

2010 Mississippi Curriculum Framework

Postsecondary Emergency Medical Technician

(Program CIP: 51.0904 – Emergency Medical Technology/Technician)

Direct inquiries to

LaNell Kellum, PhD
Director for Career and Technical Education
State Board for Community and Junior Colleges
3825 Ridgewood Road
Jackson, MS 39211
(601) 432-6307
lkellum@sbcjc.cc.ms.us

Emily Reed
Instructional Design Specialist
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
(662) 325-2510
emily.reed@rcu.msstate.edu

Additional copies

Research and Curriculum Unit for Workforce Development
Vocational and Technical Education
Attention: Reference Room and Media Center Coordinator
P.O. Drawer DX
Mississippi State, MS 39762
<https://cia.rcu.msstate.edu/curriculum/download.asp>
(662) 325-2510

Published by

Office of Vocational Education and Workforce Development
Mississippi Department of Education
Jackson, MS 39205

Research and Curriculum Unit for Workforce Development
Vocational and Technical Education
Mississippi State University
Mississippi State, MS 39762

The Mississippi Department of Education, Office of Vocational Education and Workforce Development does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the Mississippi Department of Education: Director, Office of Human Resources, Mississippi Department of Education, 359 North West Street, Suite 359, Jackson, Mississippi 39201, (601) 359-3511.

Acknowledgments

Writing Team

Lisa Briscoe, Northwest Mississippi Community College
Katrina Bryant, East Central Community College
Mark Galtelli, Holmes Community College
Kristi Glasson, Itawamba Community College
David Hall, Hinds Community College
Brenda Hood, Northwest Mississippi Community College
Libby Mahaffey, Hinds Community College
John McBryde, East Mississippi Community College
John Read, Mississippi Delta Community College
Gary Shirley, Mississippi Gulf Coast Community College
Al Wright, Itawamba Community College

RCU Staff

Emily Reed – Instructional Design Specialist

Professional Curriculum Advisory Team

Alisa Williams, Mississippi Emergency Medical Services,
Jackson, MS

Standards in this document are based on information from the following organizations:

National EMS Educational Standards

U.S. Department of Transportation. (2009). *National EMS Educational Standards*. Washington, DC: Author.

Related Academic Standards

CTB/McGraw-Hill LLC. (1994). *Tests of adult basic education, Forms 7 and 8*. Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 1994 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

21st Century Skills

Reproduced with permission of the Partnership for 21st Century Skills. Further information may be found at www.21stcenturyskills.org

Preface

Emergency Medical Technician Research Synopsis

Emergency Medical Technicians (EMTs) function as the first responders to medical emergencies. They are trained to care for patients in the field and while transporting the patient to the hospital. EMTs are trained to assess patients' conditions and assist in the management of cardiac, respiratory, and trauma emergencies. To be an emergency medical technician, individuals must be certified by either their state or the National Registry of Emergency Medical Technicians (US Bureau of Labor Statistics, 2010).

Articles, books, Web sites, and other materials listed at the end of the course were considered during the revision process and were especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from colleges throughout the state were asked to give input related to changes to be made to the curriculum framework. Specific comments related to soft skills needed in this program included punctuality, time management, professionalism, reliability, interpersonal skills with both patients and other medical professionals, a sense of empathy, and the ability to maintain level-headedness in times of great stress. Occupational-specific skills that were highlighted as being necessary included patient assessment and management, field diagnosis, developing a treatment plan, dosage calculation, measurement conversion, use of emergency equipment, emergency communication protocol, and standard operation of an ambulance. Safety practices emphasized included personal protection, safe lifting techniques, correct patient movement procedures, body substance isolation, scene safety, recognition of a potential Hazardous Materials scene, and safe driving practices.

Needs of the Future Workforce

The EMT Pathway will prepare students for EMT certification. Students will learn about cardiac, respiratory, and trauma emergency management. Completers will be prepared for entry-level employment in emergency medical services. EMTs and paramedics combined held about 212,000 jobs in 2009. About 20 percent of them worked for hospitals. 29 percent worked for local governments and about 45 percent worked for ambulance services (US Bureau of Labor Statistics, 2010).

EMT Employment Projections and Earnings

Employment of EMTs is expected to grow slower than average in the United States, 5 percent, and much slower than average in Mississippi, 1 percent (EMSI, 2010). Job prospects will be best for those in metropolitan areas. Demand is expected to increase with aging populations and patient overcrowding in emergency departments (US Bureau of Labor Statistics, 2010).

Region	2010 Jobs	2019 Jobs	Change	% Change	Median Hourly Earnings
Regional Total	1,700	1,710	10	1%	\$12.33
National Total	212,378	223,735	11,357	5%	\$14.12

Source: EMSI Complete Employment - 1st Quarter 2010

Curriculum

The following national standards were referenced in each course of the curriculum:

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, Forms 7 and 8 Academic Standards*
- *21st Century Skills*
- *National EMS Educational Standards*

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process; and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the June 2010 curriculum revision meeting included:

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- Competencies and objectives were added in consideration of amended national standards.
- The course title was changed to Emergency Medical Technician from EMT-Basic.
- Course abbreviation was changed from EMT to EMS.
- EMS 1116 was changed to 1118 to reflect a change from 6 semester credit hours to 8 semester credit hours.
- A prerequisite/corequisite was added for EMS 1118 (formerly EMT 1116).

Assessment

Students will be assessed using the *National Registry of Emergency Medical Technicians Exam*.

Best Practices

Teachers are expected to use a wide variety of teaching strategies throughout the curriculum to instruct competencies in various methods. Teachers should develop strategies that reflect academic achievement, problem solving, and industry needs for daily use in the classroom.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- Smart classrooms, virtual learning experiences, simulation labs/instructional materials, Capnography
- Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html and click on Differentiated Instruction. Work through this online course and review the additional resources.

Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Vocational–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact local vocational–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The need for these types of skills has been recognized for some time, and the 21st Century Skills are adapted in part from the 1991 report from the U.S. Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS). Another important aspect of learning and working in the 21st century involves technology skills, and the International Society for Technology in Education, developer of the National Educational Technology Standards (NETS), was a strategic partner in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. Each vocational–technical course in this sequence has been written using a common format, which includes the following components:

- Course Name – A common name that will be used by all community and junior colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students
- Classification – Courses may be classified as the following:
 - Vocational–technical core – A required vocational–technical course for all students

- Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
 - Vocational–technical elective – An elective vocational–technical course
 - Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
 - Academic core – An academic course that is required as part of the requirements for an associate’s degree
- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester
 - Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
 - Corequisites – A listing of courses that may be taken while enrolled in the course
 - Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
 - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
 - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
 - Activities that implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary vocational–technical programs
 - Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

- Programs that offer an Associate of Applied Science degree must include a minimum 15-semester-credit-hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
 - 3 semester credit hours Math/Science Elective
 - 3 semester credit hours Written Communications Elective
 - 3 semester credit hours Oral Communications Elective
 - 3 semester credit hours Humanities/Fine Arts Elective
 - 3 semester credit hours Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program so that students complete some academic and vocational–technical courses each semester. Each community or junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- In instances in which secondary programs are directly related to community and junior college programs, competencies and suggested objectives from the high school programs are listed as baseline competencies. These competencies and objectives reflect skills and knowledge that are directly related to the community and junior college vocational–technical program. In adopting the curriculum framework, each community or junior college is asked to give assurances that:
 - Students who can demonstrate mastery of the baseline competencies do not receive duplicate instruction, and
 - Students who cannot demonstrate mastery of this content will be given the opportunity to do so.
- The roles of the baseline competencies are to:
 - Assist community and junior college personnel in developing articulation agreements with high schools, and
 - Ensure that all community and junior college courses provide a higher level of instruction than their secondary counterparts.
- The baseline competencies may be taught as special introduction courses for 3 to 6 semester hours of institutional credit which will not count toward associate degree requirements. Community and junior colleges may choose to integrate the baseline competencies into ongoing courses in lieu of offering the introduction courses or may offer the competencies through special projects or individualized instruction methods.
- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

In order to provide flexibility within the districts, individual courses within a framework may be customized by:

- Adding new competencies and suggested objectives.
- Revising or extending the suggested objectives for individual competencies.
- Integrating baseline competencies from associated high school programs.

- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the State Board for Community and Junior Colleges [SBCJC] of the change).

In addition, the curriculum framework as a whole may be customized by:

- Resequencing courses within the suggested course sequence.
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with SBCJC approval).
- Utilizing the technical elective options in many of the curricula to customize programs.

Table of Contents

Acknowledgments.....	2
Preface.....	3
Foreword.....	5
Program Description.....	10
Suggested Course Sequence.....	11
Emergency Medical Technician.....	12
EMT.....	12
Recommended Tools and Equipment.....	33
Assessment.....	35
Baseline Competencies.....	36
Appendix A: National EMS Educational Standards.....	40
Appendix B: Related Academic Standards.....	41
Appendix : 21st Century Skills.....	42

Program Description

Emergency Medical Technician is a one semester instructional program that prepares individuals to provide basic emergency medical care and transportation for critical and emergent patients who access the emergency medical system. Emergency Medical Technicians function as part of a comprehensive EMS response, under medical oversight, trained in airway management, communications, documentation, general pharmacology, hemorrhage control, ambulance operations, and splinting of adult, pediatric, and infant patients; and special care of patients exposed to heat, cold, radiation, or contagious disease. Students who complete the program are eligible to take the National Registry of Emergency Medical Technicians Exam and become state certified.

Industry standards are based on the *National EMS Education Standards* and the *Emergency Medical Technician Instructional Guidelines*.

Suggested Course Sequence* Emergency Medical Technician

FIRST YEAR

8 sch EMT (EMS 1118)

8 sch

* Students who lack entry level skills in math, English, science, etc. will be provided related studies.

** Students must pass each module before progressing in the course.

NOTE: Students must pass the final comprehensive exam in order to successfully complete the course.

Module System of Study**

Module 1: Introduction to EMS Systems and Operations

Module 2: Medical Terminology, Lifespan Development, Anatomy/Physiology

Module 3: Airway

Module 4: Pathophysiology, Shock and Resuscitation

Module 5: Patient Assessment

Module 6: Pharmacology, Medical

Module 7: Trauma

Module 8: Special Patient Populations

Emergency Medical Technician

Course Name: EMT

Course Abbreviation: EMS 1118

Classification: Vocational-Technical Core

Description: This course includes responsibilities of the EMT during each phase of an ambulance run, patient assessment, emergency medical conditions, appropriate emergency care, and appropriate procedures for transporting patient. (8 sch: 5 hr. lecture, 2 hr. lab, 1 hr. clinical) (135 clock hours – lecture and lab; 48 clock hours – clinical and field)

Prerequisite/Corequisite: current American Heart Association BLS Healthcare Provider card

Competencies and Suggested Objectives

1. Acquire a professional knowledge and skills of Emergency Medical Services (EMS) systems to include the roles and responsibilities of an EMT. ^{EMB 1}
 - a. Define EMS systems. ^{DOK 1}
 - b. Differentiate between the roles and responsibilities of the EMT and the roles and responsibilities of other out-of-hospital care providers. ^{DOK 1}
 - c. Describe the roles and responsibilities related to personal safety. ^{DOK 1}
 - d. Discuss the roles and responsibilities of the EMT toward the safety of the crew, the patient, and bystanders. ^{DOK 1}
 - e. Define quality improvement and discuss the EMT's role in the process. ^{DOK 1}
 - f. Define medical direction and discuss the EMT's role in the process. ^{DOK 1}
 - g. State the specific statutes and regulations in your state regarding the EMS system. ^{DOK 1}
 - h. Assess areas of personal attitude and conduct of the EMT. ^{DOK 1}
 - i. Characterize the various methods used to access the EMS system in your community. ^{DOK 1}
 - j. Describe evidence-based decision making. ^{DOK 1}
 - k. Use simple knowledge of the principles of illness and injury prevention in emergency care. ^{DOK 1}
2. Recognize factors associated with wellness and personal safety. ^{EMB 1}
 - a. List possible emotional reactions that the EMT may experience when faced with trauma, illness, death, and dying. ^{DOK 1}
 - b. Discuss the possible reactions that a family member may exhibit when confronted with death and dying. ^{DOK 1}
 - c. State the steps in the EMT's approach to the family confronted with death and dying. ^{DOK 1}
 - d. State the possible reactions that the family of the EMT may exhibit due to their outside involvement in EMS. ^{DOK 1}
 - e. Recognize the signs and symptoms of critical incident stress. ^{DOK 1}
 - f. State possible steps that the EMT may take to help reduce/alleviate stress. ^{DOK 1}
 - g. Explain the need to determine scene safety. ^{DOK 1}

- h. Discuss the importance of body substance isolation. ^{DOK 1}
 - i. Describe the steps the EMT should take for personal protection from airborne and bloodborne pathogens. ^{DOK 1}
 - j. List the personal protective equipment necessary for each of the following situations: ^{DOK 1}
 - (1) Hazardous materials
 - (2) Rescue operations
 - (3) Violent scenes
 - (4) Crime scenes
 - (5) Exposure to bloodborne pathogens
 - (6) Exposure to airborne pathogens
 - k. Describe infectious pathogens including HIV, MRSA, hepatitis, meningitis, and tuberculosis. ^{DOK 1}
 - l. Explain the rationale for serving as an advocate for the use of appropriate protective equipment. ^{DOK 1}
 - m. Given a scenario with potential infectious exposure, use appropriate personal protective equipment; at the completion of the scenario, properly remove and discard the protective garments. ^{DOK 2}
 - n. Given the above scenario, complete disinfection/cleaning and all reporting documentation. ^{DOK 2}
 - o. Demonstrate proper techniques for lifting and moving patients. ^{DOK 1}
 - p. Explain the rationale for crew members to evaluate scene safety prior to entering the scene. ^{DOK 1}
3. Explain medical, legal, and ethical implications that impact the functioning of an EMT. ^{EMB 1, EMB6}
- a. Define the EMT scope of practice. ^{DOK 1}
 - b. Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or state provisions regarding EMS application. ^{DOK 1}
 - c. Define consent and discuss the methods of obtaining consent. ^{DOK 1}
 - d. Differentiate between expressed and implied consent. ^{DOK 1}
 - e. Explain the role of consent of minors in providing care. ^{DOK 1}
 - f. Discuss the implications for the EMT in patient refusal of transport. ^{DOK 1}
 - g. Discuss the issues of abandonment, negligence, and battery and their implications to the EMT. ^{DOK 1}
 - h. State the conditions necessary for the EMT to have a duty to act. ^{DOK 1}
 - i. Explain the importance, necessity, and legality of patient confidentiality, including HIPAA. ^{DOK 1}
 - j. Discuss the considerations of the EMT in issues of organ retrieval. ^{DOK 1}
 - k. Differentiate the actions that an EMT should take to assist in the preservation of a crime scene. ^{DOK 1}
 - l. State the conditions that require an EMT to notify local law enforcement officials. ^{DOK 1}
 - m. Explain the role of EMS and the EMT regarding patients with DNR orders. ^{DOK 1}
 - n. Explain the rationale for the needs, benefits, and usage of advance directives. ^{DOK 1}
 - o. Explain the rationale for the concept of varying degrees of DNR. ^{DOK 1}
4. Apply fundamental knowledge of the anatomy and function of all human systems to the

