North Carolina EMS Education Standards: EMR Curriculum Map
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Preparatory

EMS Systems

Summary: Uses simple knowledge of the EMS system, safety/well-being of the EMR, medical/legal issues at the scene of an emergency while awaiting a higher level of care.

TARGET SKILLS: EMS systems; roles/responsibilities/professionalism of EMS personnel; quality improvements.

Key Terminology:
• Emergency Medical Services
• Public Safety Answering Point (PSAP)
• 9-1-1 System
• E-9-1-1 System
• Scope of Practice
• Emergency Medical Responder
• Emergency Medical Technician
• Advanced Emergency Medical Technician
• Paramedic
• Medical Director
• Protocols
• Quality management
• Quality assurance
• Quality Improvement
• Policies
• Procedure
• Patient advocate
• Confidentiality
• Professionalism
• Core values
• Ethical behavior
• Skill-based errors
• Knowledge-based errors
• Rule-based errors
• NHTSA
• Abandonment
• Negligence

Objectives:

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
</table>
| • Define the components of Emergency Medical Services (EMS) systems.  
• Identify the purpose of the public safety answering points (PSAPs)  
• Differentiate the roles and responsibilities of the First Responder from other out-of-hospital care providers.  
• Define medical oversight and discuss the First Responder’s role in the process.  
• Discuss the types of medical oversight that may affect the medical care of a First Responder.  
• State the specific statutes and regulations in your state regarding the EMS system.  
• Accept and uphold the responsibilities of a First Responder in accordance with the standards of an EMS professional.  
• Explain the difference between Quality Improvement (QI) and Quality Assurance (QA) | • Emergency Medical Services (EMS) System  
• Roles, responsibilities, and professionalism of EMS personnel  
• Quality improvement |
• Explain the rationale for maintaining a professional appearance when on duty or when responding to calls.
• Describe why it is inappropriate to judge a patient based on a cultural, gender, age, or socioeconomic model, and to vary the standard of care rendered as a result of that judgment.

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Research

Summary: Uses simple knowledge of the EMS system, safety/well-being of the EMR, medical/legal issues at the scene of an emergency while awaiting a higher level of care.

TARGET SKILLS: Impact of research on EMR care; data collections/evidence based medicine

Key Terminology:
- Research data
- Data collection
- Evidence Based Medicine

Objectives:

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Research findings are important to identify what should be changed in EMS assessment and management and to improve patient care and outcome (i.e. CPR guidelines change based on current research)</td>
<td>• Impact of Research on EMR care</td>
</tr>
<tr>
<td>• Quality assurance research for an EMS system can improve service delivery</td>
<td>• Evidence Based Medicine and its impact on assessment and management</td>
</tr>
<tr>
<td>• Data collection</td>
<td></td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Workforce Safety and Wellness

**Summary:** Uses simple knowledge of the EMS system, safety/well-being of the EMR, medical/legal issues at the scene of an emergency while awaiting a higher level of care.

**TARGET SKILLS:** Standard safety precautions to include:
- Personal protective equipment
- Stress management
  - Dealing with death and dying
- Prevention of response-related injuries
- Lifting and moving patients

**Key Terminology:**
- Personal health
- Immunization
- Stress
- Stress management
- Critical incident stress debriefing (CISD)
- Infectious disease
- Pathogen
- Airborne pathogen
- Bloodborne pathogen
- Exposure
- Exposure control plan
- Standard precautions
- Centers for Disease Control and Prevention (CDC)
- Universal precautions
- Body substance isolation (BSI)
- Occupational Safety and Health Administration (OSHA)
- Personal protective equipment (PPE)
- Biohazard
- Sharps
- Hazardous Materials (HAZMAT)
- Body mechanics
- Emergency move
- Non-emergency move

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name the three categories of health screenings.</td>
<td>Standard safety precautions</td>
</tr>
<tr>
<td>List possible emotional reactions that the First Responder may experience when faced with trauma, illness, death, and dying.</td>
<td>Personal protective equipment</td>
</tr>
<tr>
<td>Discuss the possible reactions that a family member may exhibit when confronted with death and dying.</td>
<td>Stress management</td>
</tr>
<tr>
<td>State the steps in the First Responder’s approach to the family confronted with death and dying.</td>
<td>Professionalism</td>
</tr>
<tr>
<td>State the possible reactions that the family of the first responder may exhibit.</td>
<td>Stages of grieving process</td>
</tr>
<tr>
<td>Recognize the signs and symptoms of critical incident stress.</td>
<td>Prevention of response-related injuries</td>
</tr>
<tr>
<td>List methods for stress management.</td>
<td>Safely lifting and moving patients</td>
</tr>
</tbody>
</table>
• Explain the need to determine scene safety.
• Demonstrate professional behavior including: but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time management, teamwork/diplomacy, respect, patient advocacy, and careful delivery of service.
• Discuss the importance of body substance isolation (BSI).
• Describe the steps the first responder should take for personal protection from airborne and bloodborne pathogens.
• List the personal protective equipment necessary for each of the following situations:
  ▪ Hazardous materials
  ▪ Rescue operations
  ▪ Violent scenes
  ▪ Crime scenes
  ▪ Electricity
  ▪ Water and ice
  ▪ Exposure to bloodborne pathogens
  ▪ Exposure to airborne pathogens
• Explain the importance for serving as an advocate for the use of appropriate protective equipment.
• Explain the importance of understanding the response to death and dying and communicating effectively with the patient's family.
• Demonstrate a caring attitude towards any patient with illness or injury who requests emergency medical services.
• Show compassion when caring for the physical and mental needs of patients.
• Participate willingly in the care of all patients.
• Communicate with empathy to patients being cared for, as well as with family members, and friends of the patient.
• Given a scenario with potential infectious exposure, the first responder will use appropriate personal protective equipment. At the completion of the scenario, the first
The first responder will properly remove and discard the protective garments.

- Given the above scenario, the first responder will complete disinfection/cleaning and all reporting documentation.
- Define body mechanics.
- Discuss the guidelines and safety precautions that need to be followed when lifting a patient.
- Describe the indications for an emergency move.
- Describe the indications for assisting in non-emergency moves.
- Discuss the various devices associated with moving a patient in the out-of-hospital arena.
- Explain the rationale for properly lifting and moving patients.
- Explain the rationale for an emergency move.
- Demonstrate an emergency move.
- Demonstrate a non-emergency move. Demonstrate the use of equipment utilized to move patient’s in the out-of-hospital arena.

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Documentation

**Summary:** Uses simple knowledge of the EMS system, safety/well-being of the EMR, medical/legal issues at the scene of an emergency while awaiting a higher level of care.

**TARGET SKILLS:** Record patient findings.

**Key Terminology:**
- Patient Care Report
- Call Data
- Patient Data
- Trending
- Objective information
- Subjective information
- SOAP (subjective/objective/assessment/patient care)
- CHART (chief complaint/history/assessment/Rx/transport)

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
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</thead>
<tbody>
<tr>
<td>• Demonstrate fundamental medical documentation</td>
<td>• Recording patient findings</td>
</tr>
<tr>
<td>• Demonstrate documentation of special reporting conditions</td>
<td>• Documentation of special reporting conditions</td>
</tr>
<tr>
<td></td>
<td>• Record simple assessment findings and interventions</td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
EMS System Communication

**Summary:** Uses simple knowledge of the EMS system, safety/well-being of the EMR, medical/legal issues at the scene of an emergency while awaiting a higher level of care.

**TARGET SKILLS:** Communication needed to:
- Call for Resources
- Transfer care of the patient
- Interact within the team structure

**Objectives:**

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>• Define the components of Emergency Medical Services (EMS) systems</td>
<td>• Communications</td>
</tr>
<tr>
<td>• Differentiate the roles and responsibilities of the First Responder from other out-of-hospital care providers</td>
<td>• Fundamental information regarding transferring patient care to incoming EMT’s</td>
</tr>
<tr>
<td>• Define medical oversight and discuss the First Responder’s role in the process</td>
<td></td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Therapeutic Communication

Summary: Uses simple knowledge of the EMS system, safety/well-being of the EMR, medical/legal issues at the scene of an emergency while awaiting a higher level of care.

Target Skills: Principles of communicating with patients, family, and team members in a manner that achieves a positive relationship to include:
- Interviewing techniques

Key Terminology:
- Emotional intelligence
- Empathy
- Social intelligence
- Rapport
- Active listening
- Body Language
- Health care directive
- Do Not Resuscitate (DNR)
- Grief

Objectives:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>● Describe why it is inappropriate to judge a patient based on a cultural, gender, age, or socioeconomic model, and to vary the standard of care rendered as a result of that judgement</td>
<td>● Principles of communicating with patients, family, and team members in a manner that achieves a positive relationship</td>
</tr>
<tr>
<td></td>
<td>● Communicates to obtain and clearly transmit information with an awareness of cultural differences.</td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Medical, Legal, and Ethics

Summary: Uses simple knowledge of the EMS system, safety/well-being of the EMR, medical/legal issues at the scene of an emergency while awaiting a higher level of care.

