



# *ORANGE COUNTY EMERGENCY SERVICES*

*EMS Training Division  
Evaluation Standards Guidance*

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

**User Guidance**

Below is a grading rubric/guidance for the weekly evaluation of cadets. The rubric is divided into two sections:

- **Section 1:** This section is performance related in unacceptable/acceptable grading criteria (i.e. the cadet can perform the tasks/behavior, or they cannot). The section is laid out so that you may click on the boxes that correspond with your observations. Please select all boxes that apply from either column.
- **Section 2:** This section is performance related in a 1-7 grading scale, with a 5 being the minimal acceptable standard. Guidance is given at the 1 (Unable to Perform), 3 (Occasionally Performs), 5 (Standard Performance), and 7 (Superior Performance) level. Discretion for scoring is largely given to the preceptor and the preceptor shall give justification for the scoring in the provided section. Weight should be given to the lower score when deciding on the appropriate grade.
  - Example 1: Cadet John Doe's performance on a single evaluation criterion is a 1, several 3's, and a 5. The middle score is a 3, but since weight is given to the lower score, the overall score for that criterion should be a 2.
  - Example 2: Cadet Jane Doe's performance on a single evaluation criterion is a 3, a 5, and several 7's. The middle score should be a 6, but since weight is given to the lower scores, the overall score for the criterion should be a 5.
  - Example 3: Cadet Jane Doe's performance on a single evaluation criterion is several 4's and several 5's. Since weight is given to the lower score, the overall score for the criterion should be a 4.
  - If the preceptor is unsure of how to score a Cadet's performance, they should contact the Cadet's assigned FTO for consultation.

**Other Information:**

- The Field Training Officer, after review of the Daily Observation Reports (DOR's) and Evaluation Standard's Report (ESR's), reserve the right to change the preceptor's grade. If the FTO changes the scoring, the FTO shall notify the FTEP Coordinator, Preceptor, and Cadet with supporting reasons for the scoring change. The FTEP Supervisor will then approve or reject the changes. The FTEP Coordinator's decision shall be final.
- Please note that any criteria that contain an asterisk (\*) require notification as soon as possible, preferably immediately, of the cadet's assigned Field Training Officer (FTO). The FTO shall take appropriate action to correct the action/behavior, which shall be at the discretion of the FTO in conjunction with the appropriate EMS Supervisor and Field Training and Evaluation Program (FTEP) Coordinator. Written notification of the corrective action shall be given to appropriate parties, the necessity of which shall be dictated by the corrective action (i.e. simple corrections do not require notification of EMS administration while more egregious actions may necessitate notification of EMS administrators.)
- Completed Evaluation Standard's Reports (ESR's) shall be emailed to the FTO and Cadet weekly. The FTO should be uploaded to the Cadet's FTO Notes within 96 hours of receipt. The Cadet shall review the FTO note and sign the note. Objections shall be referred to the FTEP Coordinator, who has final decision-making authority in Cadet ESR's.

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

Below are the criteria for acceptable and unacceptable performances. Please select all that apply for each performance standard, in both the acceptable and unacceptable columns.