<p>practice of EMS.^{EMB 2}</p> <ol style="list-style-type: none"> a. Describe anatomy and body functions.^{DOK 1} b. Discuss the life support chain.^{DOK 1} c. Identify age-related variations.^{DOK 1}
<p>5. Use foundational anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals.^{EMB 3}</p>
<p>6. Demonstrate the appropriate methods and equipment utilized for cardiopulmonary resuscitation of the adult and pediatric patient and obtain a health care provider CPR card. EMB 1, EMB 8, EMB 11</p> <ol style="list-style-type: none"> a. Demonstrate skills associated with maintaining an open airway for the adult, child, and infant.^{DOK 2} b. Demonstrate the appropriate methods for assessing ventilation and the adequacy of artificial ventilation.^{DOK 2} c. Demonstrate techniques for assessing circulation.^{DOK 2} d. Demonstrate techniques for appropriate CPR for the adult, child, and infant, including the use of an automated external defibrillator.^{DOK 2} e. Demonstrate the ability to recognize foreign body airway obstruction in the adult, child, and infant.^{DOK 2} f. Demonstrate the ability to manage foreign body airway obstruction in the adult, child, and infant.^{DOK 2} g. Demonstrate the ability to utilize a mechanical CPR device.^{DOK 1}
<p>7. Apply fundamental knowledge of therapeutic communication to the provision of emergency care. EMB 1, EMB 5, EMB 13</p>
<p>8. Demonstrate the proper procedure and skills for effective radio communications.^{EMB 14}</p> <ol style="list-style-type: none"> a. List the proper methods of initiating and terminating a radio call.^{DOK 1} b. State the proper sequence for delivery of patient information.^{DOK 1} c. Explain the importance of effective communication of patient information in the verbal report.^{DOK 1} d. Identify the essential components of the verbal report.^{DOK 1} e. Describe the attributes for increasing effectiveness and efficiency of verbal communications.^{DOK 1} f. State legal aspects to consider in verbal communication.^{DOK 1} g. Discuss the communication skills that should be used to interact with the patient.^{DOK 1} h. Discuss the communication skills that should be used to interact with the family, bystanders, and individuals from other agencies while providing patient care and the difference between skills used to interact with the patient and those used to interact with others.^{DOK 1} i. List the correct radio procedures in the following phases of a typical call:^{DOK 1} <ol style="list-style-type: none"> (1) To the scene (2) At the scene (3) To the facility (4) At the facility (5) To the station (6) At the station j. Explain the rationale for providing efficient and effective radio communications and patient reports.^{DOK 1}

<ul style="list-style-type: none"> k. Perform a simulated, organized, concise radio transmission. ^{DOK 1} l. Perform an organized, concise patient report that would be given to the staff at a receiving facility. ^{DOK 2} m. Perform a brief, organized report that would be given to an ALS provider arriving at an incident scene at which the EMT was already providing care. ^{DOK 2}
<p>9. Develop appropriate documentation which adheres to state and local requirements. ^{EMB 1, EMB 14}</p> <ul style="list-style-type: none"> a. Explain the components of the written report, and list the information that should be included in the written report. ^{DOK 1} b. Identify the various sections of the written report. ^{DOK 1} c. Describe what information is required in each section of the out-of-hospital care report and how it should be entered. ^{DOK 1} d. Define the special considerations concerning patient refusal. ^{DOK 1} e. Describe the legal implications associated with the written report. ^{DOK 1} f. Discuss all state and local record and reporting requirements. ^{DOK 1} g. Explain the rationale for patient care documentation. ^{DOK 1} h. Explain the rationale for the EMS system gathering data. ^{DOK 1} i. Explain the rationale for using medical terminology correctly. ^{DOK 1} j. Explain the rationale for using an accurate and synchronous clock so that information can be used in trending. ^{DOK 1} k. Complete an out-of-hospital care report. ^{DOK 1}
<p>10. Discuss the respiratory system and appropriate airway and ventilatory management. ^{EMB 8}</p> <ul style="list-style-type: none"> a. Label the major structures of the respiratory system on a diagram. ^{DOK 1} b. Describe the pathophysiology of the respiratory system. ^{DOK 2} c. List the signs of adequate breathing. ^{DOK 1} d. List the signs of inadequate breathing. ^{DOK 1} e. Describe the steps in performing the head-tilt chin lift. ^{DOK 1} f. Relate mechanism of injury to opening the airway. ^{DOK 2} g. Describe the steps in performing the jaw thrust. ^{DOK 1} h. State the importance of having a suction unit ready for immediate use when providing emergency care. ^{DOK 1} i. Describe the techniques of suctioning. ^{DOK 1} j. Describe how to artificially ventilate a patient with a pocket mask. ^{DOK 1} k. Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask while using the jaw thrust. ^{DOK 1} l. List the parts of a bag-valve-mask system. ^{DOK 1} m. Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one, two, and three rescuers. ^{DOK 1} n. Describe the signs of adequate artificial ventilation using the bag-valve-mask. ^{DOK 1} o. Describe the signs of inadequate artificial ventilation using the bag-valve-mask. ^{DOK 1} p. Describe the steps in artificially ventilating a patient with a flow-restricted, oxygen-powered ventilation device. ^{DOK 1} q. List the steps in performing the actions taken when providing mouth-to-mask and BVM-to-stoma artificial ventilation. ^{DOK 1} r. Describe how to measure and insert an oropharyngeal (oral) airway. ^{DOK 1} s. Describe how to measure and insert a nasopharyngeal (nasal) airway. ^{DOK 1}

- t. Explain the components of an oxygen delivery system including pulse oximetry. ^{DOK 1}
 - u. Identify a nonrebreather face mask and state the oxygen flow requirements needed for its use. ^{DOK 1}
 - v. Describe the indications for using a nasal cannula versus a nonrebreather face mask. ^{DOK 1}
 - w. Identify a nasal cannula and state the flow requirements needed for its use. ^{DOK 1}
 - x. Explain the rationale for basic life support, artificial ventilation, and airway protective skills taking priority over most other basic life support skills. ^{DOK 1}
 - y. Explain the rationale for providing adequate oxygenation through high inspired oxygen concentrations to patients who, in the past, may have received low concentrations. ^{DOK 1}
 - z. Explain the rationale for providing proper ventilations to neurological patients. ^{DOK 1}
 - aa. Demonstrate the steps in performing the head-tilt chin lift. ^{DOK 2}
 - bb. Demonstrate the steps in performing the jaw thrust. ^{DOK 2}
 - cc. Demonstrate the techniques of suctioning. ^{DOK 2}
 - dd. Demonstrate the steps in providing mouth-to-mask artificial ventilation with body substance isolation. ^{DOK 2}
 - ee. Demonstrate how to use a pocket mask to artificially ventilate an adult patient. ^{DOK 2}
 - ff. Demonstrate the assembly of a bag-valve-mask unit. ^{DOK 1}
 - gg. Demonstrate the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one, two and three rescuers. ^{DOK 2}
 - hh. Demonstrate the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask while using the jaw thrust. ^{DOK 2}
 - ii. Demonstrate artificial ventilation of a patient with a flow-restricted, oxygen-powered ventilation device. ^{DOK 2}
 - jj. Demonstrate how to artificially ventilate a patient with a stoma. ^{DOK 2}
 - kk. Demonstrate how to insert an oropharyngeal (oral) airway. ^{DOK 2}
 - ll. Demonstrate how to insert a nasopharyngeal (nasal) airway. ^{DOK 2}
 - mm. Demonstrate the correct operation of oxygen tanks and regulators. ^{DOK 2}
 - nn. Demonstrate the use of a nonrebreather face mask and state the oxygen flow requirements needed for its use. ^{DOK 2}
 - oo. Demonstrate the use of a nasal cannula and state the flow requirements needed for its use. ^{DOK 2}
 - pp. Demonstrate how to artificially ventilate the infant and child patient. ^{DOK 2}
 - qq. Demonstrate oxygen administration for the infant and child patient. ^{DOK 2}
 - rr. Demonstrate the use of a pulse oximeter. ^{DOK 2}
 - ss. Demonstrate the use of oxygen humidifiers. ^{DOK 2}
 - tt. Demonstrate the use of partial rebreather masks. ^{DOK 2}
 - uu. Demonstrate the use of Venturi masks. ^{DOK 2}
 - vv. Demonstrate the use of automated transport ventilators. ^{DOK 2}
11. Apply patient assessment to the emergency care of medical and trauma patients throughout the life span. ^{EMB 5, EMB 9, EMB 10, EMB 12}
- a. Explain the components of scene size-up. ^{DOK 1}
 - b. Demonstrate the components of scene size-up. ^{DOK 1}
 - c. Explain the components of primary assessment. ^{DOK 1}
 - d. Demonstrate the components of primary assessment. ^{DOK 1}

<ul style="list-style-type: none"> e. Explain the assessment of vital signs. ^{DOK 1} f. Demonstrate the assessment of vital signs. ^{DOK 1} g. Explain the components of history taking. ^{DOK 1} h. Demonstrate the components of history taking. ^{DOK 1} i. Explain the components of Secondary assessment. ^{DOK 1} j. Demonstrate the components of Secondary assessment. ^{DOK 1} k. Explain the use of Monitoring devices. ^{DOK 1} l. Demonstrate the use of Monitoring devices. ^{DOK 1} m. Explain the components of Reassessment. ^{DOK 1} n. Demonstrate the components of Reassessment. ^{DOK 1}
<p>12. Discuss pharmacology relative to the EMT. ^{EMB 7}</p> <ul style="list-style-type: none"> a. Identify medications that may be utilized by the EMT. ^{DOK 1} b. Discuss generic and trade names. ^{DOK 1} c. Discuss medication forms. ^{DOK 1} d. Explain the rationale for the administration of medications. ^{DOK 1} e. Demonstrate medication administration. ^{DOK 1} f. Read the labels and inspect each type of medication. ^{DOK 1} g. Discuss the five rights of medication administration. ^{DOK 1}
<p>13. Describe the respiratory system and procedures for airway and ventilation management. ^{EMB 2, EMB 8}</p> <ul style="list-style-type: none"> a. List the structure, function, and pathophysiology of the respiratory system. ^{DOK 1} b. Identify the signs and symptoms of a patient with breathing difficulty. ^{DOK 1} c. Describe the emergency medical care and management of the patient with breathing difficulty. ^{DOK 1} d. Recognize the need for medical direction to assist in the emergency medical care of the patient with breathing difficulty. ^{DOK 1} e. Describe the emergency medical care and management of the patient with breathing distress. ^{DOK 1} f. Explain the relationship between airway management and the patient with breathing difficulty. ^{DOK 2} g. Identify the signs of adequate air exchange. ^{DOK 1} h. Assist the patient with a prescribed nebulized/aerosolized inhaler. ^{DOK 1} i. Distinguish among the emergency medical care of the infant, child, and adult patient with breathing difficulty. ^{DOK 1} j. Differentiate between upper airway obstruction and lower airway disease in the infant and child patient. ^{DOK 2} k. Defend EMT treatment regimens for various respiratory emergencies. ^{DOK 1} l. Explain the rationale for administering an inhaler. ^{DOK 1} m. Demonstrate the emergency medical care for breathing difficulty. ^{DOK 2} n. Perform the steps in facilitating the use of an inhaler. ^{DOK 1}
<p>14. Demonstrate cardiac interventions and the management of the cardiac patient. ^{EMB 10}</p> <ul style="list-style-type: none"> a. Describe the structure and function of the cardiovascular system. ^{DOK 1} b. Discuss the emergency medical care of the patient experiencing chest pain or discomfort, including application of the cardiac monitor. ^{DOK 1} c. List the indications for automated external defibrillation. ^{DOK 1} d. List the contraindications for automated external defibrillation. ^{DOK 1}

- e. Define the role of the EMT in the emergency cardiac care system. ^{DOK 1}
- f. Explain the impact of age and weight on defibrillation. ^{DOK 1}
- g. Discuss the position of comfort for patients with various cardiac emergencies. ^{DOK 1}
- h. Establish the relationship between airway management and the patient with cardiovascular compromise. ^{DOK 2}
- i. Predict the relationship between the patient experiencing cardiovascular compromise and basic life support. ^{DOK 1}
- j. Discuss the fundamentals of early defibrillation. ^{DOK 1}
- k. Explain the rationale for early defibrillation. ^{DOK 1}
- l. Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator. ^{DOK 1}
- m. Explain the importance of out-of-hospital Advanced Cardiac Life Support (ACLS) intervention if it is available. ^{DOK 1}
- n. Explain the importance of urgent transport to a facility with ACLS if it is not available in the out-of-hospital setting. ^{DOK 1}
- o. Discuss the various types of adult and pediatric automated external defibrillators. ^{DOK 1}
- p. Differentiate between the fully automated and the semiautomated defibrillator. ^{DOK 1}
- q. Discuss the procedures that must be taken into consideration for standard operations of the various types of automated external defibrillators. ^{DOK 1}
- r. State the reasons for assuring that the patient is pulseless and apneic when using the automated external defibrillator. ^{DOK 1}
- s. Discuss the circumstances which may result in inappropriate shocks. ^{DOK 1}
- t. Explain the considerations for interruption of CPR when using the automated external defibrillator. ^{DOK 1}
- u. Discuss the advantages and disadvantages of automated external defibrillators. ^{DOK 1}
- v. Summarize the speed of operation of automated external defibrillation. ^{DOK 1}
- w. Discuss the use of remote defibrillation through adhesive pads. ^{DOK 1}
- x. Discuss the special considerations for rhythm monitoring. ^{DOK 1}
- y. List the steps in the operation of the automated external defibrillator. ^{DOK 1}
- z. Discuss the standard of care that should be used to provide care to a patient with persistent ventricular fibrillation and no available ACLS. ^{DOK 1}
- aa. Discuss the standard of care that should be used to provide care to a patient with recurrent ventricular fibrillation and no available ACLS. ^{DOK 1}
- bb. Differentiate between single rescuer and multi-rescuer care with an automated external defibrillator. ^{DOK 1}
- cc. Explain the reason for not checking pulses between shocks with an automated external defibrillator. ^{DOK 1}
- dd. Discuss the importance of coordinating ACLS trained providers with personnel using automated external defibrillators. ^{DOK 1}
- ee. Discuss the importance of post-resuscitation care. ^{DOK 1}
- ff. List the components of post-resuscitation care. ^{DOK 1}
- gg. Explain the importance of frequent practice with the automated external defibrillator. ^{DOK 1}
- hh. Discuss the need to complete the Automated Defibrillator: Operator's Shift Checklist. ^{DOK 1}
- ii. Discuss the role of the American Heart Association (AHA) in the use of automated