TARGET SKILLS:
- Consent/refusal of care
- Confidentiality
- Advanced directives
- Tort and criminal actions
- Evidence preservation
- Statutory responsibilities
- Mandatory reporting
- Ethical principles/moral obligations
- End-of-life issues

Key Terminology:
- Consent
- Informed consent
- Express consent
- Implied consent
- In loco parentis
- Emancipated minor
- Ethics
- Living Wills
- Abandonment
- Negligence
- Assault
- Battery
- Good Samaritan Law
- Culture of EMS
- HIPAA-Health Information Portability and Accountability Act
- Surrogate decision makers

Objectives:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Explain how ethics affect interactions with patients, health care professionals and the public.</td>
<td>Consent/refusal of care</td>
</tr>
<tr>
<td>Define the first responder scope of care.</td>
<td>Confidentiality and the obligation to protect patient information</td>
</tr>
<tr>
<td>Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or state provisions regarding EMS application.</td>
<td>HIPAA guidelines</td>
</tr>
<tr>
<td>Define consent and discuss the methods of obtaining consent.</td>
<td>Advance directives</td>
</tr>
<tr>
<td>Differentiate between expressed and implied consent.</td>
<td>- Living wills/MOST forms</td>
</tr>
<tr>
<td>Explain the role of consent of minors in providing care.</td>
<td>- Surrogate decision makers</td>
</tr>
<tr>
<td>Discuss the implications for the first responder</td>
<td>- Types of court cases</td>
</tr>
<tr>
<td></td>
<td>- Civil (Tort)</td>
</tr>
<tr>
<td></td>
<td>- Criminal</td>
</tr>
<tr>
<td></td>
<td>- Evidence preservation</td>
</tr>
<tr>
<td></td>
<td>- Statutory responsibilities</td>
</tr>
<tr>
<td></td>
<td>- Mandatory reporting</td>
</tr>
<tr>
<td></td>
<td>- Ethical principles/moral obligations</td>
</tr>
<tr>
<td></td>
<td>- End of life issues</td>
</tr>
</tbody>
</table>
• in patient refusal of transport.
• Discuss the issues of abandonment, negligence, and battery and their implications to the first responder.
• State the conditions necessary for the first responder to have a duty to act.
• Explain the importance, necessity and legality of patient confidentiality.
• List the actions that a first responder should take to assist in the preservation of a crime scene.
• State the conditions that require a first responder to notify local law enforcement officials.
• Discuss issues concerning the fundamental components of documentation.
• Explain the rationale for the needs, benefits and usage of advance directives.
• Explain the rationale for the concept of varying degrees of DNR.
• Explain special reporting conditions

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Anatomy and Physiology

Summary: Uses simple knowledge of the anatomy and function of the upper airway, heart, vessels, blood, lungs, skin, muscles, and bones as the foundation of emergency care.

Key Terminology:

- Standard anatomical position
- Anterior aspect
- Posterior aspect
- Midline
- Lateral
- Medial
- Axilla
- Mid-axillary line
- Superior
- Inferior
- Proximal
- Distal
- Peripheral
- Prone
- Supine
- Recumbent
- Fowler’s position
- High fowler’s position
- Modified Trendelenburg
- Thoracic Cavity
- Diaphragm
- Abdominal cavity
- Perfusion
- Respiration

Objectives:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Describe the anatomy and function of the respiratory system.</td>
<td>Anatomy and body functions</td>
</tr>
<tr>
<td>Describe the anatomy and function of the circulatory system.</td>
<td>Uses simple knowledge of anatomy and function of the upper airway, heart, vessels, blood, lungs, skin, muscles, and bones as the foundation of emergency care</td>
</tr>
<tr>
<td>Describe the anatomy and function of the musculoskeletal system.</td>
<td>Life Support chain and fundamental elements and issues impacting those fundamental elements</td>
</tr>
<tr>
<td>Describe the components and function of the nervous system.</td>
<td>Age-related variations for pediatrics and geriatrics</td>
</tr>
<tr>
<td>Accurately communicate to other health professionals, the First Responder must be able to identify topographic anatomy</td>
<td>Interrelationship between ventilation and circulation</td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Medical Terminology

Summary: Uses simple medical and anatomical terms.

Key Terminology:

- Prefixes, Suffixes, and Combining words used in Medical Terms:
  - Arterio-
  - Brady-
  - Cardio-
  - Hemo-
  - Hyper-
  - Hypo-
  - Naso-
  - Neuro-
  - Oro-
  - Tachy-
  - Vaso-
  - Therm

Objectives:

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| • First Responder must be familiar with the normal anatomy of the human body and topographical terminology | • Medical terminology  
• Recognize simple medical prefixes, suffixes and combining words  
• Uses simple medical and anatomical terms |

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Pathophysiology

**Summary:** Uses simple knowledge of shock and respiratory compromise to respond to life threats.

**Key Terminology:**
- Respiratory Dysfunction
- Shock

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe the functions of the respiratory system,</td>
<td>• Respiratory compromise</td>
</tr>
<tr>
<td>circulatory system, nervous system, musculoskeletal</td>
<td>• Shock</td>
</tr>
<tr>
<td>system</td>
<td></td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Life Span Development

**Summary:** Uses simple knowledge of age-related differences to assess and care for patients.

**Key Terminology:**
- Infancy
- Toddler
- Preschooler
- School-age
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
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</thead>
<tbody>
<tr>
<td>• Differentiate between assessing the adult, child, and infant patient</td>
<td>• Uses simple knowledge of age-related differences to assess and care for patients Infancy (Birth to 1 year)</td>
</tr>
<tr>
<td></td>
<td>• Toddler (12-36 months) and pre-school age (3-5)</td>
</tr>
<tr>
<td></td>
<td>• School-age children (6-12)</td>
</tr>
<tr>
<td></td>
<td>• Adolescence (13-18)</td>
</tr>
<tr>
<td></td>
<td>• Early adulthood (20-40)</td>
</tr>
<tr>
<td></td>
<td>• Middle adulthood (41-60)</td>
</tr>
<tr>
<td></td>
<td>• Late adulthood (61 and older)</td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Public Health

Summary: Have an awareness of local public health resources and the role EMS personnel play in public health emergencies.

Key Terminology:
- Widespread vaccinations
- Clean drinking water/fluoridated drinking water
- Sewage systems
- Prenatal care

Objectives:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Recognize patients that are potentially contagious</td>
<td>• Basic principles of public health</td>
</tr>
<tr>
<td>• Recognize the need for public health screenings</td>
<td></td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Pharmacology

Principles of Pharmacology

Summary: Uses simple knowledge of the medications that the EMR may self-administer or administer to a peer in an emergency

TARGET SKILLS: No knowledge related to this competency is applicable at this level.

Key Terminology:
- Chemical name
- Generic name
- Trade name

Objectives:

<table>
<thead>
<tr>
<th>DOT Objectives</th>
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</thead>
</table>
| • List the main sources of medications  
  • Discuss the forms in which medications may be found | • Knowledge of how medications are listed and the forms in which they are available |

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Medication Administration

**Summary:** Uses simple knowledge of the medications that EMR may self-administer or administer to a peer in an emergency.

**TARGET SKILLS:** Within the scope of practice of the EMR, how to:
- Self-administer medication
- Peer-administer medication

**Key Terminology:**
- Auto-injector
- Antidote

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• List and explain the 6 rights of medication administration</td>
<td>• Self-administration (intramuscular injection by auto injector)</td>
</tr>
<tr>
<td>• Describe the signs and symptoms of nerve agent exposure</td>
<td>• Peer administration (intramuscular injection by auto injector)</td>
</tr>
<tr>
<td>• Describe the generic and trade names, medication form, dose, administration,</td>
<td>• Advantages</td>
</tr>
<tr>
<td>action, indications, contraindications for the medications contained in the</td>
<td>• Disadvantages</td>
</tr>
<tr>
<td>Mark I and DuoDote autoinjectors</td>
<td>• Techniques</td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Emergency Medications

**Summary:** Uses simple knowledge of the medications that EMR may self-administer or administer to a peer in an emergency.

**TARGET SKILLS:** Use of autoinjector

**Key Terminology:**
- Autoinjector
- Epipen

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• List and explain the 6 rights of medication administration</td>
<td></td>
</tr>
<tr>
<td>• Describe the signs and symptoms of nerve agent exposure</td>
<td></td>
</tr>
<tr>
<td>• Describe the signs and symptoms of anaphylaxis</td>
<td></td>
</tr>
<tr>
<td>• Describe the generic and trade names, medication form, dose, administration, action, indications, contraindications for the medications contained in the Mark I and DuoDote autoinjectors</td>
<td></td>
</tr>
<tr>
<td>• Self-administration (intramuscular injection by auto injector)</td>
<td></td>
</tr>
<tr>
<td>• Peer administration (intramuscular injection by auto injector)</td>
<td></td>
</tr>
<tr>
<td>- Advantages</td>
<td></td>
</tr>
<tr>
<td>- Disadvantages</td>
<td></td>
</tr>
<tr>
<td>- Techniques</td>
<td></td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Airway Management, Respiration and Artificial Ventilation

Airway Management

Summary: Applies knowledge (fundamental depth, foundational breadth) of general anatomy and physiology to assure a patent airway, adequate mechanical ventilation, and respiration while awaiting additional EMS response for patients of all ages.

