



GLOBAL EMERGENCY MEDICAL REGISTRY

Global Medical Instructor Evaluation Tool

The Medical Instructor Evaluation Tool (MIET) is a key component of the initial education and continuing quality improvement processes for the Medical Instructor and is used by the evaluator (Instructor Course Instructor Trainer, Clinical Educator, or Field Training Officer) to provide structured evaluation and feedback to the Medical Instructor or Medical Instructor Candidate. The document describes the Medical Instructor or Medical Instructor Candidate's level of performance for each required category and clearly identifies areas of competency, outstanding performance, or the need for remedial training. The evaluator may choose to provide the Medical Instructor or Medical Instructor Candidate certain categories identified as "training" in the narrative portion of the report, this allows the evaluator the opportunity to explore the Medical Instructor or Medical Instructor Candidate's capabilities and provide training in certain categories, prior to advancing to certification or renewal.

Numeric and Standards-Based Evaluation System (SBES) Rating Scales:

To effectively track the Medical Instructor or Medical Instructor Candidate's progress, the evaluator uses the MIET to rate each observed behavior using one of two rating scales: Numeric or SBES.

1. The Numeric Scale measures performance on a sliding scale between 1 and 7.
2. The SBES Scale uses three ratings:
 - Below Standard
 - Meets Standard
 - Exceeds Standard

The MIET utilizes the SBES for GEMR documents.

The MIET also has a check column for "Not Observed", which is utilized when the stated standard is not experienced during the evaluation period.

Each observed behavior is rated according to "Standard" as described in each line of the MIET.

The Medical Instructor or Medical Instructor Candidate and evaluator are required to sign all MIETs at the end of each evaluation period, then the MIET is scanned into the Medical Instructor or Medical Instructor Candidate's educational record.



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The evaluator will find their role challenging, as one must provide enough “space” for the Medical Instructor or Medical Instructor Candidate to perform lecture, skills, lab activities, teaching, etc.... without the evaluator taking control of the activities and/or making the Medical Instructor or Medical Instructor Candidate an assistant to them.

The evaluator should start every period of time with the Medical Instructor or Medical Instructor Candidate in “briefing” mode. This necessitates the evaluator identify a quiet spot to provide the Medical Instructor or Medical Instructor Candidate with a brief orientation to the day’s activities, the “Step out” phrase for the Medical Instructor or Medical Instructor Candidate (*The Medical Instructor or Medical Instructor Candidate then knows upon hearing that phrase to step aside and become the assistant to the evaluator who will assume control of the event*), and what areas the evaluator wishes the Medical Instructor or Medical Instructor Candidate to focus on today.

Should a “step out” be required during an evaluation period, the evaluator will explain why this occurred, at what risk was the Medical Instructor or Medical Instructor Candidate placing students in, and what the evaluator did to rectify the errors for the students. A “step out” is considered a tertiary step by the evaluator and should not be taken lightly, as well as the Medical Instructor or Medical Instructor Candidate will receive a “Below Standard” rating for the evaluation period.



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Medical Instructor or Medical Instructor Candidate Evaluation Tool					
Medical Instructor or Medical Instructor Candidate:		GEMR#:			
Date (day/month/year):	Evaluator:				
Activity or Educational Program being observed:	Check what was evaluated: <input type="checkbox"/> Lecture <input type="checkbox"/> Skill <input type="checkbox"/> Lab <input type="checkbox"/> Drill <input type="checkbox"/> Remediation <input type="checkbox"/> Examination	Assignment Location:			
RATING INSTRUCTIONS		RATING CRITERIA			
<u>BELOW STANDARD</u> Frequently demonstrates difficulty in determining and performing basic components and/or the actions necessary to accomplish required tasks. Requires substantial supervisory/evaluator assistance, review, and step in. Quality and quantity of work is usually below acceptable levels. Requires prompting to start tasks.		BELOW STANDARD	STANDARD	ABOVE STANDARD	NOT OBSERVED
<u>STANDARD</u> Determines and performs the essential job components and the actions necessary to accomplish required tasks at the Medical Instructor level. Requires an acceptable amount of direction or consultation. Quality and quantity of work is within acceptable levels. Demonstrates initiative.					
<u>ABOVE STANDARD</u> Exceptional ability to determine and perform virtually all job components and actions necessary to accomplish required tasks. Requires little supervisory/evaluator direction, assistance, or review. Quality and quantity of work consistently exceeds requirements in accuracy, thoroughness and timelines. Demonstrates outstanding initiative and motivation					
PERFORMANCE COMPETENCIES					
1. APPEARANCE: The participant maintains an appearance and clothing which is neat, clean, fits and is worn properly.					
2. ACCEPTANCE OF FEEDBACK: The participant accepts criticism in a positive manner and incorporates it to improve performance and further interaction					
3. ATTITUDE TOWARD WORK: The participant demonstrates an active interest in their responsibilities					
4. SELF-INITIATED ACTIVITY: The participant recognizes and identifies time to read medical journals, study protocols, seeks self-learning, seeks coaching, and familiarize self with healthcare environment.					