- external defibrillation.^{DOK 1}
- jj. Explain the role medical direction plays in the use of automated external defibrillation.^{DOK 1}
 - kk. State the reasons that a case review should be completed following the use of the automated external defibrillator.^{DOK 1}
 - ll. Discuss the components that should be included in a case review.^{DOK 1}
 - mm. Discuss the goal of quality improvement in automated external defibrillation.^{DOK 1}
 - nn. Recognize the need for medical direction of protocols to assist in the emergency medical care of the patient with chest pain.^{DOK 1}
 - oo. List the indications for the use of nitroglycerin.^{DOK 1}
 - pp. State the contraindications and side effects for the use of nitroglycerin.^{DOK 1}
 - qq. List the indications for the use of aspirin.^{DOK 1}
 - rr. State the contraindications and side effects for the use of aspirin.^{DOK 1}
 - ss. Define the function of all controls on an automated external defibrillator, and describe event documentation and battery defibrillator maintenance.^{DOK 1}
 - tt. Defend the reasons for obtaining initial training in automated external defibrillation and the importance of continuing education.^{DOK 1}
 - uu. Defend the reason for maintenance of automated external defibrillators.^{DOK 1}
 - vv. Explain the rationale for administering nitroglycerin to a patient with chest pain or discomfort.^{DOK 1}
 - ww. Demonstrate the assessment and emergency medical care of a patient experiencing chest pain or discomfort.^{DOK 2}
 - xx. Demonstrate the application and operation of the automated external defibrillator.^{DOK 2}
 - yy. Demonstrate the maintenance of an automated external defibrillator.^{DOK 1}
 - zz. Demonstrate the assessment and documentation of patient response to the automated external defibrillator.^{DOK 1}
 - aaa. Demonstrate the skills necessary to complete the Automated Defibrillator: Operator's Shift Checklist.^{DOK 1}
 - bbb. Perform the steps in facilitating the use of nitroglycerin for chest pain or discomfort.^{DOK 1}
 - ccc. Demonstrate the assessment and documentation of patient response to nitroglycerin.^{DOK 1}
 - ddd. Practice completing an out-of-hospital care report for patients with cardiac emergencies.^{DOK 1}
 - eee. Describe the anatomical, physiological, pathophysiological, assessment, and management considerations of:^{DOK 1}
 - (1) Sickle cell crisis
 - (2) Clotting disorders
15. Apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for patients suffering from abdominal, gastrointestinal, or genitourinary disorders.^{EMB 9, EMB 10}
- a. Describe the anatomical, physiological, pathophysiological, assessment, and management considerations of:^{DOK 1}
 - (1) Acute and chronic gastrointestinal hemorrhage
 - (2) Peritonitis



<p>(3) Ulcerative diseases</p> <p>b. Describe the anatomical, physiological, pathophysiological, assessment, and management considerations of:^{DOK 1}</p> <p>(1) Complications related to:</p> <ul style="list-style-type: none">▪ Renal dialysis▪ Urinary catheter management (not insertion) <p>(2) Kidney stones</p>
<p>16. Perform out-of-hospital interventions for a patient with a diabetic emergency.^{EMB 10}</p> <p>a. Identify the patient taking diabetic medications with altered mental status and the implications of a diabetes history.^{DOK 1}</p> <p>b. State the steps in the emergency medical care of the patient taking diabetic medicine with an altered mental status and a history of diabetes.^{DOK 1}</p> <p>c. Establish the relationship between airway management and the patient with altered mental status.^{DOK 2}</p> <p>d. State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose.^{DOK 1}</p> <p>e. Evaluate the need for medical direction in the emergency medical care of the diabetic patient.^{DOK 1}</p> <p>f. Explain the rationale for administering oral glucose.^{DOK 1}</p> <p>g. Demonstrate the steps in the emergency medical care for the patient taking diabetic medicine with an altered mental status and a history of diabetes.^{DOK 2}</p> <p>h. Demonstrate the steps in the administration of oral glucose.^{DOK 1}</p> <p>i. Demonstrate the assessment and documentation of patient response to oral glucose.^{DOK 1}</p> <p>j. Demonstrate how to complete an out-of-hospital care report for patients with diabetic emergencies.^{DOK 1}</p>
<p>17. Demonstrate the management of a patient with an allergic reaction.^{EMB 10}</p> <p>a. Recognize the patient experiencing an allergic reaction.^{DOK 1}</p> <p>b. Describe the emergency medical care of the patient with an allergic reaction.^{DOK 1}</p> <p>c. Establish the relationship between the patient with an allergic reaction and airway management.^{DOK 2}</p> <p>d. Describe the mechanisms of allergic response and the implications for airway management.^{DOK 1}</p> <p>e. State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector.^{DOK 1}</p> <p>f. Evaluate the need for medical direction in the emergency medical care of the patient with an allergic reaction.^{DOK 1}</p> <p>g. Differentiate between the general category of those patients having an allergic reaction and those patients having an allergic reaction and requiring immediate medical care, including immediate use of the epinephrine auto-injector.^{DOK 1}</p> <p>h. Explain the rationale for administering epinephrine using an auto-injector.^{DOK 1}</p> <p>i. Demonstrate the emergency medical care of the patient experiencing an allergic reaction.^{DOK 1}</p> <p>j. Demonstrate the use of the epinephrine auto-injector.^{DOK 1}</p> <p>k. Demonstrate the assessment and documentation of patient response to an epinephrine injection.^{DOK 1}</p>

<ul style="list-style-type: none"> l. Demonstrate proper disposal of equipment.^{DOK 1} m. Demonstrate completing an out-of-hospital care report for patients with allergic emergencies.^{DOK 1} n. Describe the anatomical, physiological, pathophysiological, assessment, and management considerations related to hypersensitivity emergencies and/or anaphylactic reactions.^{DOK 1}
<p>18. Discuss appropriate intervention methods for poisoning.^{EMB 10}</p> <ul style="list-style-type: none"> a. List various ways that poisons enter the body.^{DOK 1} b. List signs and symptoms associated with poisoning.^{DOK 1} c. Discuss the emergency medical care for the patient with possible overdose.^{DOK 1} d. Describe the steps in the emergency medical care for the patient with suspected poisoning.^{DOK 1} e. Establish the relationship between the patient suffering from poisoning or overdose and airway management.^{DOK 2} f. Recognize the need for medical direction in caring for the patient with poisoning or overdose.^{DOK 1} g. Explain the rationale for contacting medical direction early in the out-of-hospital management of the poisoning or overdose patient.^{DOK 1} h. Demonstrate the steps in the emergency medical care for the patient with possible overdose.^{DOK 2} i. Demonstrate the steps in the emergency medical care for the patient with suspected poisoning.^{DOK 2} j. Demonstrate the assessment and documentation of patient response.^{DOK 1} k. Demonstrate completing an out-of-hospital care report for patients with a poisoning or overdose emergency.^{DOK 1}
<p>19. Identify environmental conditions that pose a hazard to the body and discuss appropriate management techniques.^{EMB 10}</p> <ul style="list-style-type: none"> a. Describe the various ways that the body loses heat.^{DOK 1} b. List the signs and symptoms of exposure to cold.^{DOK 1} c. Explain the steps in providing emergency medical care to a patient exposed to cold.^{DOK 1} d. List the signs and symptoms of exposure to heat.^{DOK 1} e. Explain the steps in providing emergency care to a patient exposed to heat.^{DOK 1} f. Recognize the signs and symptoms of water-related emergencies.^{DOK 1} g. Describe the complications of near drowning.^{DOK 1} h. Discuss the emergency medical care of bites and stings.^{DOK 1} i. Demonstrate the assessment and emergency medical care of a patient with exposure to cold.^{DOK 2} j. Demonstrate the assessment and emergency medical care of a patient with exposure to heat.^{DOK 2} k. Demonstrate the assessment and emergency medical care of a near drowning patient.^{DOK 2} l. Demonstrate completing an out-of-hospital care report for patients with environmental emergencies.^{DOK 1}
<p>20. Appraise behaviors relative to the potential for harm and explain appropriate intervention.^{EMB 10}</p>

- a. Define behavioral emergencies. ^{DOK 1}
 - b. Discuss the general factors that may cause an alteration in patient's behavior. ^{DOK 1}
 - c. State the various reasons for psychological crises. ^{DOK 1}
 - d. Discuss the characteristics of an individual's behavior which suggest that the patient is at risk for suicide. ^{DOK 1}
 - e. Discuss special medical and legal considerations for managing behavioral emergencies. ^{DOK 1}
 - f. Discuss the special considerations for assessing a patient with behavioral problems. ^{DOK 1}
 - g. Discuss the general principles of an individual's behavior which suggest that he or she is at risk for violence. ^{DOK 1}
 - h. Discuss methods to calm behavioral emergency patients. ^{DOK 1}
 - i. Explain the rationale for learning how to modify behavior toward the patient with a behavioral emergency. ^{DOK 1}
 - j. Demonstrate the assessment and emergency medical care of the patient experiencing a behavioral emergency. ^{DOK 1}
 - k. Demonstrate various techniques to safely restrain a patient with a behavioral problem. ^{DOK 1}
 - l. Demonstrate the proper assessment and management of: ^{DOK 2}
 - (1) Acute psychosis
 - (2) Suicidal/risk
 - (3) Agitated delirium
21. Manage an obstetrical emergency to include care for the neonate. ^{EMB 10}
- a. Identify the following structures: uterus, vagina, fetus, placenta, umbilical cord, amniotic sac, and perineum. ^{DOK 1}
 - b. Identify and explain the use of the contents of an obstetrics kit. ^{DOK 1}
 - c. Identify predelivery emergencies to include preeclampsia, eclampsia, and premature rupture of membranes. ^{DOK 1}
 - d. State indications of an imminent delivery. ^{DOK 1}
 - e. Differentiate between the emergency medical care provided to a patient with predelivery emergencies from a normal delivery. ^{DOK 2}
 - f. State the steps in the predelivery preparation of the mother. ^{DOK 1}
 - g. Establish the relationship between body substance isolation and childbirth. ^{DOK 2}
 - h. State the steps to assist in the delivery. ^{DOK 1}
 - i. Describe care of the baby as the head appears. ^{DOK 1}
 - j. Describe how and when to cut the umbilical cord. ^{DOK 1}
 - k. Discuss the steps in the delivery of the placenta. ^{DOK 1}
 - l. List the steps in the emergency medical care of the mother post-delivery. ^{DOK 1}
 - m. Summarize neonatal resuscitation procedures. ^{DOK 1}
 - n. Describe the procedures for the following abnormal deliveries: breech birth, prolapsed cord, limb presentation. ^{DOK 1}
 - o. Differentiate between the special considerations for multiple births and considerations for single birth. ^{DOK 2}
 - p. Describe special considerations of meconium. ^{DOK 1}
 - q. Describe special considerations of a premature baby. ^{DOK 1}
 - r. Discuss the emergency medical care of a patient with a gynecological emergency. ^{DOK}

- s. Discuss sexually transmitted diseases and pelvic inflammatory disease. ^{DOK 1}
- t. Explain the rationale for understanding the implications of treating two patients (mother and baby). ^{DOK 1}
- u. Demonstrate the steps to assist in the normal cephalic delivery. ^{DOK 2}
- v. Demonstrate necessary care procedures of the fetus as the head appears. ^{DOK 2}
- w. Demonstrate infant neonatal procedures. ^{DOK 2}
- x. Demonstrate post-delivery care of the infant. ^{DOK 2}
- y. Demonstrate how and when to cut the umbilical cord. ^{DOK 2}
- z. Attend to the steps in the delivery of the placenta. ^{DOK 2}
- aa. Demonstrate the post-delivery care of the mother. ^{DOK 2}
- bb. Demonstrate the procedures for the following abnormal deliveries: vaginal bleeding, breech birth, prolapsed cord, limb presentation. ^{DOK 2}
- cc. Demonstrate the steps in the emergency medical care of the mother with excessive bleeding. ^{DOK 2}
- dd. Demonstrate completing a out-of-hospital care report for patients with obstetrical and gynecological emergencies. ^{DOK 1}

22. Describe the pathophysiology of hypoperfusion and demonstrate emergency interventions.
 EMB 4, EMB 11

- a. List the structure and function of the circulatory system. ^{DOK 1}
- b. Differentiate among arterial, venous, and capillary bleeding. ^{DOK 1}
- c. State methods of emergency medical care of external bleeding. ^{DOK 1}
- d. Establish the relationship between body substance isolation and bleeding. ^{DOK 2}
- e. Establish the relationship between airway management and the trauma patient. ^{DOK 2}
- f. Establish the relationship between mechanism of injury and internal bleeding. ^{DOK 2}
- g. List the signs of internal bleeding. ^{DOK 1}
- h. List the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding. ^{DOK 1}
- i. List signs and symptoms of shock (hypoperfusion). ^{DOK 1}
- j. List the steps in the emergency medical care of the patient with signs and symptoms of shock (hypoperfusion). ^{DOK 1}
- k. Explain the sense of urgency to transport patients that are bleeding and show signs of shock (hypoperfusion). ^{DOK 1}
- l. Demonstrate direct pressure as a method of emergency medical care of external bleeding. ^{DOK 1}
- m. Demonstrate the use of diffuse pressure as a method of emergency medical care of external bleeding. ^{DOK 2}
- n. Demonstrate timely and appropriate tourniquet use for refractory external bleeding. ^{DOK 2}
- o. Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding. ^{DOK 2}
- p. Demonstrate the care of the patient exhibiting signs and symptoms of shock (hypoperfusion). ^{DOK 2}
- q. Demonstrate completing a out-of-hospital care report for the patient with bleeding or shock (hypoperfusion). ^{DOK 1}

23. Explain soft tissue injuries and perform the techniques used in the management of various

soft tissue injuries.^{EMB 12}

- a. State the major functions of the skin.^{DOK 1}
- b. List the layers of the skin.^{DOK 1}
- c. Establish the relationship between body substance isolation (BSI) and soft tissue injuries.^{DOK 2}
- d. List the types of closed soft tissue injuries.^{DOK 1}
- e. Describe the emergency medical care of the patient with a closed soft tissue injury.^{DOK 1}
- f. State the types of open soft tissue injuries.^{DOK 1}
- g. Describe the emergency medical care of the patient with an open soft tissue injury.^{DOK 1}
- h. Discuss the emergency medical care considerations for a patient with a penetrating chest injury.^{DOK 1}
- i. State the emergency medical care considerations for a patient with an open wound to the abdomen.^{DOK 1}
- j. Differentiate between the care of an open wound to the chest and the care of an open wound to the abdomen.^{DOK 1}
- k. List the classifications of burns.^{DOK 1}
- l. Define superficial burns.^{DOK 1}
- m. List the characteristics of a superficial burn.^{DOK 1}
- n. Define partial thickness burn.^{DOK 1}
- o. List the characteristics of a partial thickness burn.^{DOK 1}
- p. Define full thickness burn.^{DOK 1}
- q. List the characteristics of a full thickness burn.^{DOK 1}
- r. Describe the emergency medical care of the patient with a superficial burn.^{DOK 1}
- s. Describe the emergency medical care of the patient with a partial thickness burn.^{DOK 1}
- t. Describe the emergency medical care of the patient with a full thickness burn.^{DOK 1}
- u. List the functions of dressing and bandaging.^{DOK 1}
- v. Describe the purpose of a bandage.^{DOK 1}
- w. Describe the steps in applying a pressure dressing.^{DOK 1}
- x. Establish the relationship between airway management and the patient with chest injury, burns, and blunt and penetrating injuries.^{DOK 2}
- y. Describe the effects of improperly applied dressings, splints, and tourniquets.^{DOK 1}
- z. Describe the emergency medical care of a patient with an impaled object.^{DOK 1}
- aa. Describe the emergency medical care of a patient with an amputation.^{DOK 1}
- bb. Describe the emergency medical care for a chemical burn.^{DOK 1}
- cc. Describe the emergency medical care for an electrical burn.^{DOK 1}
- dd. Demonstrate the steps in the emergency medical care of closed soft tissue injuries.^{DOK 2}
- ee. Demonstrate the steps in the emergency medical care of a patient with an open chest wound.^{DOK 2}
- ff. Demonstrate the steps in the emergency medical care of a patient with open abdominal wounds.^{DOK 2}
- gg. Demonstrate the steps in the emergency medical care of a patient with an impaled object.^{DOK 2}
- hh. Demonstrate the steps in the emergency medical care of a patient with an amputation.