TARGET SKILLS: Within the scope of practice of the EMR:

- Airway anatomy
- Airway assessment
- Techniques of assuring a patent airway

Key Terminology:

- Patent
- Aspiration
- Suction
- Suction catheter
- Yankauer suction
- Airway devices
- Oropharyngeal Airway (OPA)
- Nasopharyngeal Airway (NPA)
- Upper airway
- Trachea
- Epiglottis
- Lower airway
- Bronchi
- Bronchioles
- Alveoli
- Tracheostomy
- Tracheostomy tube
- Recovery position
- Abdominal thrusts
- Foreign Body Airway Obstruction (FBAO)

Objectives:

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and label the major structures of the respiratory system on a diagram.</td>
<td>Airway anatomy</td>
</tr>
<tr>
<td>Describe the steps in the head-tilt chin-lift maneuver.</td>
<td>Airway assessment</td>
</tr>
<tr>
<td>Relate mechanism of injury to opening the airway.</td>
<td>Techniques of assuring a patent airway (refer to current AHA guidelines)</td>
</tr>
<tr>
<td>Describe the steps in the jaw thrust.</td>
<td>Age-related variations for pediatrics and geriatrics</td>
</tr>
<tr>
<td>State the importance of having a suction unit ready for immediate use when providing emergency medical care.</td>
<td></td>
</tr>
<tr>
<td>Describe the techniques of suctioning.</td>
<td></td>
</tr>
<tr>
<td>List the steps in providing mouth-to-mouth and mouth-to-stoma ventilation.</td>
<td></td>
</tr>
<tr>
<td>Describe how to measure and insert an oropharyngeal (oral) airway.</td>
<td></td>
</tr>
<tr>
<td>Describe how to clear a foreign body airway obstruction in a responsive adult.</td>
<td></td>
</tr>
<tr>
<td>Describe how to clear a foreign body airway obstruction in a responsive child with complete obstruction or partial airway obstruction and poor air exchange.</td>
<td></td>
</tr>
</tbody>
</table>
• Describe how to clear a foreign body airway obstruction in a responsive infant with complete obstruction or partial airway obstruction and poor air exchange.
• Explain why basic life support ventilation and airway protective skills take priority over most other basic life support skills.
• Demonstrate a caring attitude towards patients with airway problems who request emergency medical services.
• Place the interests of the patient with airway problems as the foremost consideration when making any and all patient care decisions.
• Communicate with empathy to patients with airway problems, as well as with family members and friends of the patient.
• Demonstrate the steps in the head-tilt chin-lift maneuver.
• Demonstrate the steps in the jaw thrust.
• Demonstrate the techniques of suctioning.
• Demonstrate how to measure and insert an oropharyngeal (oral) airway
• Demonstrate how to clear a foreign body airway obstruction in a responsive child, infant, and adult.
• Demonstrate how to clear a foreign body airway obstruction in an unresponsive adult, infant, and child.
• Describe how to measure and insert an nasopharyngeal (nasal) airway (if appropriate per local protocol)

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Respiration

**Summary:** Applies knowledge (fundamental depth, foundational breadth) of anatomy and physiology to assure a patent airway, adequate mechanical ventilation, and respiration while awaiting EMS response for patients of all ages.

**TARGET SKILLS:** Anatomy of the respiratory system to include:
- Physiology and pathophysiology of respiration
- Pulmonary ventilation
- Oxygenation
- Respiration
- External
- Internal
- Cellular
- Assessment and management of adequate and inadequate respiration
- Supplemental oxygen therapy

**Key Terminology:**
- Respiratory system
- Respiration
- Inhalation
- Exhalation
- Oxygen
- Carbon dioxide (CO2)
- Oxygenation
- Supplemental Oxygen
- Respiratory compromise
- Nasal cannula
- Nonrebreather mask
- Blow-by oxygenation
- Pulse oximetry
- Oxygen cylinders
- Oxygen regulators

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>List the signs of inadequate breathing.</td>
<td>Anatomy of the respiratory system</td>
</tr>
<tr>
<td>Explain pulse oximetry.</td>
<td>Physiology of respiration</td>
</tr>
<tr>
<td></td>
<td>Pathophysiology of respiration</td>
</tr>
<tr>
<td></td>
<td>Assessment of adequate and inadequate respiration (refer to current AHA guidelines)</td>
</tr>
<tr>
<td></td>
<td>Management of adequate and inadequate respirations</td>
</tr>
<tr>
<td></td>
<td>Supplemental oxygen therapy</td>
</tr>
<tr>
<td></td>
<td>Age-related variations for pediatrics and geriatrics</td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Artificial Ventilation

Summary: Applies knowledge (fundamental depth, foundational breadth) of anatomy and physiology to assure a patent airway, adequate mechanical ventilation, and respiration while awaiting EMS response for patients of all ages.

TARGET SKILLS: Assessment and management of adequate and inadequate ventilation to include:
- Artificial ventilation
- Minute ventilation
- Alveolar ventilation
- Effect of artificial ventilation on cardiac output

Key Terminology:
- Ventilation
- Pocket Mask
- Bag Valve Mask

Objectives:

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe how to ventilate a patient with a resuscitation mask or barrier device.</td>
<td>• Assessment of adequate and inadequate ventilation</td>
</tr>
<tr>
<td>• Describe how ventilating an infant or child is different from an adult.</td>
<td>▪ Artificial</td>
</tr>
<tr>
<td>• Demonstrate how to use a resuscitation mask to ventilate a patient.</td>
<td>▪ Minute</td>
</tr>
<tr>
<td>• Demonstrate the steps in mouth-to-mouth ventilation with body substance isolation (barrier shields).</td>
<td>▪ Alveolar</td>
</tr>
<tr>
<td>• Demonstrate how to ventilate a patient with a stoma.</td>
<td>• Oxygenation</td>
</tr>
<tr>
<td>• Demonstrate how to ventilate infant and child patients.</td>
<td>• Management of adequate and inadequate ventilation</td>
</tr>
<tr>
<td></td>
<td>• Ventilation of an apneic patient</td>
</tr>
<tr>
<td></td>
<td>• Age-related variations for pediatrics and geriatrics</td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Assessment

Scene Size-Up

Summary: Use scene information and simple patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR.

TARGET SKILLS: Scene safety to include:
- Scene management
- Impact of the environment on patient care
- Addressing hazards
- Violence
- Need for additional or specialized resources
- Standard precautions

Key Terminology:
- PENMAN:
  - Personal and personnel safety
  - Environmental hazards
  - Number of victims
  - Mechanism of injury or nature of illness
  - Additional resources needed from your agency
  - Need for resources outside your agency

Objectives:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Discuss the components of scene size-up.</td>
<td>Scene safety and standard precautions</td>
</tr>
<tr>
<td>Describe common hazards found at the scene of a trauma and a medical patient.</td>
<td>Scene management</td>
</tr>
<tr>
<td>Determine if the scene is safe to enter.</td>
<td>Environmental impact</td>
</tr>
<tr>
<td>Discuss common mechanisms of injury/nature of illness.</td>
<td>Addressing Hazards</td>
</tr>
<tr>
<td>Discuss the reason for identifying the total number of patients at the scene.</td>
<td>Violence</td>
</tr>
<tr>
<td>Explain the reason for identifying the need for additional help or assistance.</td>
<td>Need for additional or specialized resources</td>
</tr>
<tr>
<td>Summarize the reasons for forming a general impression of the patient.</td>
<td></td>
</tr>
<tr>
<td>Explain the rationale for crew members to evaluate scene safety prior to entering.</td>
<td></td>
</tr>
<tr>
<td>Serve as a model for others by explaining how patient situations affect your evaluation of the mechanism of injury or illness.</td>
<td></td>
</tr>
<tr>
<td>Explain the importance of forming a general impression of the patient.</td>
<td></td>
</tr>
</tbody>
</table>
• Demonstrate the ability to differentiate various scenarios and identify potential hazards.

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Primary Assessment

Summary: Use scene information and simple patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR.

TARGET SKILLS: Primary assessment for all patient situations to include:
- Level of consciousness
- ABCs
- Identifying life threats
- Assessment of vital functions
- Begin interventions needed to preserve life

Key Terminology:
- Mechanism of injury (MOI)
- Spinal Stabilization
- Primary Survey
- Nature of illness (NOI)
- Level of consciousness (LOC)
- AVPU
- ABC’s
- Agonal breathing
- Automated external defibrillator (AED)
- Defibrillate
- Palpate
- Carotid pulse
- Brachial pulse
- Cardiopulmonary resuscitation (CPR)
- Head-tilt, chin-lift maneuver
- Rescue breathing
- Projectile vomiting

Objectives:

DOT Objectives
- Discuss methods of assessing mental status.
- Differentiate between assessing mental status in the adult, child, and infant patient.
- Describe methods used for assessing if a patient is breathing.
- Differentiate between a patient with adequate and inadequate breathing.
- Describe the methods used to assess circulation.
- Differentiate between obtaining a pulse in an adult, child, and infant patient.
- Discuss the need for assessing the patient for external bleeding.
- Explain the reason for prioritizing a patient for care and transport.
- Explain the value of an initial assessment.
- Demonstrate the techniques for assessing mental status.

EMS Education Standards
- Primary survey /primary assessment for all patients situations
  - AVPU
  - ABC’s
  - Identifying life threats
  - Assessment of vital functions
- Begin interventions needed to preserve life
- Initiates simple interventions based on assessment findings
• Demonstrate the techniques for assessing the airway.
• Demonstrate the techniques for assessing if the patient is breathing.
• Demonstrate the techniques for assessing if the patient has a pulse.
• Demonstrate the techniques for assessing the patient for external bleeding.
• Demonstrate the techniques for assessing the patient's skin color, temperature, condition, and capillary refill (infants and children only).