<b>Performance Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>
<p><b>Appearance</b></p> <ul style="list-style-type: none"> <li>Evaluates physical appearance and dress.</li> </ul>	<ul style="list-style-type: none"> <li>Uniform fits poorly or is worn improperly. *</li> <li>Missing or improperly placed badge or nametag. *</li> <li>Uniform is Wrinkled and Dirty. *</li> <li>Boots are dirty or damaged. *</li> <li>Hair is not groomed or in violation of the uniform policy. *</li> <li>Face is unshaven or is not neatly trimmed. *</li> <li>Hair is not worn above the collar line. *</li> <li>Offensive body odor or breath. *</li> <li>Inappropriate jewelry per policy. *</li> <li>No 2<sup>nd</sup> uniform available. *</li> <li>Does not have issued PPE. *</li> <li>Does not have issued extrication gear. *</li> </ul>	<ul style="list-style-type: none"> <li>Uniform fits and is worn correctly.</li> <li>Badge and Nametag are visible, undamaged/ discolored, and correctly placed.</li> <li>Uniform is neat, clean, and pressed.</li> <li>Shoes are neat and undamaged.</li> <li>Hair is groomed and complies with the uniform policy.</li> <li>Face is shaven or neatly trimmed and complies with OSHA guidelines.</li> <li>Hair is worn above the collar line</li> <li>Proper personal hygiene is observed.</li> <li>Jewelry is appropriate and correctly worn per policy.</li> <li>2<sup>nd</sup> uniform is available.</li> <li>Issued PPE and extrication gear available.</li> </ul>
<p><b>Acceptance of Feedback and Direction</b></p> <ul style="list-style-type: none"> <li>Evaluates the way the trainee accepts criticism and how that feedback is used to further learning and improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>Rationalizes mistakes.</li> <li>Denies/disputes errors.</li> <li>Argumentative. *</li> <li>Refuses or does not attempt to make corrections. *</li> <li>Considers feedback personal.</li> </ul>	<ul style="list-style-type: none"> <li>Does not argue or make excuses for errors.</li> <li>Actively solicits feedback/criticism.</li> <li>Accepts direction of the preceptor.</li> <li>Uses feedback to improve performance.</li> <li>Makes corrections as needed.</li> </ul>
<p><b>Attitude Toward EMS Work</b></p> <ul style="list-style-type: none"> <li>Evaluates how the trainee views the EMS career in terms of personal motivation, goals, and his/her acceptance of the job responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Sees orange county EMS only as a short term "steppingstone" for other careers.</li> <li>Uses job/title to boost ego or abuse authority. *</li> <li>Demonstrates minimal dedication to the profession.</li> <li>Uninterested or lacks motivation.</li> <li>Non-compliant with department policies. *</li> <li>Does not actively read or research EMS related topics outside of FTEP.</li> <li>Minimal level of participation in public education. *</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates interest in EMS as a career.</li> <li>Demonstrates interest in continuing education and scenarios.</li> <li>Demonstrates dedication to the profession.</li> <li>Actively solicits assistance from others to increase knowledge and skills.</li> <li>Participates in educating the public or other teaching opportunities.</li> </ul>
<p><b>Understanding of departmental policies and procedures</b></p> <ul style="list-style-type: none"> <li>Evaluates knowledge of department policies/procedures and ability to apply this knowledge under field conditions.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to display adequate knowledge of department policies and/or procedures.</li> <li>Does not consistently follow the chain-of-command. *</li> <li>Inconsistently follows department policies and procedures.</li> <li>Unable to locate documents. *</li> <li>Consistently refers to policies and/or procedures for clarification.</li> <li>Scores &lt; 80% or verbal or written exams. *</li> </ul>	<ul style="list-style-type: none"> <li>Displays knowledge of department policies and procedures.</li> <li>Consistently follows the chain-of-command.</li> <li>Follows departmental policies and procedures.</li> <li>Has documents readily available.</li> <li>Minimal reference to policies and procedures for clarification.</li> <li>Scores ≥ 80% on verbal or written exams.</li> </ul>

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

<p><b>Effective Communication with Patient</b></p> <ul style="list-style-type: none"> <li>Evaluates the ability to interact with patients in an appropriate and efficient manner.</li> </ul>	<p>Infrequently introduces themselves to the patient. Fails or infrequently establishes rapport with patient. Is abrupt, brash, arrogant, uncommunicative, overlooks, and/or avoids “service” aspect of EMS. * Is insensitive or uncaring. * Makes preconceived judgments based on ethnic or socioeconomic background. * Shows poor nonverbal skills. Uncomfortable pauses or seeks preceptor direction.</p>	<p>Frequently introduces themselves to the patient. Frequently established rapport with the patient. Is courteous, friendly, and compassionate. Actively participates in the “Service” aspect of EMS. Remains objective in all patient contacts. Communicates in a professional, unbiased manner. Shows good nonverbal skills. Conversation flows, minimum preceptor involvement.</p>
<p><b>Interaction with Patients Family/caregivers or Citizens</b></p> <ul style="list-style-type: none"> <li>Evaluates the ability to interact with families/Caregivers and bystanders in an appropriate and efficient manner.</li> </ul>	<p>Infrequently introduces themselves to the family, caregivers, or citizens. Fails or infrequently establishes rapport with family, caregivers, or citizens. Is abrupt, overbearing, arrogant, uncommunicative, overlooks, and/or avoids “service” aspect of EMS. * Is insensitive or uncaring. * Makes preconceived judgments based on ethnic or socioeconomic background. * Shows poor nonverbal skills.</p>	<p>Frequently introduces themselves to family, caregivers, or citizens. Frequently established rapport with the family, caregivers, or citizens. Is courteous, friendly, and empathetic. Actively participates in the “Service” aspect of EMS. Remains objective in all contacts with family, caregivers, and citizens. Communicates in a professional, unbiased manner. Shows good nonverbal skills.</p>
<p><b>Relationship with Peers and Other Agencies</b></p> <ul style="list-style-type: none"> <li>Evaluates the ability to effectively interact with other Department members of various ranks and in various capacities as well as their ability to interact with allied agencies in various capacities.</li> </ul>	<p>Patronizes or displays antagonism towards the FTO/Supervisor/Preceptor or peers. * Gossips, insubordinate, sarcastic, and/or resists instruction. * Considers self-superior to departmental personnel, personnel from other agencies, and/or other healthcare providers. * Belittles others. * Does not operate as part of a team. * Lacks agency loyalty. Does not accept feedback from peers. *</p>	<p>Good FTO/Supervisor/Preceptor and peer relationship. Interacts well with other agencies and personnel from other agencies and health care institutions. Is respectful and accepts instruction from others. Operates as part of a team. Displays loyalty to the agency. Accepts feedback from peers and others.</p>
<p><b>Problem Solving and Decisions Making</b></p> <ul style="list-style-type: none"> <li>Evaluates ability to identify and deal with problems, to use the most appropriate method of follow up.</li> </ul>	<p>Acts without good reason. Indecisive. Unable to reason through a problem and come to a conclusion. Unable to recall previous solutions and apply them in similar situations. Relies on others to make decisions. Demonstrates a lack of confidence.</p>	<p>Uses sound judgment. Takes appropriate action. Able to reason through problems and come to a reasonable conclusion. Anticipates problems and prepares resolutions. Recalls previous solutions and applies them in similar situations. Makes decisions without relying on others. Demonstrates confidence.</p>