<p style="text-align: right;">DOK 2</p> <ul style="list-style-type: none"> ii. Demonstrate the steps in the emergency medical care of an amputated part. ^{DOK 2} jj. Demonstrate the steps in the emergency medical care of a patient with superficial burns. ^{DOK 2} kk. Demonstrate the steps in the emergency medical care of a patient with partial thickness burns. ^{DOK 2} ll. Demonstrate the steps in the emergency medical care of a patient with full thickness burns. ^{DOK 2} mm. Demonstrate the steps in the emergency medical care of a patient with a chemical burn. ^{DOK 2} nn. Demonstrate completing a out-of-hospital care report for patients with soft tissue injuries. ^{DOK 1}
<p>24. Integrate the anatomy and physiology of the musculoskeletal system with the mechanisms of immobilization of the painful, swollen, deformed extremity. ^{EMB 2, EMB 12}</p> <ul style="list-style-type: none"> a. Describe the function of the muscular system. ^{DOK 1} b. Describe the function of the skeletal system. ^{DOK 1} c. List the major bones or bone groupings of the spinal column, the thorax, the upper extremities, and the lower extremities. ^{DOK 1} d. Differentiate between an open and a closed painful, swollen, deformed extremity. ^{DOK 1} e. State the reasons for splinting. ^{DOK 1} f. List the general rules of splinting. ^{DOK 1} g. List the complications of splinting. ^{DOK 1} h. List the emergency medical care for a patient with a painful, swollen, deformed extremity. ^{DOK 1} i. Explain the rationale for splinting at the scene versus load and go. ^{DOK 1} j. Explain the rationale for immobilization of the painful, swollen, deformed extremity. ^{DOK 1} k. Demonstrate the emergency medical care of a patient with a painful, swollen, deformed extremity. ^{DOK 2} l. Demonstrate completing a out-of-hospital care report for patients with musculoskeletal injuries. ^{DOK 1}
<p>25. Explain the anatomy and physiology of the nervous system, explain the pathophysiology of traumatic injuries, and demonstrate the out-of-hospital skills necessary for the neurological injured patient. ^{EMB 2, EMB 12}</p> <ul style="list-style-type: none"> a. State the components of the nervous system. ^{DOK 1} b. List the functions of the central nervous system. ^{DOK 1} c. Define the structure of the skeletal system as it relates to the nervous system. ^{DOK 1} d. Relate mechanism of injury to potential injuries of the head and spine. ^{DOK 2} e. Describe the implications of not properly caring for potential spine injuries. ^{DOK 1} f. State the signs and symptoms of a potential spine injury. ^{DOK 1} g. Describe the method of determining if a responsive patient may have a spine injury. ^{DOK 1} h. Relate the airway emergency medical care techniques to the patient with a suspected spine injury. ^{DOK 2} i. Describe how to stabilize the cervical spine. ^{DOK 1}

- j. Discuss indications for sizing and using a cervical spine immobilization device. ^{DOK 1}
- k. Establish the relationship between airway management and the patient with head and spine injuries. ^{DOK 2}
- l. Describe a method for sizing a cervical spine immobilization device. ^{DOK 1}
- m. Describe how to log roll a patient with a suspected spine injury. ^{DOK 1}
- n. Describe how to secure a patient to a long spine board. ^{DOK 1}
- o. List instances when a short spine board should be used. ^{DOK 1}
- p. Describe how to immobilize a patient using a short spine board. ^{DOK 1}
- q. Describe the indications for the use of rapid extrication. ^{DOK 1}
- r. List steps in performing rapid extrication. ^{DOK 1}
- s. State the circumstances when a helmet should be left on a patient. ^{DOK 1}
- t. Discuss the circumstances when a helmet should be removed. ^{DOK 1}
- u. Identify different types of helmets. ^{DOK 1}
- v. Describe the unique characteristics of sports helmets. ^{DOK 1}
- w. Explain the preferred methods to remove a helmet. ^{DOK 1}
- x. Discuss alternative methods for removal of a helmet. ^{DOK 1}
- y. Describe how the patient's head is stabilized to remove the helmet. ^{DOK 1}
- z. Differentiate between how the head is stabilized with a helmet compared to without a helmet. ^{DOK 1}
- aa. Explain the rationale for immobilization of the entire spine when a cervical spine injury is suspected. ^{DOK 1}
- bb. Explain the rationale for utilizing immobilization methods apart from the straps on the cots. ^{DOK 1}
- cc. Explain the rationale for utilizing a short spine immobilization device when moving a patient from the sitting to the supine position. ^{DOK 1}
- dd. Explain the rationale for utilizing rapid extraction approaches only when they will make the difference between life and death. ^{DOK 1}
- ee. Defend the reasons for leaving a helmet in place for transport of a patient. ^{DOK 1}
- ff. Defend the reasons for removal of a helmet prior to transport of a patient. ^{DOK 1}
- gg. Demonstrate opening the airway in a patient with suspected spinal cord injury. ^{DOK 2}
- hh. Demonstrate evaluating a responsive patient with a suspected spinal cord injury. ^{DOK 2}
- ii. Demonstrate stabilization of the cervical spine. ^{DOK 2}
- jj. Demonstrate the four person log roll for a patient with a suspected spinal cord injury. ^{DOK 2}
- kk. Demonstrate how to log roll a patient with a suspected spinal injury using two people. ^{DOK 2}
- ll. Demonstrate securing a patient to a long spine board. ^{DOK 2}
- mm. Demonstrate using the short board immobilization technique. ^{DOK 2}
- nn. Demonstrate the procedure for rapid extrication. ^{DOK 2}
- oo. Demonstrate preferred methods for stabilization of a patient wearing a helmet. ^{DOK 2}
- pp. Demonstrate helmet removal techniques. ^{DOK 2}
- qq. Demonstrate alternative methods for stabilization of a patient wearing a helmet. ^{DOK 2}
- rr. Demonstrate completing a out-of-hospital care report for patients with head and spinal injuries. ^{DOK 1}

26. Contrast the care required for pediatric patients versus adult patients and perform the skills necessary for out-of-hospital pediatric intervention. ^{EMB 5, EMB 13}

- a. Identify the developmental considerations for the following age groups: infants, toddlers, pre-school, school age, and adolescent. ^{DOK 1}
- b. Describe differences in the anatomy and pathophysiology of the infant, child, and adult patient. ^{DOK 1}
- c. Differentiate between the response of the ill or injured infant or child (age specific) and that of an adult. ^{DOK 1}
- d. Indicate various causes of respiratory emergencies. ^{DOK 1}
- e. Differentiate between respiratory distress and respiratory failure. ^{DOK 1}
- f. List the steps in the management of foreign body airway obstruction. ^{DOK 1}
- g. Summarize emergency medical care strategies for respiratory distress and respiratory failure. ^{DOK 1}
- h. Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient. ^{DOK 1}
- i. Describe the methods of determining end organ perfusion in the infant and child patient. ^{DOK 1}
- j. State the usual cause of cardiac arrest in infants and children versus adults. ^{DOK 1}
- k. List the common causes of seizures in the infant and child patient. ^{DOK 1}
- l. Describe the management of seizures in the infant and child patient. ^{DOK 1}
- m. Differentiate among the injury patterns in adults, infants, and children. ^{DOK 1}
- n. Discuss the field management of the infant and child trauma patient. ^{DOK 1}
- o. Summarize the indicators of possible child abuse and neglect. ^{DOK 1}
- p. Describe the medical legal responsibilities in suspected child abuse. ^{DOK 1}
- q. Recognize the need for EMT debriefing following a difficult infant or child transport.
- r. Explain the rationale for having knowledge and skills appropriate for dealing with the infant and child patient. ^{DOK 1}
- s. Recognize the feelings of the family when dealing with an ill or injured infant or child. ^{DOK 1}
- t. Understand the provider's own response (emotional) to caring for infants or children. ^{DOK 1}
- u. Demonstrate the techniques of foreign body airway obstruction removal in the infant. ^{DOK 2}
- v. Demonstrate the techniques of foreign body airway obstruction removal in the child. ^{DOK 2}
- w. Demonstrate the assessment of the infant and child. ^{DOK 2}
- x. Demonstrate bag-valve-mask artificial ventilation for the infant. ^{DOK 2}
- y. Demonstrate bag-valve-mask artificial ventilation for the child. ^{DOK 2}
- z. Demonstrate oxygen delivery for the infant and child. ^{DOK 2}
- aa. Discuss specific pathophysiology, assessment, and management of: ^{DOK 1}
 - (1) SIDS
 - (2) Gastrointestinal diseases

27. Describe the changes associated with aging, psychosocial aspects of aging and age-related assessment and treatment modifications for the major or common geriatric diseases and/or emergencies including: ^{EMB 5, EMB 13}
- (1) Cardiovascular diseases ^{DOK 1}
 - (2) Respiratory diseases
 - (3) Neurological diseases

- (4) Endocrine diseases
- (5) Alzheimer's
- (6) Dementia

28. Describe the healthcare implications of: ^{EMB 5, EMB 13}

- (1) Abuse ^{DOK 1}
- (2) Neglect
- (3) Homelessness
- (4) Poverty
- (5) Bariatrics
- (6) Technology dependent
- (7) Hospice/ terminally ill
- (8) Tracheostomy care/dysfunction
- (9) Homecare
- (10) Sensory deficit/loss
- (11) Developmental disability

29. Describe ambulance call procedures associated with vehicle and patient care. ^{EMB 14}

- a. Discuss the medical and non-medical equipment needed to respond to a call. ^{DOK 1}
- b. List the phases of an ambulance call. ^{DOK 1}
- c. Describe the general provisions relating to the operation of the ambulance and privileges in any or all of the following categories: ^{DOK 1}
 - (1) Speed
 - (2) Warning lights
 - (3) Sirens
 - (4) Right-of-way
 - (5) Parking
 - (6) Turning
- d. List contributing factors to unsafe driving conditions. ^{DOK 1}
- e. Describe the considerations that should be given to: ^{DOK 1}
 - (1) Request for escorts
 - (2) Following an escort vehicle
 - (3) Intersections
- f. Discuss "Due Regard for Safety of All Others" while operating an emergency vehicle. ^{DOK 1}
- g. State what information is essential in order to respond to a call. ^{DOK 1}
- h. Discuss various situations that may affect response to a call. ^{DOK 1}
- i. Differentiate among the various methods of moving a patient to the unit based upon injury or illness. ^{DOK 1}
- j. Apply the components of the essential patient information in a written report. ^{DOK 1}
- k. Summarize the importance of preparing the unit for the next response. ^{DOK 1}
- l. Identify what is essential for completion of a call. ^{DOK 1}
- m. Distinguish among the terms cleaning, disinfection, high-level disinfection, and sterilization. ^{DOK 1}
- n. Describe how to clean or disinfect items following patient care. ^{DOK 1}
- o. Explain the rationale for appropriate report of patient information. ^{DOK 1}
- p. Explain the rationale for having the unit prepared to respond. ^{DOK 1}

30. Explain the purpose and process of extrication. ^{EMB 14}

<ul style="list-style-type: none"> a. Describe the purpose of extrication. ^{DOK 1} b. Discuss the role of the EMT in extrication. ^{DOK 1} c. Identify what equipment for personal safety is required for the EMT. ^{DOK 1} d. Define the fundamental components of extrication. ^{DOK 1} e. State the steps that should be taken to protect the patient during extrication. ^{DOK 1} f. Evaluate various methods of gaining access to the patient. ^{DOK 1} g. Distinguish between simple and complex access. ^{DOK 1}
<p>31. Identify hazardous materials and demonstrate knowledge of hazardous procedures. ^{EMB 14}</p> <ul style="list-style-type: none"> a. Explain the EMT's role during a call involving hazardous materials. ^{DOK 1} b. Describe what the EMT should do if there is a reason to believe that there is a hazard at the scene. ^{DOK 1} c. Describe the actions that an EMT should take to ensure bystander safety. ^{DOK 1} d. State the role the EMT should perform until appropriately trained personnel arrive at the scene of a hazardous materials situation. ^{DOK 1} e. Break down the steps to approaching a hazardous situation. ^{DOK 1} f. Discuss the various environmental hazards that affect EMS. ^{DOK 1} g. Describe the criteria for a multiple-casualty situation. ^{DOK 1} h. Evaluate the role of the EMT in the multiple-casualty situation. ^{DOK 1} i. Summarize the components of basic triage. ^{DOK 1} <ul style="list-style-type: none"> (1) Performing (2) Re-Triage (3) Destination Guidelines (4) Post Traumatic and Cumulative Stress j. Define the role of the EMT in a disaster operation. ^{DOK 1} k. Describe basic concepts of incident management. ^{DOK 1} l. Explain the methods for preventing contamination of self, equipment, and facilities. ^{DOK 1} m. Review the local mass casualty incident plan. ^{DOK 1} n. Perform triage given a scenario of a mass casualty incident. ^{DOK 1}

STANDARDS

National EMS Educational Standards

- EMB1 Preparatory
- EMB2 Anatomy and Physiology
- EMB3 Medical Terminology
- EMB4 Pathophysiology
- EMB5 Life Span Development
- EMB6 Public Health
- EMB7 Pharmacology
- EMB8 Airway Management, Respiration, and Artificial Ventilation
- EMB9 Assessment
- EMB10 Medicine
- EMB11 Shock and Resuscitation
- EMB12 Trauma

EMB13 Special Patient Populations
EMB14 EMS Operations

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Health Literacy
- CS7 Critical Thinking and Problem-Solving

- CS8 Communication and Collaboration
- CS9 Information Literacy
- CS11 ICT Literacy
- CS12 Flexibility and Adaptability
- CS13 Initiative and Self-Direction
- CS14 Social and Cross-Cultural Skills
- CS15 Productivity and Accountability
- CS16 Leadership and Responsibility

SUGGESTED REFERENCES

Books

American Academy of Orthopaedic Surgeons. (2005). *Emergency Care and Transportation of the Sick and Injured* (9th ed.). Sudbury, MA: Jones & Bartlett.

Beebe, R., & Funk, D. (2001). *Fundamentals of emergency care*. Albany, NY: Delmar.

Web Sites

Mississippi Emergency Medical Technicians Association. (n.d.). Retrieved April 19, 2005, from www.memta.org

Mississippi State Department of Health Emergency Medical Services. (n.d.). Retrieved April 19, 2005, from <http://www.ems.doh.ms.gov/ems/index.html>

Journals and Magazines

Bass, R., Potter, J., McGinnid, K., & Miyahira, T. (2004). Surveying emerging trends in emergency-related information delivery for the EMS profession. *Topics in Emergency Medicine*, 26(2), 93-102.

Bogarakos, W. (2005, March/April). Building bridges from EMS to public health. *NAEMT News*, 6-7.

Boykin, A., Bulfin, S., Baldwin, J., & Southern, R. (2004). Transforming care in the emergency department. *Topics in Emergency Medicine*, 26(4), 331-336.

EMS scope of practice document moves forward. (2005, January/February). *NAEMT News*, 6.

Hanfling, D., Schafer, K. O., & Armstrong, C. W. (2004). Making healthcare preparedness a part of the Homeland Security equation. *Topics in Emergency Medicine*, 26(2), 128-142.

