns and is safety conscious at all times		
Performs or orders a dangerous or inappropriate action		
Exhibits unacceptable affect with patient or other personnel		
Immediately suggests corrective action if a harmful intervention is ordered/performed		
Avoids freelance activity		
Clinical Critical Criteria for THIS scenario		
- Failure to recognize wide complex and cardioversion		
- Failure to recognize and treat hypotension		
Comments		

\*- Appropriately therapy      ^NOT SCORED

## Milton Bennett's Intercultural Sensitivity

### Intercultural Competence and Sensitivity

**Intercultural competence** - The ability to think and act in interculturally appropriate ways

**Intercultural sensitivity** - The ability to discriminate and experience relevant cultural differences.

The Developmental Model of Intercultural Sensitivity (**DMIS**)

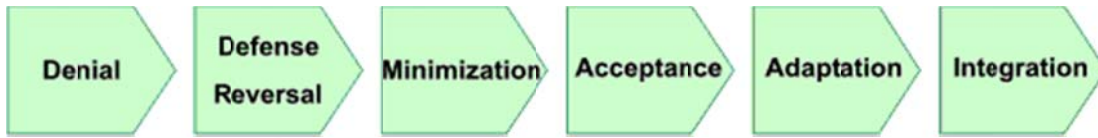
- **Explains how people or groups tend to think and feel about cultural difference**
- **Is the basis for effective coaching and development to work more effectively with people from other cultural backgrounds**

DMIS was created by Dr. Milton Bennett. It is based on years of direct observation and research. **DMIS provides a structure for understanding how people experience cultural difference.** Six stages of perspectives describe how a person sees, thinks about, and interprets events happening around them from an intercultural-difference perspective.

Since DMIS indicates what a person sees and thinks, it also suggests what they do not see or think. DMIS, therefore, **highlights how a person's cultural patterns both guide and limit their experience of cultural difference.**

This guiding and limiting aspect is why DMIS is so relevant to how people work together in the workplace. Working with people involves communicating with them individually or in teams or groups. **DMIS theory says that cultural sensitivity and cultural differences represent a potential obstacle or benefit in developing relationships and communicating effectively with other people. DMIS is central to productivity, innovation, and creativity!**

The six stages of DMIS, illustrated below, represent a set of perspectives with successively greater ability to understand and have a more complete experience of cultural difference.



**Development of Intercultural Sensitivity**

**Experience of difference**



**Ethnocentric Stages**

**Ethnorelative Stages**

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Briefly, some characteristics of each stage are

- **Denial.** Being comfortable with the familiar. Not anxious to complicate life with “cultural differences”. Not noticing much cultural difference around you. Maintaining separation from others who are different.
- **Defense/Reversal.** A strong commitment to one’s own thoughts and feelings about culture and cultural difference. Some distrust of cultural behavior or ideas that differ from one’s own. Aware of other cultures around you, but with a relatively incomplete understanding of them and probably fairly strong negative feelings or stereotypes about some of them.

Reversal is the opposite of Defense. The person feels that some other culture is better and tends to exhibit distrust of their own culture.

- **Minimization.** People from other cultures are pretty much like you, under the surface. Awareness that other cultures exist all around you, with some knowledge about differences in customs and celebrations. Not putting down other cultures. Treating other people as you would like to be treated.
- **Acceptance.** Aware of your own culture(s). See your own culture as just one of many ways of experiencing the world. Understanding that people from other cultures are as complex as yourself. Their ideas, feelings, and behavior may seem unusual, but you realize that their experience is just as rich as your own. Being curious about other cultures. Seeking opportunities to learn more about them.
- **Adaptation.** Recognizing the value of having more than one cultural perspective available to you. Able to “take the perspective” of another culture to understand or evaluate situations in either your own or another culture. Able to intentionally change your culturally based behavior to act in culturally appropriate ways outside your own culture.
- **Integration.** To varying extents, have integrated more than one cultural perspective, mindset, and behavior into one’s identity and worldview. Able to move easily among cultures.