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

<p><b>Scene Safety</b></p> <ul style="list-style-type: none"> <li>Evaluates ability to perform EMS related activities without placing self or others in a dangerous situation. Exposing self or others to unnecessary risk.</li> </ul>	<p>Does not consider weather or the severity of the incident.</p> <p>Unable to direct other responders when necessary or recognize need for additional aid.</p> <p>Does not follow the Incident Command system.</p> <p>Does not utilize other responders on scene.</p> <p>Develops tunnel vision.</p> <p>Fails to maintain scene safety. *</p> <p>Fails to recognize threats to providers or others. *</p> <p>Places self or others in harms way. *</p> <p>Causes injury or harm to self or others. *</p>	<p>Considers weather and the sensitivity of the incident.</p> <p>Directs other responders when necessary and recognizes need for additional aid.</p> <p>Follows the Incident Command system.</p> <p>Utilizes responders on scene appropriately.</p> <p>Maintains awareness of surroundings.</p> <p>Maintains scene safety.</p> <p>Recognizes threats to providers or others.</p> <p>Prevents injury or harm to crew or patient.</p>
<p><b>Self-initiated Activity</b></p> <ul style="list-style-type: none"> <li>Evaluates trainee's interest and ability to take initiative and use time wisely.</li> </ul>	<p>Ignores vehicle and/or station duties. *</p> <p>Does not see or ignore trash, linen and dishes. *</p> <p>Does not clean up after self. *</p> <p>Wastes time with non-EMS related activities.</p> <p>Does not restock equipment and/or supplies as necessary.</p> <p>Does not report problems to appropriate persons. *</p> <p>Resistant to prompts or outright refusal to perform tasks. *</p>	<p>Completes vehicle and station duties.</p> <p>Disposes of shift generated trash, linen and dishes.</p> <p>Maintains cleanliness of the station and surroundings.</p> <p>Utilizes down time wisely on EMS related activities.</p> <p>Restocks equipment and supplies as necessary.</p> <p>Reports problems to the appropriate persons.</p> <p>Implements individual routine to manage shift duties.</p>
<p><b>Other Comments</b></p> <ul style="list-style-type: none"> <li>Please provide other comments if necessary.</li> </ul>		

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

The following is a grading rubric for Cadet performance. Please select the appropriate choice in the drop-down box. Guidance is given at scores 1-3-5-7. Performances that fall between those scores should be given a 2-4-6 as appropriate.

