

UNIVERSITY MEDICAL CENTER

PERFORMANCE MANAGEMENT PROGRAM
JOB DESCRIPTION/PERFORMANCE APPRAISAL FORM

PART I - GENERAL JOB/PERFORMANCE INFORMATION

Employee Name:	
Job title: Dispatcher/Telecommunicator	
Position Reports To: Shift Chief	
Department: Emergency Medical Services	Exempt/Non-Exempt: Non Exempt
Job Description Effective Date: Revised – April, 2005	
Performance Appraisal Period:	

JOB SUMMARY:

The primary purpose of the EMS Dispatcher is to maximize the efficiency of the EMS Department and to function as the primary communications link between requesting parties and ground ambulance personnel during critical time periods. Enables personnel and vehicles in the EMS Department to be alerted and dispatched quickly during emergency circumstances. Coordinates the dispatching and notification of appropriate personnel and agencies during requests for ambulance assistance. Coordinates the local and regional communications needs of EMS agencies during mass casualty incidents with the South Plains region. Maintains the transfer of patients from regional outlying areas into the UMC hospital system by telephone coordination between the referring and accepting physicians

EDUCATION AND EXPERIENCE:

Texas Department of Health certification as an Emergency Medical Technician is preferred. Participation in a 9-1-1 Answering Point Class, successful completion of the Lubbock EMS Basic Telecommunicator class and the Lubbock EMS APCO EMD Class should be completed at the first available opportunity. Experience in the public safety field as a dispatcher or telecommunicator is helpful but not mandatory. Ability to multi-task using multiple telephones, radio systems and computer-aided dispatch equipment is essential.

REQUIRED LICENSURES/CERTIFICATIONS/REGISTRATIONS:

Certification by the American Heart Association as a Basic Cardiac Life Support Provider and current Texas Department of Health certification as an Emergency Medical Technician is preferred.

PHYSICAL CAPABILITIES:

Most duties are performed in a sitting position, but the ability to quickly move throughout the EMS Communications Center to refer to a variety of wall maps is necessary. Will occasionally be required to lift and carry heavy boxes containing EMS records. The EMS Dispatcher must possess and demonstrate the physical and emotional ability to perform effectively during adverse conditions. Acuity of speech, vision, and hearing are essential to the successful completion of most duties.

SKILLS AND ABILITIES

The dispatcher must possess the ability to maintain sound judgement during telephone interrogation, unit selection, and dispatching during periods of physical and emotional stress to insure the delivery of high standards of patient care. The ability to initiate and complete dispatching and vehicle/crew tracking procedures is essential to the overall safety of the EMS program. Computer literacy and the ability to type at a minimum of 40 words per minute with a high degree of accuracy are extremely helpful for new employees. Knowledge in the use of CAD is a bonus. Practical geographic knowledge of the area is a must, as well as, the ability to be self-motivated. Must prove to be adaptable to the many changes in the health-care and related fields.

ENVIRONMENTAL/WORKING CONDITIONS

Works in a well-lighted, heated and ventilated building. Exposure to blood borne pathogens is of low risk.

INTERACTION WITH OTHER DEPARTMENTS AND OTHER RELATIONSHIPS:

Must respond in a helpful and considerate manner to the needs of patients, family members, other health care providers and regional services, public safety and law enforcement personnel, EMS students, volunteers, and fellow employees. Must be willing to work in an environment which encourages positive reinforcement by accepting, or sharing, constructive criticism appropriately.

NOTE: This job description/performance appraisal form does not describe all job responsibilities that may be assigned to this job. Job responsibilities may change from time-to-time.

PERFORMANCE APPRAISAL SECTIONS

INSTRUCTIONAL GUIDE

The next sections of the Job Description/Performance Appraisal Form are used to help management staff explain the job responsibilities, performance expectation, set goals, and evaluate job performance. Management Staff should provide employee with regular performance feedback to their employees. Job performance outcome should not be a surprise during the 90-day or annual performance evaluation meeting.