The first three stages are considered “ethnocentric” in that one’s own culture is seen as the only culture or to varying extents the “better” culture.

The last three stages are considered “ethnorelative” in that one’s own culture is seen as equal among many other cultures.

***The ethnorelative stages are characterized by a positive mindset about cultural difference. These stages are indicative of a person who will tend to make more inclusive decisions and actively seek to build a diverse workforce and an inclusive work environment.***

This highlights the central importance of developing individuals to the point where they have an ethnorelative experience of cultural difference.

## References

Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, ed. *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press, 1993.

Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The Intercultural Development Inventory. In R. M. Paige (Guest Ed.). Special issue on the Intercultural Development. *International Journal of Intercultural Relations*, 27(4), 421–443.

MDP Group, Inc., (2008), Developmental model of intercultural sensitivity (DMIS): description of the model. Retrieved Aug. 11, 2009 from [http://www.mdbgroupinc.com/dmis\\_background.htm](http://www.mdbgroupinc.com/dmis_background.htm).

### Resource

<http://www.evansville.edu/offices/diversity/downloads/The%20Developmental%20Model%20of%20Intercultural%20Sensitivity%20-%20primer.pdf>

### Additional Resource

<http://www.library.wisc.edu/EDVRC/docs/public/pdfs/SEEDReadings/intCulSens.pdf>

## **Intercultural Sensitivity Activities**

- Have the participants complete the matching exercise (next page) to identify the six Bennett characteristics.
- Have participants complete Bennett Survey – Which Stage Does Each Statement Match worksheet
- Review Bennett Survey – Which Stage Does Each Statement Match with the answer key and discuss

Read the text about these stages and match each stage with its main idea.

_____ 1. Denial	a. People are very interested in learning about other cultures and understand that other ways of thinking and behaving are just as good as theirs. They realize they do not have a monopoly on all the right answers.
_____ 2. Defense	b. At this stage, people acknowledge the superficial aspects of other cultures, such as clothing and eating habits. However, they believe that all human beings are the same, no matter what their culture is.
_____ 3. Minimization	c. People at this stage are often isolated from other cultures and are not aware that cultural differences exist. If they do think of other cultures, they tend to think in very broad stereotypes.
_____ 4. Acceptance	d. People at this stage can shift easily into another cultural frame of reference and can deal with the resulting identity issues.
_____ 5. Adaptation	e. People at this stage acknowledge that other cultures exist but tend to think negatively towards them and even feel threatened by them. They think in terms of “us” vs. “them,” and usually believe that “we” are superior.
_____ 6. Integration	f. People at this stage have developed an understanding of other cultures so that they are able to modify their own behavior to fit the norms of another culture.

### Bennett Survey – Which Stage Does Each Statement Match

Characteristic	Statements
	Customs differ, of course, but when you really get to know them they're pretty much like us.
	I am embarrassed by my compatriots, so I spend all my time with the host country nationals.
	If people are really honest, they'll recognize that some values are universal.
	When studying abroad, every student needs to be aware of relevant cultural differences.
	These people are so urbane and sophisticated, not like the superficial people back home.
	My decision-making skills are enhanced by having multiple frames of reference.
	You certainly wouldn't want to have all the same kind of people around-the ideas get stale, and besides, it's boring.
	Everywhere is home, if you know enough about how things work there.
	I feel most comfortable when I'm bridging differences between the cultures I know.
	I never experience culture shock.
	The more cultures you know about, the better comparisons you can make.
	The main concerns I have involve knowing how to get around and ordering in restaurants.
	These people don't value life the way we do.
	Whatever the situation, I can usually look at it from a variety of cultural points of view.
	The more I understand this culture, the better I get at the language.
	I always try to study about a new culture before I go there.
	Even though I'm speaking their language, they're still rude to me.
	In an intercultural world, everyone needs to have a transcultural (cross-cultural) mindset.
	Sometimes it's confusing, knowing that values are different in various cultures and wanting to be respectful, but still wanting to maintain my own core values.