<u>Criteria</u>	<u>1 – Unable to Perform</u>	<u>3 – Occasionally Performs</u>	<u>5- Standard Performance</u>	<u>7 – Superior Performance</u>
<p><b>• Scene Management</b></p> <ul style="list-style-type: none"> <li>○ Evaluates ability to perform routine, non-stressful patient contact.</li> </ul> <p><b>Score:</b> Select Scoring Here</p>	<ul style="list-style-type: none"> <li>• Reliant on preceptor to manage scene.</li> <li>• Becomes confused or disoriented with routine tasks.</li> <li>• Fails to complete tasks.</li> <li>• Consistently takes wrong course of action despite remediation attempts.</li> <li>• Avoids taking action.</li> <li>• Does not utilize on scene personnel.</li> <li>• Unable to lead BLS or ALS level calls.</li> <li>• Unable to delegate BLS or ALS tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally relies on preceptor to manage scene.</li> <li>• Occasionally becomes confused or disoriented with routine tasks.</li> <li>• Occasionally able to complete tasks.</li> <li>• Occasionally takes wrong course of action.</li> <li>• Occasionally avoids taking action.</li> <li>• Occasionally utilizes on scene personnel.</li> <li>• Occasionally leads BLS or ALS level calls.</li> <li>• Occasionally delegates BLS or ALS tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely relies on preceptor to assist scene management.</li> <li>• Does not become confused or disoriented with routine tasks.</li> <li>• Able to complete required tasks, rarely requires preceptor intervention.</li> <li>• Takes correct course of action, rarely requires preceptor intervention.</li> <li>• Does not avoid tasks.</li> <li>• Utilizes on scene personnel.</li> <li>• Leads BLS or ALS level calls, rarely needing preceptor prompting.</li> <li>• Delegates BLS or ALS tasks, rarely needing preceptor prompting.</li> </ul>	<ul style="list-style-type: none"> <li>• Never relies on preceptor to assist scene management.</li> <li>• Demonstrates superior orientation and awareness with routine tasks.</li> <li>• Demonstrates superior ability to complete routine tasks.</li> <li>• Leads all courses of action.</li> <li>• Never avoids tasks.</li> <li>• Superior utilization of on scene personnel.</li> <li>• Superior leadership on BLS or ALS level calls, never requires preceptor prompting.</li> <li>• Superior delegation of BLS or ALS level tasks, never requires preceptor prompting.</li> </ul>

Scoring Justification/Other Comments:

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

<u>Criteria</u>	<u>1 – Unable to Perform</u>	<u>3 – Occasionally Performs</u>	<u>5- Standard Performance</u>	<u>7 – Superior Performance</u>
<p><b>• Physical Assessment</b></p> <ul style="list-style-type: none"> <li>○ Evaluates the trainee’s ability to perform physical assessment in a non-critical patient contact.</li> </ul> <p><b>Score:</b> Select Scoring Here</p>	<ul style="list-style-type: none"> <li>• Reliant on preceptor to provide assessment.</li> <li>• Unable to establish an orderly assessment.</li> <li>• Unable able to establish the priority of the patient.</li> <li>• Does not perform a detailed exam.</li> <li>• Unable to complete primary or secondary survey.</li> <li>• Slow or unable to intervene if urgent problem noted.</li> <li>• Consistently disorganized.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally relies on preceptor to provide assessment.</li> <li>• Occasionally completes an orderly assessment.</li> <li>• Occasionally establishes the priority of the patient.</li> <li>• Occasionally completes a detailed exam.</li> <li>• Occasionally completes a primary or secondary survey.</li> <li>• Occasionally intervenes on urgent findings.</li> <li>• Occasionally disorganized.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely relies on preceptor to assist with assessment.</li> <li>• Completes an orderly assessment.</li> <li>• Consistently establishes the priority of the patient.</li> <li>• Consistently completes a detailed exam.</li> <li>• Consistently completes a primary and secondary survey.</li> <li>• Consistently intervenes on urgent findings.</li> <li>• Organized process.</li> </ul>	<ul style="list-style-type: none"> <li>• Never relies on preceptor to assist with assessment.</li> <li>• Superior completion of orderly assessment.</li> <li>• Superior establishment of patient priority.</li> <li>• Superior detailed exam.</li> <li>• Superior completion of primary and secondary survey.</li> <li>• Superior intervention on urgent findings.</li> <li>• Superior organization of process.</li> </ul>
<p>Scoring Justification/Other Comments:</p>				