The Performance Appraisal Section contains:

- 1) Part II – Job Responsibilities - Technical Competence/Leadership Score Card
 - 2) Part III – Policy Compliance and Organizational Behavior – Customary Standards
 - 3) Part IV - Goal Accomplishments and Expected Goals
 - 4) Part V – Mandatory Requirements
- ◆ Mandatory Requirements/Compliance Reminders
 - ◆ Development Need and Improvement Plans
 - ◆ Performance Score Sheet
 - ◆ Signatures

Performance Ratings:

These performance ratings are used to evaluate an employee's performance.

5-Distinguished/ Exceptional:

Job performance is at the highest possible level when given this rating. Employee achieves performance outcomes that always and significantly exceed the job expectations. Job expectations are constantly performed at an exceptionally high quality level no matter the situation.

4-Commendable/Above Expectation:

Achieves performance expectation outcomes that frequently exceed the requirement or goal. Job expectations are performed with commendable quality.

3-Meets Expectations/Competent:

Employee meets and /or occasionally exceeds all job expectations. Job expectations are performed with quality. This rating recognizes solid quality performance and represents a job well done.

2-Meets Most Expectations/Development Needed/Provisional:

Employee meets most of the job expectations. Job performance is below standard and need improvement. Additional training may be needed. Corrective actions must be documented.

1-Rarely Meets Expectations/Unsatisfactory:

Employee rarely meets the job expectations. The employee has either shown value to the organization but lacks the job skills, or desire, or the employee has the skills to perform the task but needs a considerable amount of additional training and close supervision. At this rating, it may be necessary for the employee to seek another position where his/her skills are better suited. Employee must improve performance within a reasonable period in order to retain the position. Corrective action must be documented.

0-Does Not Meet Expectation/Poor:

Employee does not meet job expectation. Performance has numerous deficiencies. Performance requires continual and direct supervision. Termination may be required or necessary at this level. Action must be documented to justify continual employment.

NOTE: Managerial staff is required to provide documentation i.e. in the comment sections for job responsibilities, customary standards or goal accomplishments receiving a 0, 1, 2, 4 or 5 performance rating.

Weighting

Part II, Part III, and Part V are weighted to indicate the relative importance in overall performance appraisal summary. Weighting provides a consistence process for assessing job performance. The weights for each part are:

- ◆ **Part II – Job Responsibilities – Technical Competence/Leadership Score Card- 40%**
- ◆ **Part III – Policy Compliance and Organizational Behavior – Customary Standards - 40%**
- ◆ **Part IV – Goal Accomplishments and Expected Goals - 20%**

The total rating points for each of the parts are used calculate the overall performance score. The performance score determines the employee's merit increase percentage.

Performance Scoring

How to determine the total Performance Score?

	A. Total Points	B. Total Possible Points	C. Total Weight Percentage (a ÷ b = c)	D. Assigned Weights Percentage	E. Total Percentage Score (c X d = e)
Part II – Job Responsibilities - Technical Competence/ Leadership Score Card				.40	
Part III – Policy Compliance and Organizational Behavior- Customary Standards				.40	
Part IV – Goal Accomplishments				.20	
Total Percentage Score (Total Col. E)					

Step I: Total the number of points achieved for (1) Part I and (2) Part III and (3) Part IV.

Step II: Determine the Total Possible Points for each part.

Step III. Divide the total points by the Total Possible Points for (1) Part I and (2) Part III and (3) Part IV. You will arrive at the Total Weight Percentage.

Step III: Multiple the Total Weight Percentage by the weights assigned to each part.

Step IV: Total the Percentage Scores for each part to achieve the employee’s Total Percentage Score.

Step V: Look at the Total Percentage Score Range and the corresponding merit increase percentage. The employee will receive this merit increase percentage for their annual performance.