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
History Taking

**Summary:** Use scene information and simple patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR.

**TARGET SKILLS:** Determining the chief complaint to include:
- Mechanism of injury/nature of illness
- Associated signs and symptoms

**Key Terminology:**
- Mechanism of Injury
- Nature of Illness
- SAMPLE:
  - Signs and symptoms
  - Allergies
  - Medications
  - Past pertinent medical history
  - Last oral intake
  - Events

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain what additional questioning may be asked during the physical exam.</td>
<td>• Determining the chief complaint</td>
</tr>
<tr>
<td>• Explain the components of the SAMPLE history.</td>
<td>• Mechanism of injury or nature of illness</td>
</tr>
<tr>
<td>• Explain the value of questioning the patient and family.</td>
<td>• Associated signs and symptoms</td>
</tr>
<tr>
<td>• Explain the rationale for the feelings that these patients might be experiencing.</td>
<td>• Age-related variations for pediatrics and geriatrics assessment and management</td>
</tr>
<tr>
<td>• Demonstrate a caring attitude when performing patient assessments.</td>
<td></td>
</tr>
<tr>
<td>• Place the interests of the patient with as the foremost consideration when making any and all patient care decisions during patient assessment.</td>
<td></td>
</tr>
<tr>
<td>• Communicate with empathy during patient assessment to patients as well as with family members and friends of the patient.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate questioning a patient to obtain a SAMPLE history.</td>
<td></td>
</tr>
</tbody>
</table>
Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Secondary Assessment

Summary: Use scene information and simple patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR.

TARGET SKILLS: Performing a rapid full body scan to include:
- Focused assessment of pain
- Assessment of vital signs

Key Terminology:
- Respiratory Rate
- Tachypnea
- Bradypnea
- Accessory Muscles
- Paradoxic respiration
- Tripod position
- Position of comfort
- Peripheral pulses
- Radial pulse
- Tachycardia
- Bradycardia
- Thready
- Bounding
- Capillary refill time (CRT)
- Skin Assessment
- Auscultation
- DOTS:
  - Deformities
  - Open Wounds
  - Tenderness
  - Swelling
- TIC:
  - Tenderness
  - Instability
  - Crepitis
- CMS:
  - Circulation
  - Motor
  - Sensory
- PERRL:
  - Pupils
  - Equal
  - Round
  - Reactive to Light
- DRGERM:
  - Distention
  - Rigidity
  - Guarding
  - Evisceration
  - Rebound Tenderness
  - Masses (Pulsating)
- OPQRST:
  - Onset
  - Provoking
  - Quality of Pain
  - Radiation
  - Severity
  - Time

Objectives:

**DOT Objectives**
- Discuss the components of the physical exam.
- State the areas of the body that are evaluated during the physical exam.
- Explain the value of the physical exam.
- Describe the information included in the First Responder "hand-off" report.
- Demonstrate the skills involved in performing the physical exam

**EMS Education Standards**
- Performing a rapid full-body scan
- Focused assessment of pain
- Assessment of vital signs
- Special considerations for pediatric and geriatric patients
- Perform a patient assessment and provide pre-hospital emergency care for patient complaints: abdominal pain, abuse/neglect, altered mental status/decreased level of consciousness, apnea, back pain, behavioral emergency, bleeding, cardiac arrest, chest pain, cyanosis, dyspnea, eye pain, GI bleeding, hypotension, multiple trauma,
pain, paralysis, poisoning, shock, and stridor/drooling.

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Monitoring Devices

Summary: No knowledge related to this competency is applicable at this level.

TARGET SKILLS: No knowledge related to this competency is applicable at this level.

Objectives:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• No standard exists at this level for this information</td>
<td>• No standard exists at this level for this information</td>
</tr>
</tbody>
</table>
Reassessment

**Summary:** Use scene information and simple patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR.

**TARGET SKILLS:** How and when to reassess patients.

**Key Terminology:**
- Reassessment

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Discuss the components of the on-going assessment.</td>
<td>• How and when to reassess</td>
</tr>
<tr>
<td>• Explain the value of an on-going assessment.</td>
<td>• Age-related variations for pediatrics and geriatrics assessment</td>
</tr>
<tr>
<td>• Demonstrate the on-going assessment</td>
<td></td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Medicine

Medical Overview

Summary: Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

TARGET SKILLS: Assessment and management of a medical complaint.

Key Terminology:
- Nature of illness
- Chief Complaint

Objectives:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Identify the patient who presents with a general medical complaint.</td>
<td>Overview of medical complaints</td>
</tr>
<tr>
<td>Explain the steps in providing emergency medical care to a patient with a general medical complaint.</td>
<td>Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.</td>
</tr>
<tr>
<td>Attend to the feelings of the patient and/or family when dealing with the patient with a general medical complaint.</td>
<td>Manage life-threatening problems as they are discovered</td>
</tr>
<tr>
<td>Attend to the feelings of the patient and/or family when dealing with the patient with a specific medical complaint.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate a caring attitude towards patients with a general medical complaint who request emergency medical services.</td>
<td></td>
</tr>
<tr>
<td>Place the interests of the patient with a general medical complaint as the foremost consideration when making any and all patient care decisions.</td>
<td></td>
</tr>
<tr>
<td>Communicate with empathy to patients with a general medical complaint, as well as with family members and friends of the patient.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate a caring attitude towards patients with a specific medical complaint who request emergency medical services.</td>
<td></td>
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<tr>
<td>Place the interests of the patient with a specific medical complaint as the foremost consideration when making any and all patient care decisions.</td>
<td></td>
</tr>
<tr>
<td>Communicate with empathy to patients with a specific medical complaint, as well as with family members and friends of the patient.</td>
<td></td>
</tr>
</tbody>
</table>
- Demonstrate a caring attitude towards patients with a behavioral problem who request emergency medical services.
- Place the interests of the patient with a behavioral problem as the foremost consideration when making any and all patient care decisions.
- Demonstrate the steps in providing emergency medical care to a patient with a general medical complaint.

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Neurology

Summary: Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

TARGET SKILLS: Anatomy, presentations, and management of decreased level of responsiveness including:
- Seizure
- Stroke

Key Terminology:
- Seizure
- Epilepsy
- Partial seizure
- Generalized seizure
- Tonic phase
- Clonic phase
- Tonic-clonic seizure
- Postictal phase
- Status epilepticus
- Stroke

Objectives:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>- Identify the patient who presents with a specific medical complaint of altered mental status.</td>
<td>- Review of anatomy and functions of the brain, spinal cord, and cerebral blood vessels</td>
</tr>
<tr>
<td>- Explain the steps in providing emergency medical care to a patient with an altered mental status.</td>
<td>- Altered mental status</td>
</tr>
<tr>
<td>- Identify the patient who presents with a specific medical complaint of seizures.</td>
<td>- Assessment and management of patients with seizures</td>
</tr>
<tr>
<td>- Explain the steps in providing emergency medical care to a patient with seizures.</td>
<td>- Management of patients with stroke assessment findings or symptoms</td>
</tr>
<tr>
<td>- Demonstrate the steps in providing emergency medical care to a patient with an altered mental status.</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate the steps in providing emergency medical care to a patient with seizures.</td>
<td></td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Abdominal and Gastrointestinal Disorders

Summary: Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

TARGET SKILLS: Anatomy, presentations, and management of shock associated with abdominal emergencies to include gastrointestinal bleeding.

Key Terminology:
- Quadrants
- Visceral pain
- Parietal pain
- Referred pain
- Abdominal aortic aneurysm
- Peptic ulcer
- Esophageal varices
- Bowel obstruction
- Gallbladder disease
- Appendicitis
- Diverticulitis
- Pancreatitis
- Kidney stones

Objectives:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Describe the borders of abdominal cavity</td>
<td>Define acute abdomen</td>
</tr>
<tr>
<td>Name the organs located in all 4 abdominal quadrants</td>
<td>Organs of the abdominopelvic cavity</td>
</tr>
<tr>
<td>Demonstrate the ability to perform a physical assessment on a patient with</td>
<td>Assessment and symptoms</td>
</tr>
<tr>
<td>and abdominal or GI disorder</td>
<td>General management of patients with abdominal pain</td>
</tr>
<tr>
<td></td>
<td>Anatomy, presentations and management of shock associated with abdominal</td>
</tr>
<tr>
<td></td>
<td>emergencies</td>
</tr>
<tr>
<td></td>
<td>Specific acute abdominal conditions</td>
</tr>
<tr>
<td></td>
<td>Age-related variations for pediatrics and geriatrics assessment and management</td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Immunology

**Summary:** Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

**TARGET SKILLS:** Recognition and management of shock and difficulty breathing related to anaphylactic reactions.

**Key Terminology:**

- Immune response
- Allergen
- Allergic reaction
- Anaphylactic reaction
- Antihistamine
- EpiPen
- Autoinjector
- Epinephrine

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrate the ability to perform a physical assessment of the patient with an allergic reaction</td>
<td>- Introduction</td>
</tr>
<tr>
<td>- Demonstrate the use of an epinephrine autoinjector</td>
<td>- Assessment findings</td>
</tr>
<tr>
<td>- Demonstrate the assessment and documentation of patient response to an epinephrine injection</td>
<td>- Management</td>
</tr>
<tr>
<td></td>
<td>- Age-related variations for pediatrics and geriatrics assessment and management</td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Infectious Diseases

**Summary:** Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

**TARGET SKILLS:** Awareness of a patient who may have an infectious disease and how to decontaminate equipment after treating a patient.