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

<u>Criteria</u>	<u>1 – Unable to Perform</u>	<u>3 – Occasionally Performs</u>	<u>5- Standard Performance</u>	<u>7 – Superior Performance</u>
<p><b>• Interview/History</b></p> <ul style="list-style-type: none"> <li>○ Evaluates the trainee’s ability to properly interview patients/family/bystanders; to vary techniques to fit the patient being interviewed during a non-critical ALS/BLS patient contact.</li> </ul> <p><b>Score:</b> Select Scoring Here</p>	<ul style="list-style-type: none"> <li>• Reliant on preceptor to provide interview.</li> <li>• Unable to establish an appropriate line of questioning.</li> <li>• Disorganized line of questioning.</li> <li>• Unable to record or recall available information.</li> <li>• Consistently asks patient incorrect or inappropriate questions.</li> <li>• Unable to develop or support differential diagnosis based on interview/history.</li> <li>• Does not obtain a medical history, allergies, or medications.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally relies on preceptor to provide interview.</li> <li>• Occasionally establishes appropriate line of questioning.</li> <li>• Occasionally disorganized line of questioning.</li> <li>• Occasionally records or recalls available information.</li> <li>• Occasionally asks patient incorrect or inappropriate questions.</li> <li>• Occasionally develops or supports differential diagnosis based on interview/history.</li> <li>• Occasionally obtains a medical history, allergies, or medications.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely relies on preceptor to assist with interview.</li> <li>• Consistently establishes an appropriate line of questioning.</li> <li>• Consistent organization in line of questioning.</li> <li>• Consistently records or recalls available information.</li> <li>• Consistently asks appropriate questions.</li> <li>• Consistently develops or supports differential diagnosis based on interview/history.</li> <li>• Consistently obtains a medical history, allergies, and medications.</li> </ul>	<ul style="list-style-type: none"> <li>• Never relies on preceptor to assist with interview.</li> <li>• Superior line of questioning.</li> <li>• Superior organization in line of questioning.</li> <li>• Superior history/interview documentation/recall.</li> <li>• Consistently asks questions that drive at a correct differential diagnosis.</li> <li>• Superior development of differential diagnosis based on interview/history.</li> <li>• Superior obtaining of medical history, allergies, and medications with no guidance.</li> </ul>
<p>Scoring Justification/Other Comments:</p>				

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

<u>Criteria</u>	<u>1 – Unable to Perform</u>	<u>3 – Occasionally Performs</u>	<u>5- Standard Performance</u>	<u>7 – Superior Performance</u>
<p><b>• High Acuity Performance</b></p> <ul style="list-style-type: none"> <li>○ Evaluates the trainee’s ability to properly provider assessment, interview, treatment planning, and intervention under stressful, high acuity patient contacts.</li> </ul> <p><b>Score:</b> Select Scoring Here</p>	<ul style="list-style-type: none"> <li>• Consistently requires preceptor in intervene during high acuity calls.</li> <li>• Unable to establish an appropriate line of questioning.</li> <li>• Unable to correctly assess of a high priority patient.</li> <li>• Unable to differentiate between a low and high acuity patient.</li> <li>• Unable to develop or support differential or treatment plan.</li> <li>• Does not correctly and reliably intervene under stressful conditions.</li> <li>• Frequently develops tunnel vision or “freezes”.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally requires preceptor in intervene during high acuity calls.</li> <li>• Occasionally establishes an appropriate line of questioning.</li> <li>• Occasionally able to correctly assess of a high priority patient.</li> <li>• Occasionally able to differentiate between a low and high acuity patient.</li> <li>• Occasionally able to develop or support differential or treatment plan.</li> <li>• Occasionally able to correctly and reliably intervene under stressful conditions.</li> <li>• Occasionally develops tunnel vision or “freezes”.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely requires preceptor in intervene during high acuity calls.</li> <li>• Consistently able to establish an appropriate line of questioning.</li> <li>• Consistently able to correctly assess of a high priority patient.</li> <li>• Consistently able to differentiate between a low and high acuity patient.</li> <li>• Consistently able to develop and support differential or treatment plan.</li> <li>• Consistently, correctly, and reliably intervenes under stressful conditions.</li> <li>• Consistently is aware of events and surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>• Never requires preceptor in intervene during high acuity calls.</li> <li>• Superior line of questioning.</li> <li>• Completely independent assessment of a high priority patient.</li> <li>• Superior differentiation between a low and high acuity patient.</li> <li>• Superior development and support of differential or treatment plan.</li> <li>• Always, correctly, and reliably intervenes under stressful conditions.</li> <li>• Always aware of events and surroundings.</li> </ul>
<p>Scoring Justification/Other Comments:</p>				