NOTE:

- ◆ **It is not necessary to complete Step V for the 90-day performance evaluations. A merit increase is not given for this evaluation.**
- ◆ **Employees must meet 50% or more of the total possible points in Part II, Part III and Part IV to receive a 4%, 5% or 6% merit increase.**
- ◆ **Vice President or above signature is required for a 4%, 5% or 6% merit increase.**

PART II - JOB RESPONSIBILITIES - WEIGHT ASSIGNED – 40%

TECHNICAL COMPETENCE

Every hospital employee is expected to display an acceptable level of technical competence in carrying out their assigned duties. The specific job responsibilities for this position are listed below.

JOB SPECIFIC RESPONSIBILITIES:

Stated Job Responsibilities	<u>RATING POINTS</u>
<p>1. As 911 Call Taker quickly establishes response address and send CFS to the dispatcher Score based off of Call Process Time Report 0---11 sec -5 11.1---14.9-4 15.0---18.0-3 18.1—24.0-2 24.1+-----1 Avg. _____</p>	
Comments:	
<p>2. As Radio Operator/Dispatcher quickly assign and attach appropriate unit to each CFS Score based off of Avg. Dispatch Time Report 0-19.9---5 20-25---4 25.1—30—3 30.1-35—2 +35---1 Avg. _____</p>	
Comments:	
<p>3. As Radio Operator/Dispatcher maintains city coverage with proactive command and control of EMS units. Score based off of Response Time Report Daytime Nighttime 0.0-4.0---5 0.0-5.0—5 4.1-4.5---4 5.1-5.5—4 4.6-5.0—3 5.6-6.0—3 5.1—5.5—2 6.1-6.5—2 5.6--+-----1 6.6--+-----1 Avg_ #Calls_ Avg_ #Calls_</p>	
Comments:	

<p>4. As 911 Call Taker quickly notifies Fire of City Responses Score based off of Avg Time of Fire Notification Report 0---15 sec -5 16.1---20-4 20.1---25-3 25.1—30.0-2 30.1+-----1</p> <p style="text-align: center;">Avg _____</p>	
<p>Comments:</p>	
<p>5. Routinely demonstrate working knowledge of the local and regional radio and telephone systems (console functions, radio repeaters, 911 equipment, etc) communication procedures. Knowledge of applicable local dispatch procedures, local and regional Mass Casualty Incident and HazMat communications procedures, and air ambulance mission communication procedures. Score based off of Quarterly Competency Evaluations</p>	
<p>Comments</p>	
<p>6. Demonstrate geographic familiarity with the EMS department primary operational areas Scored based off of Quarterly Map Test</p>	
<p>Comments:</p>	\
<p>7 Display appropriate levels of emotional control</p>	
<p>Comments:.</p>	
<p>8. Accept and carry out additional routine and special assignments in a timely and accurate manner as required by the needs of the EMS Department, including accepts overtime willingly.</p>	
<p><i>Comments</i></p>	
<p></p>	
<p>9. Routinely works all three position. 911-CallTaker #Calls_____ Radio Operator Dispatcher #Calls_____ Regional #Calls_____</p>	\
<p>Comments:</p>	

10. Demonstrates the ability to address the needs of a particular age group, with emphasis on giving pre-arrival instructions for the adult, child, and infant patient. Also should demonstrate understanding of the needs of geriatric patients in relationship to that age groups response to trauma and certain medical conditions.	
Comments:	
Total Points – Job Responsibilities – Technical Competence	/50

Total Possible Points

50

Total Points Accrued

Performance Ratings:

- 5-Distinguished/ Exceptional
- 4-Commendable/Above Expectation
- 3-Meets Expectations/Competent
- 2-Meets Most Expectations/Development Needed/Provisional
- 1-Rarely Meets Expectations/Unsatisfactory
- 0-Does Not Meet Expectation/Poor