**Key Terminology:**
- Infectious disease
- Communicable disease
- Transmission routes
- Direct/indirect contact

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe the steps that should be taken for personal protection from airborne and bloodborne pathogens</td>
<td></td>
</tr>
<tr>
<td>• Describe the methods of disease transmission</td>
<td></td>
</tr>
<tr>
<td>• Distinguish among the terms cleaning, disinfection, and sterilization</td>
<td>• Infectious disease awareness</td>
</tr>
<tr>
<td></td>
<td>• Infectious disease transmission and routes</td>
</tr>
<tr>
<td></td>
<td>• Equipment decontamination (review content in preparatory; workforce safety)</td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Endocrine Disorders

**Summary:** Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

**TARGET SKILLS:** Awareness that diabetic emergencies cause altered mental status.

**Key Terminology:**
- Diabetes
- Diabetes mellitus
- Hypoglycemia
- Insulin shock
- Hyperglycemia
- Diabetic Ketoacidosis (DKA)

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Discuss the role of glucose in the body</td>
<td>Diabetic conditions</td>
</tr>
<tr>
<td>Identify normal blood glucose levels and describe how blood glucose levels are regulated in the body</td>
<td>Age-related variations for pediatrics and geriatrics assessment and management</td>
</tr>
<tr>
<td>Describe the pathophysiology of hypoglycemia, hyperglycemia, and diabetes mellitus</td>
<td>Awareness that diabetic emergencies cause altered mental status</td>
</tr>
<tr>
<td>Describe the emergency care of the patient experiencing the diabetic emergency</td>
<td></td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Psychiatric

**Summary:** Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

**TARGET SKILLS:** Recognition of behaviors that pose a risk to the EMR, patient, or others.

**Key Terminology:**
- Mental Health Disorder
- Depression
- Substance abuse
- Narcotics
- Substance misuse
- Tolerance
- Synergy
- Addiction
- Withdrawal symptoms
- Stimulants
- Hallucinogens
- Delirium tremens
- Suicide risk assessment

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify the patient who presents with a specific medical complaint of behavioral change.</td>
<td>• Define</td>
</tr>
<tr>
<td>• Explain the steps in providing emergency medical care to a patient with a behavioral change.</td>
<td>• Assessment</td>
</tr>
<tr>
<td>• Identify the patient who presents with a specific complaint of a psychological crisis.</td>
<td>• Behavioral change</td>
</tr>
<tr>
<td>• Explain the steps in providing emergency medical care to a patient with a psychological crisis.</td>
<td>• Methods to calm behavioral emergency patients</td>
</tr>
<tr>
<td>• Explain the rationale for modifying your behavior toward the patient with a behavioral emergency.</td>
<td>• Emergency medical care</td>
</tr>
<tr>
<td>• Communicate with empathy to patients with a behavioral problem, as well as with family members and friends of the patient.</td>
<td>• Behaviors that pose a risk to the EMR, patient, and others</td>
</tr>
<tr>
<td>• Demonstrate the steps in providing emergency medical care to a patient with a behavioral change.</td>
<td>• Age-related variations for pediatrics and geriatrics assessment and management</td>
</tr>
<tr>
<td>• Demonstrate the steps in providing emergency medical care to a patient with a psychological crisis.</td>
<td>• Suicide risk assessment</td>
</tr>
<tr>
<td></td>
<td>• Methods to calm behavioral emergency patients</td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Cardiovascular

**Summary:** Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

**TARGET SKILLS:** Anatomy, signs, symptoms and management of chest pain and cardiac arrest.

**Key Terminology:**

- Circulatory System
- Cardiac muscle
- Atria
- Ventricles
- Electrocardiogram (ECG)
- AED (Automated External Defibrillator)
- Blood Pressure
- Systolic blood pressure
- Diastolic Blood Pressure
- Hypertension
- Hypotension
- Asystole
- Ventricular fibrillation
- Ventricular tachycardia
- Blood vessels
- Arteries
- Veins
- Arterioles
- Capillaries
- Venules
- Hypothermic
- Blood
- Plasma
- Red blood cells
- White blood cells
- Platelets
- Thrombus
- Embolism
- Pulmonary embolism
- Hematoma
- Angina pectoris
- Myocardial infarction (MI)
- Cardiac Arrest
- Heart Failure
- Stroke
- Cerebrovascular Accident (CVA)
- Ischemic Stroke
- Hemorrhagic Stroke
- Hemiplegia

**Objectives:**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Describe typical and atypical assessment findings and symptoms associated with acute coronary syndromes</td>
<td>Chest pain causes, assessment, and management</td>
</tr>
<tr>
<td>Discuss stroke assessment and recognition of symptoms</td>
<td>Cardiac arrest</td>
</tr>
<tr>
<td>Define and differentiate stable and unstable angina pectoris</td>
<td>Age-related variations for pediatrics and geriatrics assessment and management</td>
</tr>
<tr>
<td>Define peripheral artery disease (PAD)</td>
<td></td>
</tr>
<tr>
<td>Explain chain of survival and the EMR’s role</td>
<td></td>
</tr>
<tr>
<td>Describe the emergency medical care of the patient experiencing a cardiovascular emergency</td>
<td></td>
</tr>
<tr>
<td>Discuss the use of remote defibrillation through adhesive pads and the use of an AED</td>
<td></td>
</tr>
<tr>
<td>List the steps in utilizing an AED</td>
<td></td>
</tr>
<tr>
<td>Discuss the importance of postresuscitation care and its steps</td>
<td></td>
</tr>
</tbody>
</table>
Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills)
Toxicology

Summary: Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

Target Skills: Recognition and management of carbon monoxide poisoning and nerve agent poisoning; and how and when to contact a poison control center

Key Terminology:

- Poisoning
- Ingestion
- Inhalation
- Injection
- Absorption
- Toxidrome
- Poison control center

Objectives:

<table>
<thead>
<tr>
<th>DOT Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Discuss the role of poison control center</td>
<td>• Introduction</td>
</tr>
<tr>
<td>• Describe the routes of entry</td>
<td>• Carbon monoxide poisoning</td>
</tr>
<tr>
<td>• Define substance abuse, misuse, tolerance, addiction, withdrawal, and overdose</td>
<td>• Nerve agent antidote auto-injector kit</td>
</tr>
<tr>
<td>• Identify specific details of the medical history that should be obtained from the patient with a toxicological emergency</td>
<td>• Age-related variations for pediatrics and geriatrics assessment and management</td>
</tr>
<tr>
<td>• List common poisonings, routes, and treatment for each</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate the ability to perform a physical assessment on the patient experiencing a toxicological emergency</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate the ability to recognize signs and symptoms for a patient experiencing carbon monoxide poisoning and treatment</td>
<td></td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Respiratory

**Summary:** Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

**TARGET SKILLS:** Anatomy, signs, symptoms, and management of respiratory emergencies including those that affect the Upper and Lower airways.

**Key Terminology:**
- Tripod position
- Dyspnea
- Accessory muscle use
- Diaphoresis
- Pulmonary embolism
- Asthma
- Bronchospasm
- Allergen
- Chronic obstructive pulmonary disease (COPD)
- Chronic bronchitis
- Hypoxia
- Emphysema
- Hyperventilation

**Objectives:**

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<tr>
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</thead>
<tbody>
<tr>
<td>• Describe the assessment and treatment of a patient with breathing difficulty</td>
<td>• Anatomy of respiratory system</td>
</tr>
<tr>
<td>• Explain orthopnea an paroxysmal nocturnal dyspnea</td>
<td>• Normal respiratory effort</td>
</tr>
<tr>
<td>• Identify the pathophysiology, assessment finding, and demonstrate the emergency care for croup, epiglottitis, pertussis, cystic fibrosis, asthma, chronic bronchitis, emphysema, acute pulmonary embolism, acute pulmonary edema, spontaneous pneumothorax</td>
<td>• Age-related variations for pediatrics and geriatrics assessment and management</td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Hematology

Summary: Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

TARGET SKILLS: No knowledge related to this competency is applicable at this level.

Objectives:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• No knowledge related to the competency is applicable to this level</td>
<td>• No knowledge related to the competency is applicable to this level</td>
</tr>
</tbody>
</table>
Genitourinary/Renal

Summary: Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

Target Skills: Blood pressure assessment in hemodialysis patients

Key Terminology:

- Kidney Stones
- UTI (Urinary Tract Infections)

Objectives:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Demonstrate the ability to take a relevant history and perform a physical</td>
<td>• Special considerations for hemodialysis patients and the associated life threats</td>
</tr>
<tr>
<td>assessment from the patient with a genitourinary disorder</td>
<td>• Blood pressure assessment in hemodialysis patients</td>
</tr>
<tr>
<td>• Identify symptoms associated with renal failure</td>
<td>• Assessment of patients with urinary tract infections and kidney stones</td>
</tr>
<tr>
<td>• Discuss types of dialysis and special considerations</td>
<td></td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Gynecology

**Summary:** Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

**TARGET SKILLS:** Recognition and management of shock associated with vaginal bleeding.

**Key Terminology:**
- Pelvic inflammatory disease
- Ectopic pregnancy
- Sexual Assault
- Vaginal trauma

**Objectives:**

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<tr>
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</thead>
<tbody>
<tr>
<td>• Describe the typical assessment findings, symptoms, and emergency care for the gynecologic patient with pelvic inflammatory disease, suspected ectopic pregnancy, trauma to the external genitalia, suspected sexual assault</td>
<td>• Assessment and management of vaginal bleeding</td>
</tr>
<tr>
<td>• Value the importance of maintaining a patients modesty</td>
<td>• Causes of vaginal bleeding</td>
</tr>
<tr>
<td>• Explain crime scene information</td>
<td>• Treatment for shock</td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Non-Traumatic Musculoskeletal Disorders

**Summary:** Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

**TARGET SKILLS:** No knowledge related to this competency is applicable at this level.

**Objectives:**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• No knowledge related to the competency is applicable at this level</td>
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</tr>
</tbody>
</table>
Diseases of the Eyes, Ears, Nose and Throat

*Summary:* Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

*TARGET SKILLS:* Recognition and management of nose bleed.