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

<u>Criteria</u>	<u>1 – Unable to Perform</u>	<u>3 – Occasionally Performs</u>	<u>5- Standard Performance</u>	<u>7 – Superior Performance</u>
<p><b>• Treatment Priorities</b></p> <ul style="list-style-type: none"> <li>○ Evaluates the performance in terms of ability to perceive accurately, form valid conclusions, arrive at sound judgments, and make proper decisions.</li> </ul> <p><b>Score:</b> Select Scoring Here</p>	<ul style="list-style-type: none"> <li>• Acts without thought or good reason.</li> <li>• Is indecisive or naïve.</li> <li>• Unable to reason through a problem.</li> <li>• Cannot recall previous problems and apply in similar situations.</li> <li>• Does not utilize scene time appropriately.</li> <li>• Frequently gives or implies less critical intervention before critical interventions.</li> <li>• Does not respond to or frequently requires prompting.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally applies proper thought and reasoning ability.</li> <li>• Occasionally decisive or informed.</li> <li>• Occasionally able to reason through a problem.</li> <li>• Occasionally recalls previous problems and applies in similar situations.</li> <li>• Occasionally utilizes scene time appropriately.</li> <li>• Occasionally gives or implies less critical intervention before critical interventions.</li> <li>• Occasionally requires and responds to prompting.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently applies proper thought and reasoning ability.</li> <li>• Consistently decisive or informed.</li> <li>• Consistently reasons through a problem.</li> <li>• Consistently recalls previous problems and applies in similar situations.</li> <li>• Consistently utilizes scene time appropriately.</li> <li>• Consistently gives or implies most critical intervention before non-critical interventions.</li> <li>• Rarely requires prompting.</li> </ul>	<ul style="list-style-type: none"> <li>• Superior thought and reasoning ability.</li> <li>• Always decisive or informed.</li> <li>• Superior ability to reason through a problem.</li> <li>• Superior ability to recall previous problems and applies in similar situations.</li> <li>• Superior utilization of scene time.</li> <li>• Always gives or implies most critical intervention before non-critical interventions.</li> <li>• Never requires prompting.</li> </ul>
<p>Scoring Justification/Other Comments:</p>				

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

<u>Criteria</u>	<u>1 – Unable to Perform</u>	<u>3 – Occasionally Performs</u>	<u>5- Standard Performance</u>	<u>7 – Superior Performance</u>
<p><b>• Knowledge of Departmental Patient Care Protocols and Procedures</b></p> <p>○ Evaluates knowledge of departmental patient care protocols/procedures and the ability to apply this knowledge under field conditions.</p> <p><b>Score:</b> Select Scoring Here</p>	<ul style="list-style-type: none"> <li>• Does not display a good working knowledge or interest in learning protocols, policies, or procedures.</li> <li>• Does not have protocol/reference materials available for review.</li> <li>• Does not ask clarifying questions regarding protocols.</li> <li>• Verbal or written examination with &lt; 70% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally displays a good working knowledge or interest in learning protocols, policies, or procedures.</li> <li>• Occasionally has protocol/reference materials available for review.</li> <li>• Occasionally asks clarifying questions regarding protocols.</li> <li>• Verbal or written examination with ≥ 70% but &lt; 80% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently displays a good working knowledge or interest in learning protocols, policies, or procedures.</li> <li>• Consistently has protocol/reference materials available for review.</li> <li>• Rarely needs to ask clarifying questions regarding protocols.</li> <li>• Verbal or written examination with ≥ 80% but &lt; 90% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Superior working knowledge or interest in learning protocols, policies, or procedures.</li> <li>• Always has protocol/reference materials available for review.</li> <li>• Never needs to ask clarifying questions regarding protocols.</li> <li>• Verbal or written examination with ≥ 90% accuracy.</li> </ul>
<p>Scoring Justification/Other Comments:</p>				

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

<u>Criteria</u>	<u>1 – Unable to Perform</u>	<u>3 – Occasionally Performs</u>	<u>5- Standard Performance</u>	<u>7 – Superior Performance</u>
<p><b>• Knowledge of Current Medications</b></p> <ul style="list-style-type: none"> <li>○ Evaluates the knowledge of all medications within the Cadets Scope of Practice. This includes medications carried by Orange County Emergency Medical Services as well as medications authorized by the NC Office of EMS.</li> </ul> <p><b>Score:</b> Select Scoring Here</p>	<ul style="list-style-type: none"> <li>• Does not display knowledge of medications at the credentialed level.</li> <li>• Does not have reference materials available for review.</li> <li>• Sparse knowledge of pharmacodynamics of medications.</li> <li>• Does not ask clarifying questions regarding medications.</li> <li>• Verbal or written examination with &lt; 70% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally displays a good working knowledge or interest in learning medications at credentialed level.</li> <li>• Occasionally has reference materials available for review.</li> <li>• Occasional knowledge of pharmacodynamics of medications.</li> <li>• Occasionally asks clarifying questions regarding medications.</li> <li>• Verbal or written examination with ≥ 70% but &lt; 80% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently displays a good working knowledge or interest in learning medications at credentialed level.</li> <li>• Consistently has reference materials available for review.</li> <li>• Consistent knowledge of pharmacodynamics of medications.</li> <li>• Rarely needs to ask clarifying questions regarding medications.</li> <li>• Verbal or written examination with ≥ 80% but &lt; 90% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Superior display of a good working knowledge or interest in learning medications at credentialed level.</li> <li>• Always has reference materials available for review.</li> <li>• Superior knowledge of pharmacodynamics of medications.</li> <li>• Never needs to ask clarifying questions regarding medications.</li> <li>• Verbal or written examination with ≥ 90% accuracy.</li> </ul>
<p>Scoring Justification/Other Comments:</p>				