**PART III - POLICY COMPLIANCE AND ORGANIZATIONAL BEHAVIORS -
WEIGHT ASSIGNED – 40%**

Every employee is expected to support the Hospitals Mission, Vision and Value Statements by demonstrating concern for quality, productivity and responsiveness in his/her work as evidenced by:

	RATING POINTS
<p><u>1. Attitude</u></p> <p><u>Example Behaviors:</u></p> <ul style="list-style-type: none"> ◆ Create a positive first impression. ◆ See, Speak & Smile. ◆ <u>Always</u> speak positively – <u>no</u> negative comments. ◆ Make each customer feel he is the most important person in the facility. ◆ Exceed customer expectations. ◆ Body language, tone and demeanor should always reflect a positive attitude. <i>Customers are not an interruption; they are our reason for being here.</i> <p style="text-align: center;"><u>Customers not only include patients and their family members, but your fellow paramedics and dispatchers.</u></p>	
<p>Comments:</p>	
<p><u>2. Communication</u></p> <p><i>Telephone:</i></p> <ul style="list-style-type: none"> ◆ Answer calls with “your department, station and your name”. ◆ Do not make or answer cell phone calls anytime during the course of an EMS response. <p><i>Radio:</i></p> <ul style="list-style-type: none"> ◆ Listen before you transmit, make certain that the channel/group is clear. ◆ Speak distinctly and pronounce words carefully. Speak at a moderate speed using your conversational tone of voice. Remain calm and cordial, words or voice inflections which reflect an individual’s irritation, disgust or sarcasm are not to be used. ◆ Avoid transmitting with the windows of the unit open while the sirens are operating, and do not transmit while the air horns are operating. ◆ Do not transmit when you are causing feed back from another radio. ◆ Use official titles and unit designations. First names or nicknames for call locations are not to be used. ◆ It is prohibitive to transmit superfluous signals, messages of a personal nature, to 	

<p>use profanity or obscene language, to make unnecessary or unidentified transmissions.</p> <ul style="list-style-type: none"> ◆ Humor and horseplay should be left to the comedians on commercial radio stations. ◆ All EMS personnel should maintain awareness of the need to conserve the use of radio time and make a conscious and positive effort to eliminate unnecessary use of the radio. ◆ Stress courtesy by setting the example. <p><i>Person-to-Person:</i></p> <ul style="list-style-type: none"> ◆ See, speak & smile. ◆ Introduce yourself by name. ◆ Use “please”, “thank you”, “sir”, and “ma’am” when appropriate. ◆ Use “Mr.” & “Ms.” with last name when addressing customers – until given permission to use first name. ◆ Use “Dr.” and last name for physician in front of patients. ◆ Be aware of customer presence during conversation. ◆ Be attentive to your tone of voice during conversation. ◆ Use easily understood language – avoid acronyms or professional jargon. 	
<p>Comments</p>	
<p><u>3. Responsiveness</u></p> <p><u>Example Behaviors</u></p> <ul style="list-style-type: none"> ◆ Directions: <ul style="list-style-type: none"> ◆ Ask if help is needed. ◆ Escort or provide an escort to destination. ◆ Provide your business card or name and phone number for further assistance. ◆ Respond to all customer inquiries within 48 hours. ◆ Acknowledge voice mails and e-mails within 48 hours. ◆ Give customers a realistic time frame for a return call. ◆ When sending a fax, it is expected in 10 minutes. Let the recipient know if it will be longer. 	
<p>Comments:</p>	