*Key Terminology:*  
- Nose bleed

*Objectives:*

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
</table>
| • Describe the emergency medical care of a patient with an eye injury, nose bleed, ear laceration  
• Describe the emergency medical care of the patient with a mouth injury  
• Demonstrate proper eye irrigation (if appropriate based on local protocol) | • General assessment, symptoms, and findings of a patient with an injury to the eyes, nose, ears, or throat  
• Techniques to stop bleeding in the airway of a conscious patient if no risk to spine injury |

*Activities/Resources:* Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

*Assessments:* Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Shock and Resuscitation

Summary: Uses assessment information to recognize shock, respiratory failure or arrest, and cardiac arrest based on assessment findings and manages the emergency while awaiting additional emergency response.

Key Terminology:

- Oxygenation
- Perfusion
- Shock
- CPR
- AED
- Hypovolemic Shock
- Cardiogenic Shock
- Neurogenic Shock
- Septic Shock
- Anaphylactic Shock
- Distributive Shock

Objectives:

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<tr>
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</thead>
<tbody>
<tr>
<td>• List the reasons for the heart to stop beating.</td>
<td>• Ethical issues in resuscitation</td>
</tr>
<tr>
<td>• Define the components of cardiopulmonary resuscitation.</td>
<td>• Anatomy and physiology review</td>
</tr>
<tr>
<td>• Describe each link in the chain of survival and how it relates to the EMS system.</td>
<td>• Respiratory failure</td>
</tr>
<tr>
<td>• List the steps of one-rescuer adult CPR.</td>
<td>• Cardiac arrest</td>
</tr>
<tr>
<td>• Describe the technique of external chest compressions on an adult, infant, and child patient.</td>
<td>• Resuscitation</td>
</tr>
<tr>
<td>• Explain when the first responder is able to stop CPR.</td>
<td>• Automated external defibrillator (AED) (refer to current AHA guidelines)</td>
</tr>
<tr>
<td>• Demonstrate the proper technique of chest compressions on an adult, child, and infant</td>
<td>• Shock (poor perfusion)</td>
</tr>
<tr>
<td>• Demonstrate the steps of adult one rescuer, and two rescuer CPR.</td>
<td>• Differentiate between the different types of shock and their treatment</td>
</tr>
<tr>
<td>• Demonstrate the proper use of an AED</td>
<td>• Assess and manage the underlying cause of shock</td>
</tr>
<tr>
<td>• Communicate with empathy with family members and friends of the patient with a cardiac event.</td>
<td>• Recognize the need for ALS intervention and rapid transport</td>
</tr>
<tr>
<td>• Demonstrate special care for the patient in Neurogenic shock</td>
<td>• Describe common assessment findings and symptoms of shock</td>
</tr>
<tr>
<td>• Differentiate between hemorrhagic shock and hypovolemic shock</td>
<td></td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.
Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Trauma

Trauma Overview

Summary: Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response. This level of provider does not transport patients, but should be able to identify and categorize trauma patients and activate the appropriate trauma system response.

TARGET SKILLS:
- Trauma patient assessment
- Spinal motion restriction
- Bandaging
- Splinting

Key Terminology:
- Trauma
- Shock
- Dressing
- Gauze Dressing
- Trauma Dressing
- Universal Dressing
- Occlusive Dressing
- Non-adherent dressing
- Hemostatic dressing
- Bandages
- Elastic bandages
- Military compresses
- Triangular bandages
- Cravat
- Tourniquets
- Recurrent bandage
- Spiral bandage
- Figure-of-eight bandage
- Splinting
- Slings
- Swathes
- Flexible splint
- Rigid splint
- Pneumatic splint
- Traction splint
- Position of function
- Backboarding
- Cervical immobilization device (CID)
- Neutral inline alignment
- Short spinal immobilization device

Objectives:

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Discuss the reasons for reconsideration of the mechanism of injury</td>
<td>Identification and categorization of trauma patients</td>
</tr>
<tr>
<td>State the reasons for performing a rapid trauma assessment</td>
<td>Assessment and management of trauma patients</td>
</tr>
<tr>
<td>Demonstrate the ability to prioritize patients</td>
<td>Reassessment of the trauma patient</td>
</tr>
<tr>
<td>Demonstrate the techniques for performing a trauma patient assessment</td>
<td>Recognition for ALS and rapid transport to a definitive care facility</td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Bleeding

**Summary:** Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

**TARGET SKILLS:** Recognition and management of bleeding

**Key Terminology:**
- Arterial Bleed
- Venous Bleed
- Capillary Bleed
- Abrasion
- Laceration
- Incision
- Puncture Wound
- Impaled Object
- Avulsion
- Traumatic Amputation
- Degloving Avulsion
- Contusion
- Ecchymosis

**Objectives:**

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Differentiate between arterial, venous, and capillary bleeding.</td>
<td>Differentiate between the different types of bleeding</td>
</tr>
<tr>
<td>State the emergency medical care for external bleeding.</td>
<td>Assessment and management of both internal and external bleeding</td>
</tr>
<tr>
<td>Establish the relationship between body substance isolation and bleeding.</td>
<td>Assessment and management of soft tissue injuries</td>
</tr>
<tr>
<td>List the signs of internal bleeding.</td>
<td>Recognition of need for rapid transport to a definitive care facility</td>
</tr>
<tr>
<td>List the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding.</td>
<td></td>
</tr>
<tr>
<td>Establish the relationship between body substance isolation (BSI) and soft tissue injuries.</td>
<td></td>
</tr>
<tr>
<td>List the functions of dressing and bandaging.</td>
<td></td>
</tr>
<tr>
<td>Explain the rationale for body substance isolation when dealing with bleeding and soft tissue injuries.</td>
<td></td>
</tr>
<tr>
<td>Attend to the feelings of the patient with a soft tissue injury or bleeding</td>
<td></td>
</tr>
<tr>
<td>Demonstrate a caring attitude towards patients with a soft tissue injury or bleeding who request emergency medical services.</td>
<td></td>
</tr>
<tr>
<td>Place the interests of the patient with a soft tissue injury or bleeding as the foremost consideration when making any and all patient care decisions.</td>
<td></td>
</tr>
<tr>
<td>Communicate with empathy to patients with a soft tissue injury or bleeding, as well as</td>
<td></td>
</tr>
</tbody>
</table>
with family members and friends of the patient.

- Demonstrate direct pressure as a method of emergency medical care for external bleeding.
- Demonstrate the use of diffuse pressure as a method of emergency medical care for external bleeding.
- Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding.

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Chest Trauma

Summary: Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

TARGET SKILLS: Recognition and management of:
- Blunt versus penetrating mechanisms
- Open chest wound
- Impaled object

Key Terminology:
- Flail chest
- Pneumothorax
- Pleural space
- Tension pneumothorax
- Sucking chest wound
- Hemothroax

Objectives:

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Discuss the emergency medical care considerations for a patient with a</td>
<td>Appropriate assessment and emergency care of the patient with a</td>
</tr>
<tr>
<td>penetrating chest injury.</td>
<td>suspected chest injury</td>
</tr>
<tr>
<td>Demonstrate the steps in the emergency medical care of a patient with an open</td>
<td></td>
</tr>
<tr>
<td>chest wound.</td>
<td></td>
</tr>
<tr>
<td>Describe the causes, signs, and symptoms of rib fractures, flail chest, simple</td>
<td></td>
</tr>
<tr>
<td>pneumothorax, tension pneumothorax, and open pneumothorax</td>
<td></td>
</tr>
<tr>
<td>Understand the importance of quickly assessing and treating chest injuries</td>
<td></td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Abdominal and Genitourinary Trauma

Summary: Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

Target Skills: Recognition and management of:
- Blunt versus penetrating mechanisms
- Evisceration
- Impaled object

Key Terminology:
- Deceleration injury
- Solid organ trauma
- Hollow organ trauma
- Pelvic cavity trauma

Objectives:

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• State the emergency medical care considerations for a patient with an open wound to the abdomen.</td>
<td>• Recognition and management of a patient with suspected abdominal, genitourinary injury, and external genitalia injury</td>
</tr>
<tr>
<td>• Describe the emergency medical care for an impaled object.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate the steps in the emergency medical care of a patient with open abdominal wounds.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate the steps in the emergency medical care of a patient with an impaled object.</td>
<td></td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Orthopedic Trauma

**Summary:** Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

**TARGET SKILLS:** Recognition and management of:
- Open fractures
- Closed fractures
- Dislocations
- Amputations

**Key Terminology:**
- Fracture
- Dislocation
- Sprain
- Strain
- Splinting

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• State the emergency medical care for an amputation.</td>
<td>• Recognition and management of fractures, dislocations, sprain, strains, and amputations</td>
</tr>
<tr>
<td>• Demonstrate the steps in the emergency medical care of a patient with an amputation.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate the steps in the emergency medical care of an amputated part.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate the emergency medical care for a patient with musculoskeletal injuries</td>
<td></td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Soft Tissue Overview

**Summary:** Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

**Target Skills:** Recognition and management of:
- Wounds
- Burns
- Electrical
- Chemical
- Thermal
- Chemicals in the eye and on the skin