Hoyt, K. S., Potter, J., & Wheeler, T. E. (2004). A vision for 21st century emergency response communications. *Topics in Emergency Medicine*, 26(2), 83-85.

- Rippen, H. E., Gursky, E., & Yasnoff, W. A. (2004). Implementing a national health information infrastructure to support the medical response to emerging microbial pathogens and bioterrorism. *Topics in Emergency Medicine*, 26(2), 110-118.
- Salvucci, A., Kuehl, A., Clawson, J. J., & Martin, R. L. (2004). The response time myth. *Topics in Emergency Medicine*, 26(2), 86-92.
- Sandmire, D. A., & Boyce, P. F. (2004). Pairing of opposite learning styles among allied health students. *Journal of Allied Health*, 33(2), 156-163.
- Scott, S. B., Harrison, A. D., Baker, T., & Wills, J. D. (2005). Interdisciplinary community partnership for health professional students. *Journal of Allied Health*, 34(1), 31-35.
- Stay alive in 2005. (2005, January/February). Scene safety: Women providers are especially vulnerable. *NAEMT News*, 7.
- Weerakoon, P., Jones, M. K., Pynor, R., & Kilburn-Watt, E. (2004). Allied health professional students' perceived level of comfort in clinical situations that have sexual connotations. *Journal of Allied Health*, 33(3), 189-193.

Recommended Tools and Equipment

CAPITALIZED ITEMS

1. Anatomical Manikin w/removable organs (1 per program)
2. Chair, Stair (1 per program)
3. Cot, Ambulance (1 per program)
4. Defibrillator, Automated External, Educational (1 per program)
5. Heart Model, External/Internal (1 per program)
6. Manikin, Full Body, CPR (1 per program)
7. Manikin, Obstetrical (1 per program)
8. Manikin, Airway Trainer in infant, child and adult (1 set per program)
9. Skeleton, Human (replica) (1 per program)
10. Pneumatic Anti-Shock Garment (1 per program)
11. TV, Color, 31"
12. Computer (1 per program)
13. Printer (1 per program)

NON-CAPITALIZED ITEMS

1. Arm Sling (1 per 2 students)
2. Bag-Valve-Mask Device for infant, child, and adult (1 per 2 students)
3. Blanket (1 per stretcher/cot)
4. Blood Pressure Cuff for infant, child, adult, and thigh (1 infant, 1 child, 4 adult, 1 thigh per program)
5. Cervical Collar, assorted sizes (4 per program)
6. Containers, assorted medication:
 - a. NTGS-L
 - b. Epinephrine Auto-Injector Trainer
 - c. Beta Agonist Metered Dose Inhaler
 - d. Oral Glucose
 - e. Activated Charcoal
7. Cravats (1 per 2 students)
8. Flow Restricted Oxygen Powered Ventilation Device (FROPVD)
9. Head Immobilizer (CID) (1 per program)
10. Immobilization/Extrication Device (1 per program)
11. Spine Back Board (2)
12. Manikin, Child, CPR (1 per program)
13. Manikin, Infant, CPR (1 per program)
14. Moulage Kit (1 per program)
15. Nasal Cannula (5 per program)
16. Nasopharyngeal Airway (2 per program)
17. Nonrebreather Masks (5 per program)
18. Oropharyngeal Airway, various sizes
19. Oxygen Cylinder (2 per program)
20. Oxygen Regulator and Flowmeter (1 per program)

21. Pen Light (1 per 2 students)
22. Pillows (6 per program)
23. Pocket Mask w/1-way valve and O₂ port (2 per program)
24. Scissors, Trauma (4 per program)
25. Sheets, Ambulance Cot (2 per program)
26. Short Spine Board (2 per program)
27. Splint, Air, various sizes
28. Splint, Ladder (1 per program)
29. Splint, Traction, Sager-Hare (2 per program)
30. Stethoscope (1 per 2 students)
31. Stethoscope, Dual Head (1 per program)
32. Straps, various sizes
33. Stretcher, Scoop (1 per program)
34. Suction Device, Portable (1 per program)
35. Ear Thermometer (1 per program)

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Screen, Projection (1 per program)
2. Projector, Overhead (1 per program)
3. Data Projector (1 per program)
4. DVD/VCR (1 per program)
5. Computer Table (1 per computer)

Assessment

Blueprint

This program is assessed using the *National Registry of Emergency Medical Technicians Exam*.

Baseline Competencies

The following competencies and suggested objectives are taken from the publication *Mississippi Curriculum Framework for Allied Health*. These competencies and objectives represent the baseline which was used to develop the community/junior college Emergency Medical Technician - Basic courses. Students enrolled in postsecondary courses should either (1) have documented mastery of these competencies, or (2) be provided with these competencies before studying the advanced competencies in the Emergency Medical Technician - Basic program.

Baseline competencies may be integrated into existing courses in the curriculum or taught as special “Introduction” courses. The “Introduction” courses may be taught for up to six semester hours of institutional credit and may be divided into two courses. If the Baseline Competencies are to be taught as “Introduction” courses, each course should be at least 3 credit hours. The following course number(s) and description should be used:

Course Name(s): Introduction to Emergency Medical Technology - Basic, Introduction to Emergency Medical Technology - Basic I, or Introduction to Emergency Medical Technology - Basic II

Course Abbreviation(s): EMT 100(3-6), EMT 1013, EMT 1023

Classification: Vocational-Technical Core

Description: These courses contain the baseline competencies and suggested objectives from the high school curriculum which directly relate to the community college program. The courses are designed for students entering the community college who have had no previous training or documented experience in the field. (3-6 semester hours based upon existing skills for each student. May be divided into 2 courses for a maximum total of 6 hours of institutional credit.)

Competencies and Suggested Objectives:

1. Review material related to course and professional organizations.
 - a. Identify student and course expectations.
 - b. Identify allied health professional student organizations and their roles in individual career development.
 - c. Compare the timeline of medical history.
2. Recognize safety procedures and policies.
 - a. Describe basic safety procedures.
 - b. Describe accident prevention methods and disaster plans of the local school district.
 - c. Discuss a safe and clean environment.
 - d. Follow state and facility guidelines, including dress requirements for clinical-type experiences.
3. Explain effective communication skills.
 - a. Identify the main factors required for the communication process.
 - b. Identify factors which can interfere with the communication process.
 - c. Demonstrate effective teamwork skills.

- d. Explore professional literature and medical references.
4. Introduce careers in the health care industry.
 - a. Introduce careers in health care information and administration.
 - b. Introduce careers in direct health care.
 - c. Introduce careers in medical therapy.
 - d. Introduce careers in diagnostic health care.
5. Discuss education and credentials required for health care careers.
 - a. Discuss educational levels for health careers, including certification, associate degree, bachelor's degree, master's degree, and doctoral degree.
 - b. Compare the credentials needed for careers in health care, including certification, registration, and licensure.
6. Discuss professional ethics.
 - a. Explain professional ethics.
 - b. Discuss confidentiality.
 - c. Discuss HIPAA, the Health Insurance Portability and Accountability Act of 1996.
7. Discuss legal responsibility and client's rights.
 - a. Explain torts and legal responsibility.
 - b. Identify ways to promote clients' rights and privacy.
 - c. Discuss the requirement for health care workers to undergo a background check.
8. Explain standard precautions.
 - a. Explain importance of standard precautions in life practices and health care.
 - b. Explain the state and federal government's role in standard precautions.
 - c. Relate standard precautions to the transmission of infectious diseases including HIV, AIDS, HBV, and TB.
9. Utilize standard precautions.
 - a. Demonstrate hand-washing technique.
 - b. Demonstrate donning and removing clean gloves.
10. Perform basic emergency procedures.
 - a. Explain first aid procedures for sudden illness.
 - b. Explain first aid procedures for accidents.
11. Perform advanced emergency procedures.
 - a. Perform CPR.
 - b. Demonstrate first aid for an obstructed airway.
12. Explain medical terminology.
 - a. Spell designated medical terms correctly.
 - b. Demonstrate the use of medical references to spell medical terms correctly.
 - c. Define and divide medical terms into root words, prefixes, and suffixes.
13. Recognize and use medical terminology.
 - a. Interpret the common medical abbreviations and symbols including meanings and uses.
 - b. Demonstrate the use of medical terms and abbreviations in reading, speaking, interpreting, and writing simulated medical records.
14. Review the relationship among cells, tissues, organs, and systems.
 - a. Review the main parts of a cell.
 - b. Review the functions of the main parts of a cell.
 - c. Compare types of tissues and their relationships to body organs and systems.

15. Identify the body planes, directions, and cavities.
 - a. Identify the names of the planes and the directional terms.
 - b. Locate the body cavities.
 - c. Identify the body organs in each cavity.
 - d. Describe the abdominal regions.
16. Interpret the basic structures and functions of the integumentary system.
 - a. Identify the parts of the integumentary system.
 - b. Explain the functions of the integumentary system.
 - c. Discuss related diseases and disorders.
17. Interpret the basic structures and functions of the muscular system.
 - a. Identify major muscles.
 - b. Explain the function of the muscles.
 - c. Discuss related diseases and disorders.
 - d. Demonstrate active range of motion exercises and indications for use.
18. Interpret the basic structure and function of the skeletal system.
 - a. Identify the bones of the body.
 - b. Explain functions of the skeletal system.
 - c. Discuss related diseases and disorders.
 - d. Demonstrate procedures for patient transfer using a stretcher, wheelchair, or a pneumatic lift.
19. Interpret the basic structures and functions of the circulatory system.
 - a. Identify components of blood and their function.
 - b. Identify the types of blood vessels and the action of each.
 - c. Identify the anatomy of the heart.
 - d. Explain the flow of blood through the heart.
 - e. Discuss related diseases and disorders.
20. Measure vital signs.
 - a. Measure oral temperature.
 - b. Explain procedures for measuring axillary, rectal, and tympanic temperatures.
 - c. Identify the body's pulse points.
 - d. Demonstrate radial pulse measurement.
 - e. Measure blood pressure.
21. Interpret the basic structures of the respiratory system.
 - a. Identify the structures of the respiratory system.
 - b. Discuss related diseases and disorders.
 - c. Auscultate lung sounds.
22. Interpret the basic functions of the respiratory system.
 - a. Discuss how gas exchange occurs in the lungs.
 - b. Recognize factors that cause respiratory disorders.
 - c. Count respirations.
23. Interpret the basic structures and functions of the digestive system.
 - a. Identify organs of the digestive system.
 - b. Discuss the functions of organs of the digestive system.
 - c. Discuss related diseases and disorders.
24. Interpret the basic structures and functions of the urinary system.
 - a. Identify structures of the urinary system.

- b. State the functions of each structure of the urinary system.
 - c. Discuss related diseases and disorders.
25. Interpret the basic structures and functions of the nervous system.
- a. Identify the major structures and functions of the nervous system.
 - b. Recognize procedures for neurological exam.
 - c. Perform neurological exams.
 - d. Discuss related diseases and disorders.
26. Interpret basic structure and functions of the sensory systems.
- a. Label the basic structures of the sensory organs.
 - b. Identify the functions of the sensory organs.
27. Interpret the basic structures and functions of the female reproductive system.
- a. Identify the major structures and functions of the female reproductive system.
 - b. Discuss diseases and disorders of the female reproductive system.
 - c. Discuss the procedures of a breast exam.
 - d. Perform breast exam on model in lab.
28. Interpret the basic structures and functions of the male reproductive system.
- a. Identify major structures and functions of the male reproductive system.
 - b. Discuss diseases and disorders of the male reproductive system.
 - c. Discuss procedures of a testicular exam.
 - d. Perform testicular exam on model in lab.
29. Interpret the basic structures of the endocrine system.
- a. Define key terms related to the endocrine system.
 - b. Label structures of the endocrine system.
30. Interpret the basic functions of the endocrine system.
- a. Analyze the actions of hormones on various body functions.
 - b. Recognize diseases and disorders of the endocrine system.
31. Discuss stages of growth and development.
- a. Review the reproductive system.
 - b. Identify physical, mental, emotional, and social development characteristics of each of Erikson's stages of development from infancy through late adulthood.
 - c. Identify Maslow's Hierarchy of Human Needs.
 - d. Discuss cultural practices that affect needs.
32. Describe careers available in the field of emergency health care.
- a. Compare job descriptions in the field of emergency health care.
 - b. Differentiate educational levels and credentials required.
33. Explain procedures related to emergency health care.
- a. Qualify for certification for CPR at the professional health care level.
 - b. Review first aid skills.
 - c. Discuss triage for medical emergency health care.

Appendix A: National EMS Educational Standards

EMB1	Preparatory
EMB2	Anatomy and Physiology
EMB3	Medical Terminology
EMB4	Pathophysiology
EMB5	Life Span Development
EMB6	Public Health
EMB7	Pharmacology
EMB8	Airway Management, Respiration, and Artificial Ventilation
EMB9	Assessment
EMB10	Medicine
EMB11	Shock and Resuscitation
EMB12	Trauma
EMB13	Special Patient Populations
EMB14	EMS Operations

Appendix B: Related Academic Standards¹

Reading

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

Mathematics Computation

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations

Applied Mathematics

- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)

Language

- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

Spelling

- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

¹ CTB/McGraw-Hill LLC. (1994). *Tests of adult basic education, Forms 7 and 8*. Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 1994 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

Appendix C: 21st Century Skills²

CSS1-21st Century Themes

CS1 Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, Business and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national and global levels
3. Understanding the local and global implications of civic decisions

CS4 Health Literacy

1. Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5 Environmental Literacy

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
4. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

CS7 Critical Thinking and Problem Solving

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

CS8 Communication and Collaboration

1. Communicate Clearly
2. Collaborate with Others

² *21st century skills*. (n.d.). Washington, DC: Partnership for 21st Century Skills.

CSS3-Information, Media and Technology Skills

CS9 Information Literacy

1. Access and Evaluate Information
2. Use and Manage Information

CS10 Media Literacy

1. Analyze Media
2. Create Media Products

CS11 ICT Literacy

1. Apply Technology Effectively

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability

1. Adapt to change
2. Be Flexible

CS13 Initiative and Self-Direction

1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners

CS14 Social and Cross-Cultural Skills

1. Interact Effectively with others
2. Work Effectively in Diverse Teams

CS15 Productivity and Accountability

1. Manage Projects
2. Produce Results

CS16 Leadership and Responsibility

1. Guide and Lead Others
2. Be Responsible to Others

200610 Mississippi Curriculum Framework

Postsecondary Emergency Medical Technology – Basic Technician

(Program CIP: 51.0904 – Emergency Medical Technology/Technician)

Direct inquiries to

~~Shawn Mackey, EdD~~

[LaNell Kellum, PhD](#)

Director for Career and Technical Education
State Board for Community and Junior Colleges

3825 Ridgewood Road

Jackson, MS 39211

(601) 432-6518 [6307](tel:6014326307)

~~smackey~~lkellum@sbcjc.cc.ms.us

Emily Reed

Instructional Design Specialist

Research and Curriculum Unit

P.O. Drawer DX

Mississippi State, MS 39762

(662) 325-2510

emily.reed@rcu.msstate.edu

Additional copies

Research and Curriculum Unit for Workforce Development
Vocational and Technical Education

Attention: Reference Room and Media Center Coordinator

P.O. Drawer DX

Mississippi State, MS 39762

<https://cia.rcu.msstate.edu/curriculum/download.asp>

~~(662)-325-2510~~

Published by

Office of Vocational Education and Workforce Development

Mississippi Department of Education

Jackson, MS 39205

Research and Curriculum Unit for Workforce Development
Vocational and Technical Education

Mississippi State University

Mississippi State, MS 39762

The Mississippi Department of Education, Office of Vocational Education and Workforce Development does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the Mississippi Department of Education: Director, Office of Human Resources, Mississippi Department of Education, 359 North West Street, Suite 359, Jackson, Mississippi 39201, (601)-359-3511.