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

<u>Criteria</u>	<u>1 – Unable to Perform</u>	<u>3 – Occasionally Performs</u>	<u>5- Standard Performance</u>	<u>7 – Superior Performance</u>
<p><b>• Equipment Utilization and Skills</b></p> <ul style="list-style-type: none"> <li>○ Evaluates the ability to properly use, clean, store, and maintain equipment. This includes choosing the appropriate equipment and anticipation of equipment needed for the incident. Skills can include but are not limited to IV's, Intubation, Medication Preparation and Administration, Cardiac Monitoring, Stretcher and Stair Chair use, ALS Assistance, and any other skills.</li> </ul> <p><b>Score:</b> Select Scoring Here</p>	<ul style="list-style-type: none"> <li>• Does not display knowledge of equipment and skills.</li> <li>• Unable to use, clean, test, store, and/or maintain all equipment.</li> <li>• Does not choose the appropriate equipment required for the incident.</li> <li>• Does not actively familiarize self with equipment.</li> <li>• Unable to locate equipment.</li> <li>• Unable to anticipate need for equipment.</li> <li>• Unable to assist the ALS provider.</li> <li>• Verbal or written examination with &lt; 70% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally displays knowledge of equipment and skills.</li> <li>• Occasionally able to use, clean, test, store, and/or maintain all equipment.</li> <li>• Occasionally chooses the appropriate equipment required for the incident.</li> <li>• Occasionally familiarizes self with equipment.</li> <li>• Occasionally able to locate equipment.</li> <li>• Occasionally able to anticipate need for equipment.</li> <li>• Occasionally able to assist the ALS provider.</li> <li>• Verbal or written examination with ≥ 70% but &lt; 80% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently displays knowledge of equipment and skills.</li> <li>• Consistently able to use, clean, test, store, and/or maintain all equipment.</li> <li>• Consistently chooses the appropriate equipment required for the incident.</li> <li>• Consistently familiarizes self with equipment.</li> <li>• Consistently able to locate equipment.</li> <li>• Consistently able to anticipate need for equipment.</li> <li>• Consistently assists the ALS provider.</li> <li>• Verbal or written examination with ≥ 80% but &lt; 90% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Superior knowledge of equipment and skills.</li> <li>• Superior ability to use, clean, test, store, and/or maintain all equipment.</li> <li>• Always chooses the appropriate equipment required for the incident.</li> <li>• Superior familiarization of self with equipment.</li> <li>• Always able to locate equipment.</li> <li>• Always anticipates need for equipment.</li> <li>• Superior assistance of the ALS provider.</li> <li>• Verbal or written examination with ≥ 90% accuracy.</li> </ul>

Scoring Justification/Other Comments:

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

<u>Criteria</u>	<u>1 – Unable to Perform</u>	<u>3 – Occasionally Performs</u>	<u>5- Standard Performance</u>	<u>7 – Superior Performance</u>
<p><b>• Written Reports</b></p> <ul style="list-style-type: none"> <li>○ Evaluates the trainee’s ability to prepare written/computerized reports accurately reflecting the situation and in a detailed, organized manner. Utilized proper grammar and spelling. Reports are completed in a timely fashion.</li> </ul> <p><b>Score:</b> Select Scoring Here</p>	<ul style="list-style-type: none"> <li>• Documents in a disorganized fashion.</li> <li>• Document includes unneeded information or leaves out pertinent information.</li> <li>• Requires continuous supervision.</li> <li>• Report is inaccurate.</li> <li>• Unable to document in the PCR due to lack of knowledge.</li> <li>• Does not form comprehensible sentences, spells incorrectly, or excessive misspelled words.</li> <li>• Excessive grammatical errors.</li> <li>• Excessive time to finish documentation.</li> <li>• Does not utilize DCHARTE.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasional organization of documentation.</li> <li>• Document includes occasional unneeded information or occasionally leaves out pertinent information.</li> <li>• Requires occasional supervision.</li> <li>• Report is mostly accurate.</li> <li>• Occasionally able to document in the PCR due to lack of knowledge.</li> <li>• Occasionally forms comprehensible sentences, spells incorrectly, or excessive misspelled words.</li> <li>• Occasional grammatical errors.</li> <li>• Prolonged time to finish documentation.</li> <li>• Occasionally utilizes DCHARTE.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent organization of documentation.</li> <li>• Document includes minimum needed information and includes pertinent information.</li> <li>• Rarely requires supervision.</li> <li>• Report is consistently accurate.</li> <li>• Consistently able to document in the PCR due to good working knowledge.</li> <li>• Consistently forms comprehensible sentences, spells correctly, and uses good sentence structure.</li> <li>• Rare grammatical errors.</li> <li>• Appropriate time to finish documentation.</li> <li>• Consistently utilizes DCHARTE.</li> </ul>	<ul style="list-style-type: none"> <li>• Superior organization of documentation.</li> <li>• Document includes superior information and includes all pertinent information.</li> <li>• Never requires supervision.</li> <li>• Report is always accurate.</li> <li>• Superior documentation in the PCR due to good working knowledge.</li> <li>• Superior sentences, spells correctly, and always use’s good sentence structure.</li> <li>• No grammatical errors.</li> <li>• Rapid time to finish documentation.</li> <li>• Always utilizes DCHARTE.</li> </ul>
<p>Scoring Justification/Other Comments:</p>				

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

<u>Criteria</u>	<u>1 – Unable to Perform</u>	<u>3 – Occasionally Performs</u>	<u>5- Standard Performance</u>	<u>7 – Superior Performance</u>
<p><b>• Electronic Operations</b></p> <ul style="list-style-type: none"> <li>○ Evaluates the trainee’s ability to utilize the MDT (Freedom), Transmit Data and ECG’s, ESO, Operative IQ, Kronos, eSchedule, WebEOC, and other electronics as needed.</li> </ul> <p><b>Score:</b> Select Scoring Here</p>	<ul style="list-style-type: none"> <li>• Unable to or does not utilize Freedom.</li> <li>• Unable to or fails to transmit data correctly without preceptor intervention.</li> <li>• Unable to or does not utilize or navigate ESO for documentation.</li> <li>• Unable to or does not utilize or navigate Operative IQ for supply or equipment inventory.</li> <li>• Unable or does not utilize Kronos.</li> <li>• Unable to or does not utilize eSchedule.</li> <li>• Unable or does not utilize WebEOC.</li> <li>• Shows poor working knowledge of Orange County Emergency Services software or is unable to access.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally utilizes Freedom.</li> <li>• Occasionally transmits data correctly without preceptor intervention.</li> <li>• Occasionally utilizes or navigate ESO for documentation without preceptor intervention.</li> <li>• Occasionally utilizes or navigates Operative IQ for supply or equipment inventory without preceptor intervention.</li> <li>• Occasionally utilizes Kronos without preceptor intervention.</li> <li>• Occasionally utilizes eSchedule without preceptor intervention.</li> <li>• Occasionally utilizes WebEOC without preceptor intervention.</li> <li>• Shows fair working knowledge of Orange County Emergency Services software or inconsistently accesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently utilizes Freedom.</li> <li>• Consistently transmits data correctly without preceptor intervention.</li> <li>• Consistently utilizes or navigate ESO for documentation without preceptor intervention.</li> <li>• Consistently utilizes or navigates Operative IQ for supply or equipment inventory without preceptor intervention.</li> <li>• Consistently utilizes Kronos without preceptor intervention.</li> <li>• Consistently utilizes eSchedule without preceptor intervention.</li> <li>• Consistently utilizes WebEOC without preceptor intervention.</li> <li>• Shows good working knowledge of Orange County Emergency Services software and consistently accesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Superior utilization of Freedom.</li> <li>• Always transmits data correctly without preceptor intervention.</li> <li>• Always utilizes or navigate ESO for documentation without preceptor intervention.</li> <li>• Always utilizes or navigates Operative IQ for supply or equipment inventory without preceptor intervention.</li> <li>• Always utilizes Kronos without preceptor intervention.</li> <li>• Always utilizes eSchedule without preceptor intervention.</li> <li>• Always utilizes WebEOC without preceptor intervention.</li> <li>• Shows superior working knowledge of Orange County Emergency Services software and consistently accesses.</li> </ul>
<p>Scoring Justification/Other Comments:</p>				

**Orange County Emergency Services  
Field Training Performance Evaluation Factors**

Other Comments as Needed:

A large empty rectangular box with a black border, intended for providing additional comments.