**Key Terminology:**
- Burns
- Superficial burns
- Partial-thickness burns
- Full-thickness burns
- Rule of Nines
- Rule of Palms
- Thermal burn
- Chemical burn
- Electrical burn
- Radiation burn

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>- State the types of open soft tissue injuries.</td>
<td>- Recognition and management of the following injuries:</td>
</tr>
<tr>
<td>- Describe the emergency medical care of the</td>
<td>- Abrasion</td>
</tr>
<tr>
<td>patient with a soft tissue injury.</td>
<td>- Laceration</td>
</tr>
<tr>
<td>- Explain the rationale for body substance</td>
<td>- Penetration/puncture</td>
</tr>
<tr>
<td>isolation when dealing with bleeding and</td>
<td>- Impaled object</td>
</tr>
<tr>
<td>soft tissue injuries.</td>
<td>- Foreign body in eye</td>
</tr>
<tr>
<td>- Attend to the feelings of the patient with a</td>
<td>- Burns</td>
</tr>
<tr>
<td>soft tissue injury or bleeding.</td>
<td>- Dressings and bandages</td>
</tr>
<tr>
<td>- Demonstrate a caring attitude towards patients</td>
<td></td>
</tr>
<tr>
<td>with a soft tissue injury or bleeding who</td>
<td></td>
</tr>
<tr>
<td>request emergency medical services.</td>
<td></td>
</tr>
<tr>
<td>- Place the interests of the patient with a soft</td>
<td></td>
</tr>
<tr>
<td>tissue injury or bleeding as the foremost</td>
<td></td>
</tr>
<tr>
<td>consideration when making any and all patient</td>
<td></td>
</tr>
<tr>
<td>care decisions.</td>
<td></td>
</tr>
<tr>
<td>- Communicate with empathy to patients with a soft</td>
<td></td>
</tr>
<tr>
<td>tissue injury or bleeding, as well as with</td>
<td></td>
</tr>
<tr>
<td>family members and friends of the patient.</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate the steps in the emergency</td>
<td></td>
</tr>
<tr>
<td>medical care of open soft tissue.</td>
<td></td>
</tr>
</tbody>
</table>
**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Head, Facial, Neck, and Spine Trauma

Summary: Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

TARGET SKILLS: Recognition and management of life threats and spine trauma.

Key Terminology:
- Closed skull fracture
- Open skull fracture
- Battle’s Signs
- Raccoon eyes
- Traumatic Brain Injury (TBI)
- Coup
- Contrecoup Injury
- Intracranial Pressure (ICP)
- Concussion
- Contusion
- Subdural hematoma
- Epidural hematoma
- Glasgow Coma Scale
- Decorticate posturing
- Quadriplegia
- Paraplegia
- Decerebrate posturing
- Epistaxis

Objectives:

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiate between closed and open head injuries</td>
<td>Assessment and management of the patient with head, facial, neck, or spine trauma</td>
</tr>
<tr>
<td>Discuss types of skull fractures</td>
<td></td>
</tr>
<tr>
<td>Describe the possible causes, signs and symptoms of a head injury, facial injury, or spine injury</td>
<td></td>
</tr>
<tr>
<td>Describe the emergency care of a patient with a spine injury, concussion, and cerebral contusion</td>
<td></td>
</tr>
<tr>
<td>Demonstrate manual stabilization of the cervical spine</td>
<td></td>
</tr>
<tr>
<td>Demonstrate care for epistaxis</td>
<td></td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Nervous System Trauma

**Summary:** Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

**TARGET SKILLS:** No knowledge related to this competency is applicable at this level.

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No knowledge related to the competency is applicable at this level</td>
<td>• No knowledge related to the competency is applicable at this level</td>
</tr>
</tbody>
</table>
Special Considerations in Trauma

**Summary:** Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

**TARGET SKILLS:** Recognition and management of trauma in:
- Pregnant patient
- Pediatric patient
- Geriatric patient

**Key Terminology:**
- Hypotension
- Shoulder padding
- Kyphosis

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the unique anatomy, physiology, and pathophysiology considerations of the pediatric, pregnant, and elderly patient</td>
<td>Assessment and management of the following patients with special considerations:</td>
</tr>
<tr>
<td>Describe assessment and emergency care of the pediatric, pregnant, and elderly patient</td>
<td>- Pregnant patient</td>
</tr>
<tr>
<td></td>
<td>- Pediatric patient</td>
</tr>
<tr>
<td></td>
<td>- Elderly patient</td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Environmental Emergencies

**Summary:** Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

**TARGET SKILLS:** Recognition and management of:
- Submersion incidents
- Temperature-related illness

**Key Terminology:**
- Cold exposure
- Frostbite
- Deep frostbite
- Hypothermia
- Heat exposure
- Hyperthermia
- Heat cramps
- Heat exhaustion
- Heat stroke
- Drowning
- Secondary drowning
- Gangrene
- Boil line

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify the patient who presents with a specific medical complaint of exposure to cold.</td>
<td>• Assessment and management for the patient experiencing and environmental emergencies</td>
</tr>
<tr>
<td>• Explain the steps in providing emergency medical care to a patient with an exposure to cold.</td>
<td>• Recognition of appropriate packaging and transport decisions</td>
</tr>
<tr>
<td>• Identify the patient who presents with a specific medical complaint of exposure to heat.</td>
<td></td>
</tr>
<tr>
<td>• Explain the steps in providing emergency medical care to a patient with an exposure to heat.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate the steps in providing emergency medical care to a patient with an exposure to cold.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate the steps in providing emergency medical care to a patient with an exposure to heat.</td>
<td></td>
</tr>
<tr>
<td>• Describe the emergency medical care for burns.</td>
<td></td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Multisystem Trauma

Summary: Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

TARGET SKILLS: Recognition and management of multi-system trauma

Key Terminology:
- Multisystem trauma
- Blast Injuries

Objectives:

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
</table>
| • Explain the rationale for rapid transport of the multisystem trauma patient to the closest appropriate facility  
• Demonstrate completing a prehospital care of the multisystem trauma patient | • Assessment and management of the Multi-system trauma patient  
• Recognition for rapid treatment and transport to a definitive care facility |

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Special Patient Populations

Obstetrics

**Summary:** Recognizes and manages life threats based on simple assessment findings for a patient with special needs while awaiting additional emergency response.

**TARGET SKILLS:** Recognition and management of:
- Normal delivery
- Vaginal bleeding in the pregnant patient.

**Key Terminology:**
- Obstetrics
- Ectopic pregnancy
- Embryo
- Miscarriage
- Fetus
- Gestational diabetes mellitus
- Preeclampsia
- Eclampsia
- Labor
- Braxton Hicks contractions
- Bloody show
- Stage one labor
- Stage Two Labor
  - Crowning
- Meconium
- Stage three labor
  - Placenta
- Breech presentation
- Prolapsed umbilical cord
- OB kit

**Objectives:**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Discuss the physiologic changes that occur during the 3 trimesters of pregnancy</td>
<td>Anatomy and physiology of organs related to delivery</td>
</tr>
<tr>
<td>Describe the stages of labor</td>
<td>Vaginal bleeding in the pregnant patient</td>
</tr>
<tr>
<td>State the steps in assisting in a delivery</td>
<td>General assessment and management of the obstetric patient</td>
</tr>
<tr>
<td>Discuss the steps in the delivery of the placenta</td>
<td>Vital signs</td>
</tr>
<tr>
<td>List the steps in the emergency medical care of the mother after delivery</td>
<td>Physical examination</td>
</tr>
<tr>
<td>Explain the purpose of the uterine massage</td>
<td>Steps if the EMR needs to deliver</td>
</tr>
<tr>
<td>Discuss the emergency medical care for a premature birth, multiple gestation,</td>
<td>Care for newborn (see neonatal care)</td>
</tr>
<tr>
<td>breech presentations, and prolapsed cord</td>
<td>Care of the mother</td>
</tr>
<tr>
<td></td>
<td>Difficult or multiple deliveries</td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Neonatal Care

Summary: Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

Target Skills: Newborn care and neonatal resuscitations

Key Terminology:
- Delivery
- APGAR score
- Neonate
- ABCs
- Meconium

Objectives:

<table>
<thead>
<tr>
<th>DOT Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate post-delivery care</td>
<td>• Initial Care of the neonate</td>
</tr>
<tr>
<td>• Demonstrate appropriate assessment techniques for examining a newborn</td>
<td>• Dry, warm, position, suction, tactile stimulation</td>
</tr>
<tr>
<td>• Calculate the APGAR</td>
<td>• Assessment and management of the neonate/newly born</td>
</tr>
<tr>
<td>• Demonstrate appropriate suctioning, blow-by oxygen, ventilation techniques,</td>
<td></td>
</tr>
<tr>
<td>chest compressions, and when to use those techniques</td>
<td></td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
**Pediatrics**

**Summary:** Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

**TARGET SKILLS:** Age-related assessment findings, age-related assessment, and treatment modifications for pediatric-specific major diseases and/or emergencies
- Upper airway obstruction
- Lower airway reactive disease
- Respiratory distress/failure/arrest
- Shock
- Seizures
- Sudden Infant Death Syndrome

**Key Terminology:**
- Pediatrics
- Infant
- Child
- Pediatric assessment Triangle
- TICLS
- Foreign body airway obstruction (FBAO)
- Croup
- Bacterial tracheitis
- Epiglottitis
- Pneumonia
- Asthma
- Sudden infant death syndrome (SIDS)
- Abuse
- Neglect
- Sexual assault