Acknowledgments

Writing Team

[Lisa Briscoe, Northwest Mississippi Community College](#)
[Katrina Bryant, East Central Community College](#)
[Mark Galtelli, Holmes Community College](#)
[Kristi Glasson, Itawamba Community College](#)
[David Hall, Hinds Community College](#)
Brenda Hood, Northwest Mississippi Community College
~~Deborah Roebuck~~ [Libby Mahaffey, Hinds Community College](#)
[John McBryde, East Mississippi Community College](#)
[John Read, Mississippi Delta Community College](#)
[Gary Shirley, Mississippi Gulf Coast Community College](#)
[Al Wright, Itawamba Community College](#)
~~Jason Rogers, Jones County Junior College, Ellisville~~
~~Yaney Brewer, Holmes Community College, Ridgeland~~

RCU Staff

Emily Reed—, Instructional Design Specialist
[Ashleigh Barbee Murdock, Editor](#)
[Theresa Wheeler, Research Specialist](#)

Professional Curriculum Advisory Team

~~Allen Patterson, American Medical Response, Inc., Jackson, MS~~
~~Scott Stinson~~ [Alisa Williams](#), Mississippi Emergency Medical Services, Jackson, MS

Standards in this document are based on information from the following organizations:

~~EMT-Basic: National Standard Curriculum Modules~~ [EMS Educational Standards](#)

U.S. Department of Transportation. (1994). ~~EMT-Basic: 2009~~. *National standard curriculum* [EMS Educational Standards](#). Washington, DC: Author.

Related Academic Standards

CTB/McGraw-Hill LLC. (1994). *Tests of adult basic education, Forms* [forms 7 and 8](#). Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 1994 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

21st Century Skills

Reproduced with permission of the Partnership for 21st Century Skills. Further information may be found at www.21stcenturyskills.org.

Preface

Program Name Emergency Medical Technician Research Synopsis

Emergency Medical Technicians (EMTs) function as the first responders to medical emergencies. They are trained to care for patients in the field and while transporting the patient to the hospital. EMTs are trained to assess patients' conditions and assist in the management of cardiac, respiratory, and trauma emergencies. To be an emergency medical technician, individuals must be certified by either their state or the National Registry of Emergency Medical Technicians (US Bureau of Labor Statistics, 2010).

Articles, books, Web sites, and other materials listed at the end of ~~each~~the course ~~or unit~~ were considered during the revision process. ~~Specific journals, articles, and sources~~ and were especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from ~~schools OR~~ colleges throughout the state were asked to give input related to changes to be made to the curriculum framework. Specific comments related to soft skills needed in this program included ~~___ (this is #4 on the Industry Input survey or you can use other info that you obtained from industry)~~. Occupational-specific skills stated included ~~___ (#5 on survey)~~. Safety practices emphasized included ~~___ (#7 on survey)~~. Feel free to ~~add any other info.~~ punctuality, time management, professionalism, reliability, interpersonal skills with both patients and other medical professionals, a sense of empathy, and the ability to maintain level-headedness in times of great stress. Occupational-specific skills that were highlighted as being necessary included patient assessment and management, field diagnosis, developing a treatment plan, dosage calculation, measurement conversion, use of emergency equipment, emergency communication protocol, and standard operation of an ambulance. Safety practices emphasized included personal protection, safe lifting techniques, correct patient movement procedures, body substance isolation, scene safety, recognition of a potential hazardous materials scene, and safe driving practices.

~~Instructors from schools OR colleges throughout the state were also asked to give input on changes to be made to the curriculum framework. Specific comments related to this program included statements from Advisory Committee members including ___ (this is #1 on Needs Assessment or you can use other info that you obtained from teachers). Changes suggested for the curriculum included ___ (#3-4 on Needs Assessment). Feel free to add any other info.~~

Needs of the Future Workforce

The EMT Pathway will prepare students for EMT certification. Students will learn about cardiac, respiratory, and trauma emergency management. Completers will be prepared for entry-level employment in emergency medical services. EMTs and paramedics combined held about 212,000 jobs in 2009. About 20% of them worked for hospitals, 29% worked for local governments, and about 45% worked for ambulance services (US Bureau of Labor Statistics, 2010).

EMT Employment Projections and Earnings

Employment of EMTs is expected to grow slower than average in the United States, 5%, and much slower than average in Mississippi, 1% (EMSI, 2010). Job prospects will be best for those in metropolitan areas. Demand is expected to increase with aging populations and patient overcrowding in emergency departments (US Bureau of Labor Statistics, 2010).

Region	2010 Jobs	2019 Jobs	Change	% Change	Median Hourly Earnings
Regional Total	1,700	1,710	10	1%	\$12.33
National Total	212,378	223,735	11,357	5%	\$14.12

Source: [EMSI Complete Employment - 1st Quarter 2010](#)

Curriculum

The following national standards were referenced in each course of the curriculum:

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, ~~Forms~~[forms](#) 7 and 8 Academic Standards* ~~OR Mississippi Department of Education Subject Area Testing Program Academic Standards~~
- *21st Century Skills*
- ~~Industry~~[National EMS Educational Standards](#) ~~Name~~

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process, and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the ~~date~~[June 2010](#) curriculum revision meeting included [the following](#):

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- ~~Specific additions or deletions~~
- ~~The Recommended Tools and Equipment list was updated.~~
- [Competencies and objectives were added in consideration of amended national standards.](#)
- [The course title was changed to Emergency Medical Technician from EMT-Basic.](#)
- [The course abbreviation was changed from EMT to EMS.](#)
- [EMS 1116 was changed to 1118 to reflect a change from 6 semester credit hours to 8 semester credit hours.](#)
- [The prerequisite/corequisite was added for EMS 1118 \(formerly EMT 1116\).](#)

Assessment

Students will be assessed using the ~~Name~~[National Registry of Licensure Test](#) ~~OR name~~[Emergency Medical Technicians Exam](#).

Best Practices

Teachers are [expected to use a wide variety of CPAS test-teaching strategies throughout the curriculum to instruct competencies in various methods. Teachers should develop strategies that reflect academic achievement, problem solving, and industry needs for daily use in the classroom.](#)

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- ~~New topics in curriculum and new standards~~
- ~~Topics where instructors need help~~
- ~~How to use the program Blackboard site~~
- [Smart classrooms, virtual learning experiences, and simulation labs/instructional materials](#)
- Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html, and click on Differentiated Instruction. Work through this online course, and review the additional resources.

Articulation

(Only add this section if your SEC program is officially articulated with a PS program through the SBCJC articulation committee—do this for both the SEC and PS programs.)

Articulation credit from Secondary Allied Health to Postsecondary Practical Nursing will be awarded beginning with the fall semester of 2007. Courses to be articulated include PNV 1112—Basic Nutrition and PNV 1312—Growth and Development.

Statewide Guidelines on Articulated Credit

Eligibility

- To be eligible for articulated credit, a student must:
 - Complete the articulated Secondary Vocational Program
 - Score 80 percent or higher on the Mississippi Career Planning and Assessment System (MS CPAS) in their secondary program of study
- To be awarded articulated credit, a student must:
 - Complete application for articulated credit at the community or junior college
 - Enroll in the community or junior college within 18 months of graduation
 - Successfully complete 12 non-developmental career/technical or academic credit hours in the corresponding articulated postsecondary Career-Technical program of study

How MS CPAS will be documented

- The Research and Curriculum Unit of Mississippi State University will provide the SBCJC a list of all secondary CTE students scoring at or above the 80 percentile for the articulated programs
- The SBCJC will forward the list of students eligible for articulated credit to the Colleges

Transcripting of Articulated Credit

- Students must complete twelve (12) non-developmental career/technical or academic credit hours in the articulated postsecondary Career-Technical program of study before the articulated credit is transcripted.
- No grade will be given on the transcript for articulated courses, only hours granted will be transcripted (thus resulting in no change in quality points)

Time Limit

- MS CPAS scores will be accepted to demonstrate competencies for up to 18 months after high school graduation

Cost

- No costs will be assessed on hours earned through articulated credit

Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Vocational–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact local vocational–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The need for these types of skills has been recognized for some time, and the 21st Century Skills are adapted in part from the 1991 report from the U.S. Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS). Another important aspect of learning and working in the 21st century involves technology skills, and the International Society for Technology in Education, developer of the National Educational Technology Standards (NETS), was a strategic partner in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. Each vocational–technical course in this sequence has been written using a common format, which includes the following components:

- Course Name – A common name that will be used by all community and junior colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students
- Classification – Courses may be classified as the following:
 - Vocational–technical core – A required vocational–technical course for all students

- Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
 - Vocational–technical elective – An elective vocational–technical course
 - Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
 - Academic core – An academic course that is required as part of the requirements for an associate’s degree
- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester
 - Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
 - Corequisites – A listing of courses that may be taken while enrolled in the course
 - Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
 - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
 - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
 - Activities that implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary vocational–technical programs
 - Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.



- Programs that offer an Associate of Applied Science degree must include a minimum 15-semester-credit-hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
 - 3 semester credit hours Math/Science Elective
 - 3 semester credit hours Written Communications Elective
 - 3 semester credit hours Oral Communications Elective
 - 3 semester credit hours Humanities/Fine Arts Elective
 - 3 semester credit hours Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program so that students complete some academic and vocational–technical courses each semester. Each community or junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- In instances in which secondary programs are directly related to community and junior college programs, competencies and suggested objectives from the high school programs are listed as baseline competencies. These competencies and objectives reflect skills and knowledge that are directly related to the community and junior college vocational–technical program. In adopting the curriculum framework, each community or junior college is asked to give assurances that:
 - Students who can demonstrate mastery of the baseline competencies do not receive duplicate instruction; and
 - Students who cannot demonstrate mastery of this content will be given the opportunity to do so.
- The roles of the baseline competencies are to [do the following](#):
 - Assist community and junior college personnel in developing articulation agreements with high schools, ~~and~~.
 - Ensure that all community and junior college courses provide a higher level of instruction than their secondary counterparts.
- The baseline competencies may be taught as special introduction courses for 3 to 6 semester hours of institutional credit ~~which~~[that](#) will not count toward associate degree requirements. Community and junior colleges may choose to integrate the baseline competencies into ongoing courses in lieu of offering the introduction courses or may offer the competencies through special projects or individualized instruction methods.
- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

In order to provide flexibility within the districts, individual courses within a framework may be customized by [doing the following](#):

- Adding new competencies and suggested objectives;
- Revising or extending the suggested objectives for individual competencies;
- Integrating baseline competencies from associated high school programs;

- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the State Board for Community and Junior Colleges [SBCJC] of the change).

In addition, the curriculum framework as a whole may be customized by [doing the following](#):

- Resequencing courses within the suggested course sequence.
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with SBCJC approval).
- Utilizing the technical elective options in many of the curricula to customize programs.

NOTE: Due to the lack of alignment in content to secondary allied health courses, no articulation agreement currently exists between this program and any secondary course.

Table of Contents

Acknowledgments.....	45
Preface.....	46
Foreword.....	50
Program Description.....	56
Suggested Course Sequence.....	57
Aviation Maintenance Technology Emergency Medical Technician Courses.....	59
Aviation Applied Science.....	EMT 59
Aviation Electricity.....	Recommended Tools and Equipment 86
Aviation Materials and Processes.....	Assessment 88
Aircraft Servicing and Weight and Balance.....	Baseline Competencies 89
Maintenance Forms and Regulations.....	Appendix A: National EMS Educational Standards 93
Reciprocating Engine Theory.....	Appendix B: Related Academic Standards 94
Reciprocating Engine Overhaul and Inspection.....	Appendix : 21st Century Skills 95
Turbine Engine Theory.....	Error! Bookmark not defined.
Turbine Engine Overhaul and Inspection.....	Error! Bookmark not defined.
Power Plant Conformity and Airworthiness Inspection.....	Error! Bookmark not defined.
Lubrication and Fuel Metering Systems.....	Error! Bookmark not defined.
Induction, Cooling, and Exhaust Systems.....	Error! Bookmark not defined.
Aviation Electricity.....	Error! Bookmark not defined.
Propellers and Power Plant Review.....	Error! Bookmark not defined.
Structures I.....	Error! Bookmark not defined.
Structures II.....	Error! Bookmark not defined.
Aircraft Controls.....	Error! Bookmark not defined.
Aviation Electricity III.....	Error! Bookmark not defined.
Hydraulic and Pneumatic Power Systems.....	Error! Bookmark not defined.
Landing Gear and Protection Systems.....	Error! Bookmark not defined.
Environmental Control.....	Error! Bookmark not defined.
Aircraft Instrumentation Systems.....	Error! Bookmark not defined.
Aircraft Fuel Systems.....	Error! Bookmark not defined.
Airframe Inspection and Review.....	Error! Bookmark not defined.
Recommended Tools and Equipment.....	86
Assessment.....	88
Baseline Competencies.....	89
Appendix A: Federal Aviation Regulations.....	93
Appendix B: Related Academic Standards.....	94
Appendix C: 21 st Century Skills.....	95

Program Description

Emergency Medical Technician –~~Basic~~ is a one-~~semester~~ instructional program that prepares individuals to ~~function in the pre-hospital environment. The EMT-Basic program provides instruction in~~provide basic life support~~emergency medical~~ care of sick and injured persons. This ~~includes~~transportation for critical and emergent patients who access the emergency medical system. Emergency Medical Technicians function as part of a comprehensive EMS response, under medical oversight, trained in airway ~~assessment~~management, communications, documentation, general pharmacology, hemorrhage control, ambulance operations, and splinting of adult, pediatric, and infant patients; and special care of patients exposed to heat, cold, radiation, or contagious disease. ~~Emergency Medical Technicians – Basic are certified by the Mississippi State Department of Health Emergency Medical Services. Students who complete the program are eligible to take the National Registry of Emergency Medical Technicians – Basic Level~~Exam and become state certified.

Industry standards are based on the ~~EMT-Basic: National Standard Curriculum Modules~~EMS Education Standards and the Emergency Medical Technician Instructional Guidelines.

Suggested Course Sequence** Emergency Medical Technology – Basic

Baseline Competencies for **Emergency Medical Technology – Basic**** Technician

FIRST YEAR

~~68~~ sch EMT Basic (EMT 1116) ([EMS 1118](#))

~~68~~ sch

- * Students who lack entry-level skills in math, English, science, etc. will and so forth may be provided related studies.
- ** ~~Baseline competencies are taken from the high school Allied Health program. Students who can document mastery of these competencies should not receive duplicate instruction. Students who cannot demonstrate mastery will be required to do so.~~ Students must pass each module with a minimum score of 75% before progressing in the course.

NOTE: Students must pass the final comprehensive exam in order to successfully complete the course.