<p><u>4. Courtesy</u></p> <p><u>Example Behaviors:</u></p> <ul style="list-style-type: none"> ◆ Park in designated parking only. ◆ Acknowledge family members who are assisting you. ◆ Be courteous and professional towards bystanders and other responders. ◆ Tell the patient what you are going to do before you do it. ◆ Close curtains or doors for privacy-tell the patient why you are doing this. ◆ Patients should be appropriately covered or draped for privacy during transport. ◆ Always thank the customer for choosing/visiting UMC. ◆ Thank the customer for using Lubbock EMS. ◆ Communicate & apologize for any delays. <p style="text-align: center;"><i><u>Rudeness is never accepted.</u></i></p>	
<p>Comments:</p>	
<p><u>5. Confidentiality</u></p> <p><u>Example Behaviors:</u></p> <ul style="list-style-type: none"> ◆ Don't discuss business, employee or patient information in public settings. ◆ Only authorized personnel can release patient information. ◆ Conduct conversations with or about customers in private areas. ◆ Access to patient information is limited only to employees involved in the patient's care. ◆ Keep computer screens and patient charts out of public view. ◆ Log off computer and keep passwords private. ◆ Keep fax machines and printers out of public reach. ◆ Be aware of students during conversations. ◆ Do not discuss yours or other employee's evaluations. ◆ Do not discuss yours or other employees pay rate. ◆ Do not discuss disciplinary action either concerning you or other employees. 	
<p>Comments:</p>	

<p><u>6. TeamWork</u></p> <p><u>Example Behaviors:</u></p> <ul style="list-style-type: none"> ◆ Be respectful of time away from work area (breaks, lunch, tardiness, leaving early). When you are away, someone else does your work. ◆ Report to duty on time and ready to work. ◆ Treat every co-worker as a professional. Recognize that we each have an area of expertise. ◆ Don't be afraid to ask for help. ◆ Be considerate of everyone's time – avoid last minute requests or changes. ◆ Offer help when possible – be supportive. ◆ Praise in public, coach in private. ◆ Be receptive to constructive criticism. ◆ Offer encouragement. Praise when a job is well done. ◆ Recognize that teamwork is built on trust. Foster this trust on every occasion. ◆ Respect and value different cultures and religious beliefs. 	
<p>Comments:</p>	
<p><u>7. Appearance</u></p> <p><u>Example Behaviors</u></p> <ul style="list-style-type: none"> ◆ Display your badge properly. ◆ Dress cleanly, neatly, decently, and professionally. ◆ Follow Dress Code for EMS Personnel, SPP 1.07. ◆ Follow organizational and departmental dress code. ◆ Keep your work area neat and tidy. ◆ Keep food and drink in designated areas. Make sure that food and drink are properly covered during transport. <p style="text-align: center;"><i>Your dress influences your attitude and the perception of care by others.</i></p>	
<p>Comments:</p>	

<p><u>8. Ownership</u></p> <p><u>Example Behaviors</u></p> <ul style="list-style-type: none"> ◆ Create an open and friendly environment. ◆ Know and understand the responsibilities of your job. Take charge and accept those responsibilities. ◆ Be supportive of the team. ◆ Say what you mean-mean what you say-prove it by your actions. ◆ Do the right job at the right time. ◆ Use scripting when appropriate. ◆ Keep all areas (hallways, stairwells, etc.) clean and tidy. Pick up litter. ◆ Strive for improvement. ◆ Take pride in UMC as if you owned it. ◆ Represent UMC positively in the community. ◆ Represent EMS positively in the community. 	
<p>Comments:</p>	
<p>Total Points – Policy Compliance and Organizational Behaviors</p>	/40
<p><u>Corporate Compliance Program, Patient Safety Plan, Employee Safety Plan</u> These Policy Compliances require only a <u>YES</u> or <u>NO</u> response;</p> <p>Every employee is expected to meet all of these performance compliances. Managers will evaluate employees using a <u>YES</u> or <u>NO</u> response instead of the 1 – 5 performance ratings. <u>YES</u> indicates that the employee has met, if applicable, the described behaviors. These performance compliances will not be used when determining the Total Points for the Policy Compliance and Organizational Behaviors.</p>	
<p><u>Corporate Compliance Program</u></p> <p><u>Behaviors:</u></p> <ul style="list-style-type: none"> ◆ Follows the Compliance Program standards designed to prevent, detect, correct and discipline non-compliant behavior: ◆ Participates in initial and continuing educational activities related to the Compliance Plan. ◆ Complies with all applicable laws, regulations, policies and procedures. ◆ Reports known or suspected violations of the law or the Compliance Plan and makes that report in good faith with no malicious intent ◆ Completes the Compliance annual in-service and Acknowledge form. 	