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5. KNOWLEDGE OF HEALTHCARE POLICIES AND PROCEDURES: The participant is familiar with most commonly applied government and organizational policies, regulation, and procedures; and has completed their assigned policy overview from their agency.				
6. KNOWLEDGE OF PROTOCOLS AND SCIENCE GUIDELINES: Participant has an analyze level of learning (Bloom’s Taxonomy) in reference to the protocols and current science guidelines established for the level of students being taught.				
7. CONSULTATION:: Theparticipant demonstrates the ability to perform a consult with the evaluator or course director to clarify areas of knowledge or student issues when experiencing a question or issue beyond their competency.				
8. USE OF RESOURCES: Utilizes available staff in an appropriate manner and scope to facilitate training goals.				
9. FIELD PERFORMANCE: STRESS CONDITIONS:: Theparticipant consistently maintains a calm and self-controlled personal demeanor, consistently determines the proper course of action and implements it. This is done without any further deterioration of the incident or issue.				
10. CONTROL OF EVENTS: VOICE COMMAND: The participant speaks with authority in a calm, clear voice; uses proper selection of words and knowledge when speaking and uses them correctly.				
11. SAFETY - General: The participant is always fully aware of safety precautions, including all the following: <ul style="list-style-type: none"> A. Infection Control B. Is cautious near combative/intoxicated students/families/bystanders. C. Anticipates potentially dangerous situations. D. Utilizes appropriate PPE. E. Stands to side of access points. F. Lifts with proper body mechanics. G. In addition, the participant always works safely, foresees dangerous situations and prepares for them, while keeping his or her students informed. H. Determines the best position for self and is not overconfident while observing all applicable regulations. 				
12. CONTROL OF CONFLICT: NON-VERBAL SKILL: The participant projects a non-threatening, calmly assertive attitude with stance, gestures, appropriate touching and open, attentive facial expression				
13. PROBLEM SOLVING & DECISION MAKING: The participant can reason through a problem and come to an acceptable conclusion; and can consistently make reasonable decisions based on information available and perceive situations as they really				
14. RELATIONSHIPS WITH STUDENTS IN GENERAL: The participant communicates in a professional, unbiased manner with all people; while maintaining a courteous, friendly, and empathetic manner. In addition, serves all customers’ needs objectively, with deference to local customs and cultural considerations.				
15. RELATIONSHIPS WITH CO-WORKERS AND OVERSIGHT: The participant adheres to the chain of command and accepts role in the organization; practices good peer relationships and is accepted as a team member.				



GLOBAL EMERGENCY MEDICAL REGISTRY

16. FACILITY: The participant demonstrates understanding of the facility they work within, understand specific knowledge of departments, equipment, and personnel at the facility, and works to maintain cleanliness and sanitation of the facility.				
17. POLICIES: The participant can recall and/or apply government and organizational policy to activities.				
18. COMPLEX PROBLEM SOLVING: Given a scenario or simulation, the participant can problem solve complex medical situations, utilizing multiple protocols or guidelines at once.				
INSTRUCTIONAL COMPTENCIES				
19. Participant delivers all core content consistent with published guidelines, objectives, instructor manual, lesson plans, agenda, and/or curriculum.				
20. Participant uses videos, checklists, equipment, and other tools as directed in objectives, instructional manual, or curriculum.				
21. Participant allows adequate time for content delivery, skills practice, and debriefing.				
22. Participant promotes retention by reinforcing key points.				
23. Participant relates course material to student levels of knowledge and setting.				
24. Participant effectively operates technology used in the session.				
25. Participant adapts terminology appropriate to location, audience, and culture.				
26. Participant accommodates students who have disabilities and other special needs, if applicable to objectives for the session.				
27. Participant uses principles of effective team dynamics during small group activities.				
28. Participant is able to competently deliver an immersive simulation to students.				
29. Participant facilitates debriefings after simulation to improve individual and team performance.				
30. Participant is able to assure students are functioning in roles during the simulation and performing skills in real time.				
31. Participant tests students by using course materials according to instructions in the objectives, instructional manual, or curriculum.				
32. Participant is able to provide feedback to students in a confidential and private manner when necessary.				
33. Participant provides remediation by directing students to reference material and by providing additional practice opportunities.				
34. Participant recognizes and appropriately responds to ethical issues encountered in training.				
35. Participant maintains student confidentiality when appropriate.				
36. Participant utilizes realistic scenarios and case presentations when delivering lecture, drills, and simulation.				
37. Participant utilizes a stepped approach to simulation during program delivery, moving from simple to complex simulation cases in a gradual manner, as student competency improves.				



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EVALUATOR OBSERVATIONS (Please specify dates of observed performance)
Observations:
Summary of Performance
Instruction / Training / Activities / Review:
Explanation of any “Below Standard” scoring:
Counseling / Remediation needed
Weaknesses / Remediation given:
Counseling provided:
Plan for improvement:
<input type="checkbox"/> See Attached Improvement Plan

SIGNATURES ARE MANDATORY			
ASSIGNED EVALUATOR			
EVALUATOR Name (printed)	EVALUATOR Signature	GEMR #	Date
MEDICAL INSTRUCTOR or CANDIDATE OBSERVED			
Name (printed)	Signature	GEMR certification or medical license type	Date