Module System of Study**

Module 1: Introduction to EMS Systems and Operations

Module 2: Medical Terminology, Lifespan Development, Anatomy/Physiology

Module 3: Airway

Module 4: Pathophysiology, Shock and Resuscitation

Module 5: Patient Assessment

Module 6: Pharmacology, Medical

Module 7: Trauma

Module 8: Special Patient Populations



Emergency Medical Technology -- Basic Technician Courses

Course Name: EMT-~~Basic~~

Course Abbreviation: ~~EMT 1116~~ [EMS 1118](#)

Classification: Vocational--Technical Core

Description: This course includes responsibilities of the EMT during each phase of an ambulance run, patient assessment, emergency medical conditions, appropriate emergency care, and appropriate procedures for transporting patient. (~~68~~ sch: ~~2-5~~-hr: lecture, ~~6-2~~-hr: lab, ~~3-1~~-hr: clinical)

[\(135 clock hr – lecture and lab; 48 clock hr – clinical and field\)](#)

Prerequisite: ~~None~~ / **Corequisite:** [Current American Heart Association BLS Health-care Provider card](#)

Competencies and Suggested Objectives

1. Acquire a professional knowledge and skills of Emergency Medical Services (EMS) systems to include the roles and responsibilities of an EMT-~~Basic~~. [EMB 1](#)
 - a. Define EMS systems. [DOK 1](#)
 - b. Differentiate between the roles and responsibilities of the EMT-~~Basic~~ and the roles and responsibilities of other ~~prehospital~~ [out-of-hospital](#) care providers. [DOK 1](#)
 - c. Describe the roles and responsibilities related to personal safety. [DOK 1](#)
 - d. Discuss the roles and responsibilities of the EMT-~~Basic~~ toward the safety of the crew, the patient, and bystanders. [DOK 1](#)
 - e. Define quality improvement, and discuss the ~~EMT-Basic's~~ [EMT's](#) role in the process. [DOK 1](#)
 - f. Define medical direction, and discuss the ~~EMT-Basic's~~ [EMT's](#) role in the process. [DOK 1](#)
 - g. State the specific statutes and regulations in your state regarding the EMS system. [DOK 1](#)
 - h. Assess areas of personal attitude and conduct of the EMT-~~Basic~~. [DOK 1](#)
 - i. Characterize the various methods used to access the EMS system in your community. [DOK 1](#)
 - [j. Describe evidence-based decision making.](#) [DOK 1](#)
 - [k. Use simple knowledge of the principles of illness and injury prevention in emergency care.](#) [DOK 1](#)
2. Recognize factors associated with ~~stress~~ [wellness](#) and personal safety. [EMB 1](#)
 - a. List possible emotional reactions that the EMT-~~Basic~~ may experience when faced with trauma, illness, death, and dying. [DOK 1](#)
 - b. Discuss the possible reactions that a family member may exhibit when confronted with death and dying. [DOK 1](#)
 - c. State the steps in the ~~EMT-Basic's~~ [EMT's](#) approach to the family confronted with death and dying. [DOK 1](#)
 - d. State the possible reactions that the family [members](#) of the EMT-~~Basic~~ may exhibit

- due to their outside involvement in EMS. [DOK 1](#)
- e. Recognize the signs and symptoms of critical incident stress. [DOK 1](#)
 - f. State possible steps that the EMT-Basic may take to help reduce/alleviate stress. [DOK 1](#)
 - g. Explain the need to determine scene safety. [DOK 1](#)
 - h. Discuss the importance of body substance isolation. [DOK 1](#)
 - i. Describe the steps the EMT-Basic should take for personal protection from airborne and bloodborne pathogens. [DOK 1](#)
 - j. List the personal protective equipment necessary for each of the following situations: [DOK 1](#)
 - (1) Hazardous materials
 - (2) Rescue operations
 - (3) Violent scenes
 - (4) Crime scenes
 - (5) Exposure to bloodborne pathogens
 - (6) Exposure to airborne pathogens
 - k. [Describe infectious pathogens including HIV, MRSA, hepatitis, meningitis, and tuberculosis.](#) [DOK 1](#)
 - l. Explain the rationale for serving as an advocate for the use of appropriate protective equipment. [DOK 1](#)
 - m. Given a scenario with potential infectious exposure, use appropriate personal protective equipment; at the completion of the scenario, properly remove and discard the protective garments. [DOK 2](#)
 - n. Given the above scenario, complete disinfection/cleaning and all reporting documentation. [DOK 2](#)
 - o. [Demonstrate proper techniques for lifting and moving patients.](#) [DOK 1](#)
 - p. [Explain the rationale for crew members to evaluate scene safety prior to entering the scene.](#) [DOK 1](#)
3. Explain medical, legal, and ethical implications that impact the functioning of an EMT-Basic. [EMB 1, EMB6](#)
- a. Define the EMT-Basic scope of practice. [DOK 1](#)
 - b. Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or state provisions regarding EMS application. [DOK 1](#)
 - c. Define consent, and discuss the methods of obtaining consent. [DOK 1](#)
 - d. Differentiate between expressed and implied consent. [DOK 1](#)
 - e. Explain the role of consent of minors in providing care. [DOK 1](#)
 - f. Discuss the implications for the EMT-Basic in patient refusal of transport. [DOK 1](#)
 - g. Discuss the issues of abandonment, negligence, and battery and their implications to the EMT-Basic. [DOK 1](#)
 - h. State the conditions necessary for the EMT-Basic to have a duty to act. [DOK 1](#)
 - i. Explain the importance, necessity, and legality of patient confidentiality, including HIPAA. [DOK 1](#)
 - j. Discuss the considerations of the EMT-Basic in issues of organ retrieval. [DOK 1](#)
 - k. Differentiate the actions that an EMT-Basic should take to assist in the preservation of a crime scene. [DOK 1](#)
 - l. State the conditions that require an EMT-Basic to notify local law enforcement officials. [DOK 1](#)

<p>m. Explain the role of EMS and the EMT-Basic regarding patients with DNR orders. DOK 1</p> <p>n. Explain the rationale for the needs, benefits, and usage of advance directives. DOK 1</p> <p>o. Explain the rationale for the concept of varying degrees of DNR. DOK 1</p>
<p>4. Discuss anatomy and physiology using medical terminology.</p> <p>a. Identify the following topographic terms: medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, and mid-axillary.</p> <p>b. Describe the anatomy and pathophysiology of the following major body systems: respiratory, circulatory, musculoskeletal, nervous, and endocrine.</p>
<p>5. Demonstrate and explain the importance of obtaining the different aspects of vital signs in patient assessment.</p> <p>a. Identify the components of vital signs.</p> <p>b. 4. Apply fundamental knowledge of the anatomy and function of all human systems to the practice of EMS. EMB 2</p> <p>Describe the methods to obtain a breathing rate.</p> <p>c. Identify the attributes that should be obtained when assessing breathing.</p> <p>d. d. Differentiate among shallow, labored, anatomy and noisy breathing. body functions. DOK 1</p> <p>e. Describe the methods to obtain a pulse rate.</p> <p>f. Identify the information obtained when assessing a patient's pulse.</p> <p>g. Differentiate among a strong, weak, regular, and irregular pulse.</p> <p>h. Describe the methods to assess the skin color, temperature, condition, and capillary refill in infants and children.</p> <p>i. Identify the normal and abnormal skin colors.</p> <p>j. Explain among pale, blue, red, and yellow skin color.</p> <p>k. Identify the normal and abnormal skin temperature.</p> <p>l. Differentiate among hot, cool, and cold skin temperature.</p> <p>m. Identify normal and abnormal skin conditions.</p> <p>n. Identify normal and abnormal capillary refill in infants and children.</p> <p>o. Describe the methods to assess the pupils.</p> <p>p. Identify normal and abnormal pupil size.</p> <p>q. Differentiate between dilated (big) and constricted (small) pupil size.</p> <p>r. Differentiate between reactive and non-reactive pupils and equal and unequal pupils.</p> <p>s. Describe the methods to assess blood pressure.</p> <p>t. Define systolic pressure.</p> <p>u. Define diastolic pressure.</p> <p>v. Explain the difference between auscultation and palpation for obtaining a blood pressure.</p> <p>w. Identify the components of the SAMPLE history.</p> <p>x. Differentiate between a sign and a symptom.</p> <p>y. State the importance of accurately reporting and recording the baseline vital signs.</p> <p>e. z. Discuss the need to search for additional medical identification. life support chain. DOK 1</p> <p>aa. Explain the value of performing the baseline vital signs.</p> <p>bb. Recognize and respond to the feelings patients experience during assessment.</p>



<p>ee. Defend the need for obtaining and recording an accurate set of vital signs.</p> <p>dd. Explain the rationale of recording additional sets of vital signs.</p> <p>ee. Explain the importance of obtaining a SAMPLE history.</p> <p>ff. Demonstrate the skills involved in assessment of breathing.</p> <p>gg. Demonstrate the skills associated with obtaining a pulse.</p> <p>hh. Demonstrate the skills associated with the skin color, temperature, condition, and capillary refill in infants and children.</p> <p>ii. Demonstrate the skills associated with assessing the pupils.</p> <p>jj. Demonstrate the skills associated with obtaining blood pressure.</p> <p><u>f. kk. Demonstrate the skills that should be used to obtain information from the patient, family, or bystanders at the scene. <u>Identify age-related variations.</u> ^{DOK 1}</u></p>
<p><u>5. Use foundational anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health-care professionals.</u> ^{EMB 3}</p>
<p>6. Demonstrate the appropriate methods and equipment utilized for cardiopulmonary resuscitation of the adult and pediatric patient, and obtain a health-care provider CPR card. ^{EMB 1, EMB 8, EMB 11}</p> <p>a. Demonstrate skills associated with maintaining an open airway for the adult, child, and infant. ^{DOK 2}</p> <p>b. Demonstrate the appropriate methods for assessing ventilation and the adequacy of artificial ventilation. ^{DOK 2}</p> <p>c. Demonstrate techniques for assessing circulation. ^{DOK 2}</p> <p>d. Demonstrate techniques for appropriate CPR for the adult, child, and infant, including the use of an automated external defibrillator. ^{DOK 2}</p> <p>e. Demonstrate the ability to recognize foreign body airway obstruction in the adult, child, and infant. ^{DOK 2}</p> <p>f. Demonstrate the ability to manage foreign body airway obstruction in the adult, child, and infant. ^{DOK 2}</p>
<p><u>7. Apply fundamental knowledge of therapeutic communication to the provision of emergency care.</u> ^{EMB 1, EMB 5, EMB 13}</p>
<p><u>78. Demonstrate the appropriate proper procedure and skills for effective radio communications.</u> ^{EMB 14}</p> <p><u>a. List the proper methods and equipment utilized for lifting of initiating and moving patients allowing terminating a radio call.</u> ^{DOK 1}</p> <p><u>b. State the proper sequence for safety delivery of the patient information.</u> ^{DOK 1}</p> <p><u>c. Explain the importance of effective communication of patient information in the verbal report.</u> ^{DOK 1}</p> <p><u>d. Identify the essential components of the verbal report.</u> ^{DOK 1}</p> <p><u>e. Describe the attributes for increasing effectiveness and self-efficiency of verbal communications.</u> ^{DOK 1}</p> <p>a. Define body mechanics.</p> <p><u>bf. State legal aspects to consider in verbal communication.</u> ^{DOK 1}</p> <p><u>g. Discuss the guidelines and safety precautions communication skills that need should be used to be followed when lifting a interact with the patient.</u> ^{DOK 1}</p> <p>e. Describe the safe lifting of cots and stretchers.</p> <p>d. Describe the guidelines and safety precautions for carrying patients and equipment.</p> <p>e. Discuss one-handed carrying techniques.</p>

- f. ~~Describe~~ Discuss the communication skills that should be used to interact with the family, bystanders, and individuals from other agencies while providing patient care and the difference between skills used to interact with the patient and those used to interact with others. ^{DOK 1}
- i. ~~List the correct and safe carrying~~ radio ~~procedures on stairs.~~
- g. ~~State the guidelines for reaching and their application.~~
- h. ~~Describe correct reaching for log rolls.~~
- i. ~~State the guidelines for pushing and pulling.~~
- j. ~~Discuss the general considerations of moving patients.~~
- k. ~~State three situations that may require the use of an emergency move.~~
- l. ~~Identify~~ in the following patient carrying devices: phases of a typical call: ^{DOK 1}
- (1) ~~Wheeled ambulance stretcher~~ To the scene
 - (2) ~~Stair chair~~ At the scene
 - (3) ~~Scoop stretcher~~ To the facility
 - (4) ~~Long spine board~~ At the facility
 - (5) ~~Basket stretcher~~ To the station
 - (6) ~~Flexible stretcher~~ At the station
- m. ~~Explain the rationale for properly lifting~~ providing efficient ~~and moving patients.~~
- n. ~~Working with a partner, prepare each of the following devices for use, transfer a patient to the device, properly position the patient on the device, move the device to the ambulance,~~ effective radio communications ~~and load the patient into the ambulance:~~ reports. ^{DOK 1}
- (1) ~~Wheeled ambulance stretcher~~
 - (2) ~~Portable ambulance stretcher~~
 - (3) ~~Stair chair~~
 - (4) ~~Scoop stretcher~~
 - (5) ~~Long spine board~~
 - (6) ~~Basket stretcher~~
 - (7) ~~Flexible stretcher~~
- o. ~~Working with a partner, demonstrate techniques for the transfer of a patient from an ambulance stretcher to a hospital stretcher.~~ k. Perform a simulated, organized, concise radio transmission. ^{DOK 1}
- l. Perform an organized, concise patient report that would be given to the staff at a receiving facility. ^{DOK 2}
- m. Perform a brief, organized report that would be given to an ALS provider arriving at an incident scene at which the EMT was already providing care. ^{DOK 2}
9. Develop appropriate documentation that adheres to state and local requirements. ^{EMB 1, EMB 14}
- a. Explain the components of the written report, and list the information that should be included in the written report. ^{DOK 1}
 - b. Identify the various sections of the written report. ^{DOK 1}
 - c. Describe what information is required in each section of the out-of-hospital care report and how it should be entered. ^{DOK 1}
 - d. Define the special considerations concerning patient refusal. ^{DOK 1}
 - e. Describe the legal implications associated with the written report. ^{DOK 1}
 - f. Discuss all state and local record and reporting requirements. ^{DOK 1}

- g. Explain the rationale for patient care documentation. ^{DOK 1}
- h. Explain the rationale for the EMS system gathering data. ^{DOK 1}
- i. Explain the rationale for using medical terminology correctly. ^{DOK 1}
- j. Explain the rationale for using an accurate and synchronous clock so that information can be used in trending. ^{DOK 1}
- k. Complete an out-of-hospital care report. ^{DOK 1}