Comments:	Y
<p><u>Patient Safety Plan</u> Participates in the hospital-wide integrated, <u>Patient Safety Plan</u>, in all aspects of patient care delivery and support, in order to proactively identify, reduce and manage risk.</p> <p><u>Behaviors:</u></p> <ul style="list-style-type: none"> ◆ Participates in ongoing education activities related to Patient Safety. ◆ Participates in the design, development and implementation of risk reduction strategies. ◆ Reports unusual occurrences utilizing the appropriate documents, and refers them to Risk Management, Pharmacy, etc. ◆ Completes the Patient Safety annual In-service. 	
Comments:	Y
<p><u>Employee Safety Plan</u> Provides or facilitates in providing a clean, safe, quiet and secure workplace environment for all.</p> <p><u>Behaviors:</u></p> <ul style="list-style-type: none"> ◆ Reports any unusual/deficient workplace environment issues to your immediate supervisor, or other location as defined in Hospital and Departmental Policy and Procedures. (i.e. job-related hazards). ◆ Reports workplace injuries to immediate supervisor or the Employee Health Department. ◆ Corrects and/or reports unsafe, unsecured or unclean environment to immediate supervisor and/or Environmental Services and/or Facility Services. ◆ Disposes of hazardous chemicals or wastes according to hospital and departmental policies. (i.e., proper use of red bags and sharps disposal containers.) ◆ Keeps work area neat and organized to maintain a safe workplace environment. ◆ Completes the Environment of Care annual in-services. 	
Comments:	Y

Total Possible Points

40

Total Points Accrued

Performance Ratings:

- 5-Distinguished/ Exceptional
- 4-Commendable/Above Expectation
- 3-Meets Expectations/Competent
- 2-Meets Most Expectations/Development Needed/Provisional
- 1-Rarely Meets Expectations/Unsatisfactory
- 0-Does Not Meet Expectation/Poor

PART IV - GOAL ACCOMPLISHMENTS AND EXPECTED GOAL ACCOMPLISHMENTS WEIGHT ASSIGNED- 20%

This part reviews the established goals for the performance appraisal period.

Defined Goal (s)	Results and Comments	Rating Points

Total Points – Goal Accomplishments – 20 Possible	
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EXPECTED GOAL ACCOMPLISHMENTS FOR PERFORMANCE YEAR: 2003

Defined Goal (s) Expected Goal (s)	Expected Outcome or Results

PART V – MANDATORY REQUIREMENTS

This part reviews the mandatory requirements/compliances, development and improvement plans, and the overall performance rating:

MANDATORY REQUIREMENTS/COMPLIANCES REMINDERS:

Check appropriate box (es)

In-Services	X
Educational Requirements (i.e., leadership)	X
TB Test and/or other Employee Health Test	X
License, Registration, Certification	X
Age-specific core competency compliance	X
Core competencies: # Employee will be familiar with the Environment of Care and successfully pass an exam covering each topic.	X

NOTE: An Educational Resource development training course sheet displaying the above training/education should be attached to the performance appraisal.

DEVELOPMENT NEED AND IMPROVEMENT PLANS:

(Listed below are the specific agreed upon activities to improve areas of performance. Record developmental activities and action plans to further enhance the employee’s capabilities and competencies, which include: in-service, outside training and education, self-development, etc.)

PERFORMANCE SCORE SHEET:

	A.	B.	C.	D.	E.
	Total Points	Total Possible Points	Total Weight Percentage (a ÷ b = c)	Assigned Weights Percentage	Total Percentage Score (c X d = e)
Part II – Job Responsibilities - Technical Competence/ Leadership Score Card					
Part III – Policy Compliance and Organizational Behavior- Customary Standards					
Part IV – Goal Accomplishments					
Total Percentage Score (Total Col. E)					

Determine which merit increase range the total score from above falls into to determine employees merit increase.