	I have this intuitive sense of other people, no matter what their culture.
	When you go to other cultures, it makes you realize how much better the U.S. is.
	The more difference the better-more difference equals more creative ideas!
	While the context may be different, the basic need to communicate remains the same around the world.
	To solve this dispute, I'm going to have to change my approach.
	No matter what their culture, people are pretty much motivated by the same things.
	All big cities are the same-lots of buildings, too many cars, McDonalds.
	Technology is bringing cultural uniformity to the developed world
	To solve this dispute, I need to change my behavior to account for the difference in status between me and my counterpart from the other culture.
	I greet people from my culture and people from the host culture somewhat differently to account for cultural differences in the way respect is communicated.
	With my experience, I can be successful in any culture without any special effort.
	I can maintain my values and also behave in culturally appropriate ways.
	All I need to know about is politics and history-I can figure out the rest of it as I go along.
	What a sexist society!
	As long as we all speak the same language, there's no problem.
	I know they're really trying hard to adapt to my style, so it's fair that I try to meet them halfway.
	I truly enjoy participating fully in both of my cultures.

Bennett Survey – Which Stage Does Each Statement Match – **ANSWER KEY**

<b>Characteristic</b>	<b>Statements</b>
3	Customs differ, of course, but when you really get to know them they're pretty much like us.
2	I am embarrassed by my compatriots, so I spend all my time with the host country nationals.
3	If people are really honest, they'll recognize that some values are universal.
4	When studying abroad, every student needs to be aware of relevant cultural differences.
2	These people are so urbane and sophisticated, not like the superficial people back home.
6	My decision-making skills are enhanced by having multiple frames of reference.
4	You certainly wouldn't want to have all the same kind of people around-the ideas get stale, and besides, it's boring.
6	Everywhere is home, if you know enough about how things work there.
6	I feel most comfortable when I'm bridging differences between the cultures I know.
1	I never experience culture shock.
4	The more cultures you know about, the better comparisons you can make.
1	The main concerns I have involve knowing how to get around and ordering in restaurants.
2	These people don't value life the way we do.
6	Whatever the situation, I can usually look at it from a variety of cultural points of view.
5	The more I understand this culture, the better I get at the language.
4	I always try to study about a new culture before I go there.
2	Even though I'm speaking their language, they're still rude to me.
6	In an intercultural world, everyone needs to have a transcultural (cross-cultural) mindset.
4	Sometimes it's confusing, knowing that values are different in various cultures and wanting to be respectful, but still wanting to maintain my own core values.

3	I have this intuitive sense of other people, no matter what their culture.
2	When you go to other cultures, it makes you realize how much better the U.S. is.
4	The more difference the better-more difference equals more creative ideas!
3	While the context may be different, the basic need to communicate remains the same around the world.
5	To solve this dispute, I'm going to have to change my approach.
3	No matter what their culture, people are pretty much motivated by the same things.
1	All big cities are the same-lots of buildings, too many cars, McDonalds.
3	Technology is bringing cultural uniformity to the developed world
5	To solve this dispute, I need to change my behavior to account for the difference in status between me and my counterpart from the other culture.
5	I greet people from my culture and people from the host culture somewhat differently to account for cultural differences in the way respect is communicated.
1	With my experience, I can be successful in any culture without any special effort.
5	I can maintain my values and also behave in culturally appropriate ways.
1	All I need to know about is politics and history-I can figure out the rest of it as I go along.
2	What a sexist society!
1	As long as we all speak the same language, there's no problem.
5	I know they're really trying hard to adapt to my style, so it's fair that I try to meet them halfway.
6	I truly enjoy participating fully in both of my cultures.