**Objectives:**

<table>
<thead>
<tr>
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<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe differences in anatomy and physiology of the infant, child, and pediatric patient</td>
<td>General considerations</td>
</tr>
<tr>
<td>Demonstrate the assessment of an infant, child, and pediatric patient suffering from various medical and traumatic emergencies</td>
<td>Assessment process</td>
</tr>
<tr>
<td>Demonstrate emergency care for the pediatric patient</td>
<td>Respiratory distress/failure/arrest</td>
</tr>
<tr>
<td></td>
<td>Shock</td>
</tr>
<tr>
<td></td>
<td>Seizures</td>
</tr>
<tr>
<td></td>
<td>Sudden infant death syndrome (SIDS)</td>
</tr>
<tr>
<td></td>
<td>Assessment and management of the pediatric patient</td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
**Geriatrics**

*Summary:* Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

*TARGET SKILLS:* Impact of age-related changes on assessment and care

*Key Terminology:*
- Geriatrics
- Osteoporosis
- Abuse
- Neglect
- Sexual Assault

*Objectives:*

<table>
<thead>
<tr>
<th>DOT Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Describe the assessment of the older adult</td>
<td>• Age-associated changes</td>
</tr>
<tr>
<td>• Discuss techniques that should be used to enhance communication</td>
<td>• Assessment and care implications in the aging patient</td>
</tr>
<tr>
<td>• Describe the sensory changes that occur in older adults</td>
<td></td>
</tr>
<tr>
<td>• Describe body system change in the aging patient</td>
<td></td>
</tr>
</tbody>
</table>

*Activities/Resources:* Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

*Assessments:* Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Patients with Special Challenges

**Summary:** Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

**TARGET SKILLS:** Recognizing and reporting abuse and neglect.

**Key Terminology:**
- Developmental challenges
- Vulnerable patients
- Bariatric
- Hospice
- Shunts
- PICC lines
- Ventilators
- Gastrostomy tubes
- Tracheostomy tubes
- Apnea monitors

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss possible challenges associated with the assessment and provision of emergency care to the:</td>
<td>Recognizing and reporting abuse and neglect</td>
</tr>
<tr>
<td>- Bariatric patient</td>
<td>- Assessment, handling, and care for the following:</td>
</tr>
<tr>
<td>- Homeless patient</td>
<td>- Bariatric patient</td>
</tr>
<tr>
<td>- Palliative care and Hospice patient</td>
<td>- Homeless patient</td>
</tr>
<tr>
<td>- Patient with healthcare needs</td>
<td>- Palliative care and Hospice patient</td>
</tr>
<tr>
<td></td>
<td>- Patient with healthcare needs</td>
</tr>
</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
EMS Operations

Principles of Safely Operating a Ground Ambulance

Summary: Knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety.

TARGET SKILLS: Risks and responsibilities of emergency response

Key Terminology:

- Emergency operations
- Operations
- 360 degree perspective
- FADE
  - Facts
  - Address the facts
  - Decide and act
  - Evaluate

Objectives:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>● List and explain the three phases of emergency operations.</td>
<td>● Risks and responsibilities of emergency response</td>
</tr>
<tr>
<td>● Define FADE.</td>
<td>● Due regard</td>
</tr>
<tr>
<td>● List examples of special response conditions.</td>
<td>● Unit preparation and disinfection</td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Incident Management

Summary: Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

Target Skills: Establish and work within the incident management system.

Key Terminology:

- Personal accountability report (PAR)
- National Incident Management System (NIMS)
- Incident Command System (ICS)
- Span of Control

Objectives:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Explain NIMS and ICS</td>
<td>• Establish and work within the incident management system</td>
</tr>
<tr>
<td></td>
<td>• Manage the scene until care is transferred to an EMS team</td>
</tr>
<tr>
<td></td>
<td>member licensed at a higher level arrives.</td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Multiple Casualty Incidents

Summary: Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

Target Skills: Triage principles and resource management

Key Terminology:
- Multiple casualty incident (MCI)
- Triage
- Trauma Centers
- Unified Command

Objectives:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Describe MCI concerns during incident response.</td>
<td>• Multiple-casualty incidents (MCI)</td>
</tr>
<tr>
<td>• Explain four steps of a CDC field triage decision</td>
<td>• Triage principles</td>
</tr>
<tr>
<td>decision scheme.</td>
<td>• Resource management</td>
</tr>
<tr>
<td>• Describe START, SMART and Jump START Triage</td>
<td></td>
</tr>
<tr>
<td>Systems.</td>
<td></td>
</tr>
<tr>
<td>• Differentiate among the four levels of trauma</td>
<td></td>
</tr>
<tr>
<td>centers.</td>
<td></td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Air Medical

Summary: Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

TARGET SKILLS: Safe air medical operations and the criteria for utilizing air medical response

Key Terminology:
- Air transportation
- Landing zone

Objectives:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>- Give examples of situations in which air medical transport may be indicated</td>
<td>- Safe aeromedical operations and safe landing zones</td>
</tr>
<tr>
<td>- Describe air transport and landing zones.</td>
<td>- Criteria for utilizing aeromedical response</td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Vehicle Extrication

Summary: Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

TARGET SKILLS: Safe vehicle extrication and the use of simple hand tools

Key Terminology:

- Extraction
- Extrication
- Entrapment
- Pinned in
- Stabilization

Objectives:

<table>
<thead>
<tr>
<th>DOT Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Describe the purpose of extrication</td>
<td></td>
</tr>
<tr>
<td>• Discuss the role of the EMR in extrication</td>
<td>• Safe vehicle extrication</td>
</tr>
<tr>
<td>• Identify what equipment for personal safety is required for the EMR</td>
<td>• Use of simple hand tools</td>
</tr>
<tr>
<td>• Define the fundamental components of extrication</td>
<td>• Special considerations for patient care</td>
</tr>
<tr>
<td>• Evaluate various methods of vehicle extrication</td>
<td></td>
</tr>
<tr>
<td>• State the steps that should be taken to protect the patient during extrication</td>
<td></td>
</tr>
</tbody>
</table>

Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Hazardous Materials Awareness

**Summary:** Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

**TARGET SKILLS:** Risks and responsibilities of operating in a cold zone at a hazardous material or other special incident

**Key Terminology:**

- Hazardous materials (HAZMAT)
- Victim generators
- ERG (Emergency Response Guidebook)
- Placards
- Decontamination

**Objectives:**

<table>
<thead>
<tr>
<th>DOT Objectives</th>
<th>EMS Education Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe HAZMAT concerns during incident response</td>
<td>• Risks and responsibilities in a cold zone at a hazardous material or other special incident</td>
</tr>
<tr>
<td>• Discuss methods used to identify hazardous material</td>
<td>• Safely treating and caring for patients that have been exposed to a hazardous incident after decontamination</td>
</tr>
<tr>
<td>• Discuss the establishment of safety zones at a scene involving hazardous materials</td>
<td></td>
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</tbody>
</table>

**Activities/Resources:** Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

**Assessments:** Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Mass Casualty Incidents Due to Terrorism and Disaster

Summary: Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

TARGET SKILLS: Risks and responsibilities of operating on the scene of a natural or man-made disaster (this section is subject to ongoing collective and cooperative review and input from all stakeholders including the Department of Transportation, Department of Homeland Security, and the Department of Health and Human Services)

Key Terminology:
- Unified Command
- Triage
- SMART triage system
- START triage system
- Weapons of mass destruction
- B-NICE

Objectives:

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<tr>
<td>• Summarize the components of basic triage</td>
<td>• Risks and responsibilities of operating on the scene of a</td>
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<tr>
<td>• Describe the criteria for a multiple casualty situation</td>
<td>natural or man-made disaster</td>
</tr>
<tr>
<td>• Define weapons of mass destruction</td>
<td>• Utilization of state triaging system</td>
</tr>
<tr>
<td>• Discuss the 5 main types of weapons of mass destruction</td>
<td>• Working with related agencies during a disaster</td>
</tr>
<tr>
<td>▪ Biological</td>
<td>• Assessment and management of patients</td>
</tr>
<tr>
<td>▪ Nuclear</td>
<td>that have been involved in a weapons of mass destruction</td>
</tr>
<tr>
<td>▪ Incendiary</td>
<td>incident</td>
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<tr>
<td>▪ Chemical</td>
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<td>▪ Explosive</td>
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Activities/Resources: Use of auditory, visual, and kinesthetic aids to facilitate the student learning environment for the topic of instruction.

Assessments: Scenario based assessment pertinent to topic of instruction, quiz, and exam (didactic and skills).
Clinical Behavior/Judgment

No clinical component for EMR
Psychomotor Skills

**TARGET SKILLS:** Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model AND state Scope of Practice at this level.

- Airway and breathing
- Basic airway maneuvers
- Head-tilt, chin-lift
- Jaw thrust
- Modified chin lift
- FBAO relief -manual
- Oropharyngeal airway
- Sellick’s maneuver
- Positive pressure ventilation devices such as BVM
- Suction of the upper airway
- Supplemental oxygen therapy
- Nasal cannula
- Non-rebreather mask

Assessment
- Manual B/P

Pharmacologic interventions
- Unit-dose autoinjectors (lifesaving medications intended for self or peer rescue in hazardous materials situation, nerve agent antidote kit)

Medical/Cardiac care
- Manual CPR
- AED
- Assisted normal delivery

Trauma care
- Manual stabilization
- C-spine injuries
- Extremity fractures
- Bleeding control
- Emergency moves
- Eye irrigation