TOTAL

PERCENT SCORE RANGE

MERIT INCREASE

95-100%	6.0%
85-94%	5.0%
70-84%	4.0%
55-69%	3.0%
40-54%	2.0%
25-39%	1.0%
0-24%	0.0%

MERIT INCREASE FOR THIS EVALUATION = _____

NOTE:

- ◆ **It is not necessary to complete Step V for the 90-day performance evaluations. A merit increase is not given for this evaluation.**
- ◆ **Employees must meet 50% or more of the total possible points in Part II, Part III and Part IV to receive a 4%, 5% or 6% merit increase.**
- ◆ **Vice President or above signature is required for a 4%, 5% or 6% merit increase.**

ADDITIONAL COMMENTS:

SIGNATURES:

Employee's Signature _____ Date _____

Appraiser's Signature _____ Date _____

Manager/Director's Signature _____ Date: _____

*Signature signifies receipt of appraisal only, and does not indicate agreement.

PERFORMANCE EVALUATION DOCUMENTATION

CHECKLIST

The Performance Evaluation Documentation Checklist ensures that all appropriate documentation is complete and attached to the performance appraisal form.

Employee Name:

Department: _EMS

Check off all of the appropriate performance appraisal documentation that is included with your checklist:

Job Description/Performance Appraisal Form

- 90-Day Evaluation- included initial competency form
- Annual Evaluation

Education Resources (Staff Development) Training Sheets(s)

Send all certificates, registrations, and memberships to this department.

Annual Competency Worksheet (if applicable)

Personnel Action Form (Merit Increase or Salary Adjustments)

Vice President or above signature is required for a 4%, 5% or 6% merit increase.

Job Description/Performance Appraisal (Title changes/ New Positions Only)

A new Job Description/ Performance Appraisal Form is required for all position changes.

Department Head's Signature

Date

Administrator's Signature

Date

Note: The Human Resources Department will return all paperwork if this sheet is not attached to the performance appraisal paperwork.

UNIVERSITY MEDICAL CENTER

ANNUAL COMPETENCY WORKSHEET
DISPATCHER

EMPLOYEES NAME: _____

INSTRUCTIONS: The Annual Competency Worksheet is used to document the required competencies and performance behaviors a caregiver must demonstrate in his/her position. Annual competencies are defined as those age specific performance or cognitive skills that involve high risk, problem prone and/or low volume aspects of an individual=s job or departmental services affecting patient care. The standards are the expected performance behaviors for each competency. List below the patient care competencies and expected performance behavior. The competencies and expected performances are reviewed annually and throughout the year for changes. This form should be attached to the employee=s performance appraisal form. Refer to SPP #HR 4.2 or the Staff Development department for assistance in completing this form.

Competencies	Competency Standards	Date Evaluated	Tools Used*	Age Specific Group(s)*	Reviewers Initials
CPR	Will successfully demonstrate the ability to follow PAI Cards correctly.		A,B	A,B,C D,E	
Choking/ Obstructed Airway	Will successfully demonstrate the ability to follow PAI Cards correctly.		A,B	A,B,C D,E	
Childbirth	Will successfully demonstrate the ability to follow PAI Cards correctly.		A,B	B,C D,E	

***COMPETENCY CHECKLIST SELECTIONS:**

Tools Used: A. Direct observation
 B. Test

Age Specific A. Infant Birth to one year
Groups: B. Child One year to 12 years
 C. Adolescent 12 years to 19 years
 D. Adult 20 years to 65 years
 E. Geriatric 65 years and older

SIGNATURES:

Reviewer=s Signature: _____ Date: _____
Supervisor=s signature: _____ Date: _____
Employee=s Signature: _____ Date: _____