810. Discuss the respiratory system and appropriate airway and ventilatory management. ^{EMB 8}

- a. Label the major structures of the respiratory system on a diagram. ^{DOK 1}
- b. Describe the pathophysiology of the respiratory system. ^{DOK 2}
- c. List the signs of adequate breathing. ^{DOK 1}
- d. List the signs of inadequate breathing. ^{DOK 1}
- e. Describe the steps in performing the head-tilt chin lift. ^{DOK 1}
- f. Relate mechanism of injury to opening the airway. ^{DOK 2}
- g. Describe the steps in performing the jaw thrust. ^{DOK 1}
- h. State the importance of having a suction unit ready for immediate use when providing emergency care. ^{DOK 1}
- i. Describe the techniques of suctioning. ^{DOK 1}
- j. Describe how to artificially ventilate a patient with a pocket mask. ^{DOK 1}
- k. Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask while using the jaw thrust. ^{DOK 1}
- l. List the parts of a bag-valve-mask system. ^{DOK 1}
- m. Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one, two, and three rescuers. ^{DOK 1}
- n. Describe the signs of adequate artificial ventilation using the bag-valve-mask. ^{DOK 1}
- o. Describe the signs of inadequate artificial ventilation using the bag-valve-mask. ^{DOK 1}
- p. Describe the steps in artificially ventilating a patient with a flow-restricted, oxygen-powered ventilation device. ^{DOK 1}
- q. List the steps in performing the actions taken when providing mouth-to-mask and BVM-to-stoma artificial ventilation. ^{DOK 1}
- r. Describe how to measure and insert an oropharyngeal (oral) airway. ^{DOK 1}
- s. Describe how to measure and insert a nasopharyngeal (nasal) airway. ^{DOK 1}
- t. Explain the components of an oxygen delivery system including pulse oximetry. ^{DOK 1}
- u. Identify a nonrebreather face mask, and state the oxygen flow requirements needed for its use. ^{DOK 1}
- v. Describe the indications for using a nasal cannula versus a nonrebreather face mask. ^{DOK 1}
- w. Identify a nasal cannula, and state the flow requirements needed for its use. ^{DOK 1}
- x. Explain the rationale for basic life support, artificial ventilation, and airway protective skills taking priority over most other basic life support skills. ^{DOK 1}
- y. Explain the rationale for providing adequate oxygenation through high inspired oxygen concentrations to patients who, in the past, may have received low concentrations. ^{DOK 1}
- z. ~~Demonstrate the steps in performing the head-tilt chin lift.~~
- z. Explain the rationale for providing proper ventilations to neurological patients. ^{DOK 1}
- aa. Demonstrate the steps in performing the ~~jaw thrust~~ head-tilt chin lift. ^{DOK 2}



<p>bb. Demonstrate the steps in performing the jaw thrust. ^{DOK 2}</p> <p>cc. Demonstrate the techniques of suctioning. ^{DOK 2}</p> <p>eedd. Demonstrate the steps in providing mouth-to-mask artificial ventilation with body substance isolation. ^{DOK 2}</p> <p>deee. Demonstrate how to use a pocket mask to artificially ventilate an adult patient. ^{DOK 2}</p> <p>eeff. Demonstrate the assembly of a bag-valve-mask unit. ^{DOK 1}</p> <p>ff. Demonstrate the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one, two and three rescuers.</p> <p>gg. Demonstrate the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one, two, and three rescuers. ^{DOK 2}</p> <p>hh. Demonstrate the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask while using the jaw thrust. ^{DOK 2}</p> <p>hhii. Demonstrate artificial ventilation of a patient with a flow-restricted, oxygen-powered ventilation device. ^{DOK 2}</p> <p>iiij. Demonstrate how to artificially ventilate a patient with a stoma. ^{DOK 2}</p> <p>jjkk. Demonstrate how to insert an oropharyngeal (oral) airway. ^{DOK 2}</p> <p>kkll. Demonstrate how to insert a nasopharyngeal (nasal) airway. ^{DOK 2}</p> <p>llmm. Demonstrate the correct operation of oxygen tanks and regulators. ^{DOK 2}</p> <p>mmnn. Demonstrate the use of a nonrebreather face mask, and state the oxygen flow requirements needed for its use. ^{DOK 2}</p> <p>nnoo. Demonstrate the use of a nasal cannula, and state the flow requirements needed for its use. ^{DOK 2}</p> <p>oopp. Demonstrate how to artificially ventilate the infant and child patient. ^{DOK 2}</p> <p>ppqq. Demonstrate oxygen administration for the infant and child patient. ^{DOK 2}</p> <p>qq. Discussrr. Demonstrate the use of a pulse oximeter. ^{DOK 2}</p> <p>ss. Demonstrate the use of oxygen humidifiers. ^{DOK 2}</p> <p>tt. Demonstrate the use of partial rebreather masks. ^{DOK 2}</p> <p>uu. Demonstrate the use of Venturi masks. ^{DOK 2}</p> <p>vv. Demonstrate the use of automated transport ventilators. ^{DOK 2}</p>
<p>9. Explain the rationale for crew members to evaluate scene safety prior to entering the scene.</p> <ul style="list-style-type: none">a. Recognize hazards and potential hazards.b. Describe common hazards found at the scene of a trauma and a medical patient.c. Determine if the scene is safe to enter.d. Discuss common mechanisms of injury and nature of illness.e. Discuss the reason for identifying the total number of patients at the scene.f. Explain the reason for identifying the need for additional help or assistance.g. Explain the rationale for crew members to evaluate scene safety prior to entering.h. Serve as a model for others explaining how patient situations affect the evaluation of mechanism of injury or illness.i. Observe various scenarios and identify potential hazards.
<p>10. Explain the importance of learning a general impression of the patient.</p> <ul style="list-style-type: none">a. Summarize the reasons for forming a general impression of the patient.b. Discuss methods of assessing altered mental status.c. Differentiate among assessing the altered mental status in the adult, child, and infant patient.



<ul style="list-style-type: none">d. — Discuss methods of assessing the airway in the adult, child, and infant patient.e. — State reasons for management of the cervical spine once the patient has been determined to be a trauma patient.f. — Describe methods used for assessing if a patient is breathing.g. — State what care should be provided to the adult, child, and infant patient with adequate breathing.h. — State what care should be provided to the adult, child, and infant patient without adequate breathing.i. — Differentiate between a patient with adequate and inadequate breathing in relation to pathophysiology of the respiratory system.j. — Distinguish among methods of assessing breathing in the adult, child, and infant patient.k. — Compare the methods of providing airway care to the adult, child, and infant patient.l. — Describe the methods used to obtain a pulse.m. — Differentiate among obtaining a pulse in an adult, child, and infant patient.n. — Discuss the need for assessing the patient for external bleeding.o. — Describe normal and abnormal findings when assessing skin color.p. — Describe normal and abnormal findings when assessing skin temperature.q. — Describe normal and abnormal findings when assessing skin condition.r. — Describe normal and abnormal findings when assessing skin capillary refill in the infant and child patient.s. — Explain the reason for prioritizing a patient for care and transport.t. — Explain the value of performing an initial assessment.u. — Demonstrate the techniques for assessing mental status.v. — Demonstrate the techniques for assessing the airway.w. — Demonstrate the techniques for assessing if the patient is breathing.x. — Demonstrate the techniques for assessing if the patient has a pulse.y. — Demonstrate the techniques for assessing the patient for external bleeding.z. — Demonstrate the techniques for assessing the patient's skin color, temperature, condition, and capillary refill (infants and children only).aa. — Demonstrate the ability to prioritize patients.
11. Demonstrate the different aspects of a rapid trauma assessment in order to provide patient care. <ul style="list-style-type: none">a. — Discuss the reasons for reconsideration concerning the mechanism of injury.b. — State the reasons for performing a rapid trauma assessment.c. — Recite examples and explain why patients should receive a rapid trauma assessment.d. — Describe the areas included in the rapid trauma assessment and discuss what should be evaluated.e. — Explain when the rapid assessment may be altered in order to provide patient care.f. — Discuss the reason for performing a focused history and physical exam.g. — Recognize and respect the feelings that patients might experience during assessment.h. — Demonstrate the rapid trauma assessment that should be used to assess a patient based on mechanism of injury.
12. Demonstrate the different aspects of patient assessment with varying degrees of patient's responsiveness. <ul style="list-style-type: none">a. — Describe the unique needs for assessing an individual with a specific chief complaint

<p>with no known prior history.</p> <p>b. Differentiate between the history and physical exam that are performed for responsive patients with no known prior history and responsive patients with a known prior history.</p> <p>c. Describe the needs for assessing an individual who is unresponsive.</p> <p>d. Differentiate between the assessment that is performed for a patient who is unresponsive or has an altered mental status and other medical patients requiring assessment.</p> <p>e. Recognize the feelings that patients and family members might be experiencing.</p> <p>f. Demonstrate the patient assessment skills that should be used to assist a patient who is responsive with no known history.</p> <p>g. Demonstrate the patient assessment skills that should be used to assist a patient who is unresponsive or has an altered mental status.</p>
<p>13. Determine the components of the detailed physical exam and the care to be provided to the patient during assessment.</p> <p>a. Discuss the components of the detailed physical exam.</p> <p>b. State the areas of the body that are evaluated during the detailed physical exam.</p> <p>c. Explain what additional care should be provided while performing the detailed physical exam.</p> <p>d. Distinguish between the detailed physical exam that is performed on a trauma patient and that of the medical patient.</p> <p>e. Explain the rationale for the feelings that these patients might be experiencing.</p> <p>f. Demonstrate the skills involved in performing the detailed physical exam.</p>
<p>1411. <u>Apply patient assessment to the emergency care of medical and trauma patients throughout the different stages of the life span.</u> <small>EMB 5, EMB 9, EMB 10, EMB 12</small></p> <p>a. <u>Explain the components and importance of the ongoing assessment of scene size-up.</u> <small>DOK 1</small></p> <p>a. <u>Discuss</u> b. <u>Demonstrate</u> the reasons for repeating <u>components of scene size-up.</u> <small>DOK 1</small></p> <p>c. <u>Explain</u> the <u>initial components of primary</u> assessment as part of the ongoing. <small>DOK 1</small></p> <p>d. <u>Demonstrate the components of primary</u> assessment. <small>DOK 1</small></p> <p>e. <u>Describe the components of the ongoing</u> <u>Explain the</u> assessment. <u>of vital signs.</u> <small>DOK 1</small></p> <p>e. <u>Describe</u> trending of <u>Demonstrate the</u> assessment components. <u>of vital signs.</u> <small>DOK 1</small></p> <p>g. <u>Explain the value</u> <u>components</u> of performing an ongoing <u>history taking.</u> <small>DOK 1</small></p> <p>h. <u>Demonstrate the components of history taking.</u> <small>DOK 1</small></p> <p>k. <u>Explain the components of secondary</u> assessment. <small>DOK 1</small></p> <p>l. e. <u>Respect</u> <u>Demonstrate</u> the feelings that patients and family members might experience during <u>components of secondary</u> assessment. <small>DOK 1</small></p> <p>fk. <u>Explain the value of trending</u> assessment components to other health professionals who assume care <u>use</u> of <u>monitoring devices.</u> <small>DOK 1</small></p> <p>l. <u>Demonstrate the patient</u> <u>use of monitoring devices.</u> <small>DOK 1</small></p> <p>m. <u>Explain the components of reassessment.</u> <small>DOK 1</small></p> <p>n. <u>Demonstrate the skills involved in performing the ongoing assessment.</u> <u>components of reassessment.</u> <small>DOK 1</small></p>

15. Demonstrate the proper procedure and skills for effective radio communications.
- a. List the proper methods of initiating and terminating a radio call.
 - b. State the proper sequence for delivery of patient information.
 - c. Explain the importance of effective communication of patient information in the verbal report.
 - d. Identify the essential components of the verbal report.
 - e. Describe the attributes for increasing effectiveness and efficiency of verbal communications.
 - f. State legal aspects to consider in verbal communication.
 - g. Discuss the communication skills that should be used to interact with the patient.
 - h. Discuss the communication skills that should be used to interact with the family, bystanders, and individuals from other agencies while providing patient care and the difference between skills used to interact with the patient and those used to interact with others.
 - i. List the correct radio procedures in the following phases of a typical call:
 - (1) To the scene
 - (2) At the scene
 - (3) To the facility
 - (4) At the facility
 - (5) To the station
 - (6) At the station
 - j. Explain the rationale for providing efficient and effective radio communications and patient reports.
 - k. Perform a simulated, organized, concise radio transmission.
 - l. Perform an organized, concise patient report that would be given to the staff at a receiving facility.
 - m. Perform a brief, organized report that would be given to an ALS provider arriving at an incident scene at which the EMT Basic was already providing care.

16. Develop appropriate documentation which adheres to state and local requirements.
- a. Explain the components of the written report, and list the information that should be included in the written report.
 - b. Identify the various sections of the written report.
 - c. Describe what information is required in each section of the prehospital care report and how it should be entered.
 - d. Define the special considerations concerning patient refusal.
 - e. Describe the legal implications associated with the written report.
 - f. Discuss all state and local record and reporting requirements.
 - g. Explain the rationale for patient care documentation.
 - h. Explain the rationale for the EMS system gathering data.
 - i. Explain the rationale for using medical terminology correctly.
 - j. Explain the rationale for using an accurate and synchronous clock so that information can be used in trending.
 - k. Complete a prehospital care report.

17. Discuss pharmacology relative to the EMT-Basic. ^{EMB 7}
- a. Identify which medications will that may be carried on the unit.
 - b. State the medications carried on the unit utilized by the generic name. EMT. ^{DOK 1}

	<p>e. Identify the medications with which the EMT-Basic may assist the patient with administering.</p> <p>d. State the medications the EMT-Basic can assist the patient with by the generic name.</p> <p>eb. Discuss the <u>generic and trade names</u>. <u>DOK 1</u></p> <p>c. <u>Discuss medication forms in which the medications may be found</u>. <u>DOK 1</u></p> <p>fd. Explain the rationale for the administration of medications. <u>DOK 1</u></p> <p>ge. Demonstrate <u>general steps for assisting the patient with self-medication administration of medications</u>. <u>DOK 1</u></p> <p>hf. Read the labels, and inspect each type of medication. <u>DOK 1</u></p> <p>g. <u>Discuss the six rights of medication administration</u>. <u>DOK 1</u></p>
18	<p>13. Describe the <u>assessment, care, and treatment of patients with respiratory system and procedures for airway and ventilation management emergencies</u>. <u>EMB 2, EMB 8</u></p> <p>a. List the structure, function, and pathophysiology of the respiratory system. <u>DOK 1</u></p> <p>b. Identify the signs and symptoms of a patient with breathing difficulty. <u>DOK 1</u></p> <p>c. Describe the emergency medical care and management of the patient with breathing difficulty. <u>DOK 1</u></p> <p>d. Recognize the need for medical direction to assist in the emergency medical care of the patient with breathing difficulty. <u>DOK 1</u></p> <p>e. Describe the emergency medical care and management of the patient with breathing distress. <u>DOK 1</u></p> <p>f. Explain the relationship between airway management and the patient with breathing difficulty. <u>DOK 2</u></p> <p>g. Identify the signs of adequate air exchange. <u>DOK 1</u></p> <p>h. <u>State Assist</u> the <u>generic name, medication forms, dose, administration, action, indications, and contraindications for the patient with a prescribed nebulized/aerosolized inhaler</u>. <u>DOK 1</u></p> <p>i. Distinguish among the emergency medical care of the infant, child, and adult patient with breathing difficulty. <u>DOK 1</u></p> <p>j. Differentiate between upper airway obstruction and lower airway disease in the infant and child patient. <u>DOK 2</u></p> <p>k. <u>Defend Discuss</u> EMT-Basic treatment regimens for various respiratory emergencies. <u>DOK 1</u></p> <p>l. Explain the rationale for administering an inhaler. <u>DOK 1</u></p> <p>m. Demonstrate the emergency medical care for breathing difficulty. <u>DOK 2</u></p> <p>n. Perform the steps in facilitating the use of an inhaler. <u>DOK 1</u></p>
19	<p>14. Demonstrate cardiac interventions and the management of the cardiac patient. <u>EMB 10</u></p> <p>a. Describe the structure and function of the cardiovascular system. <u>DOK 1</u></p> <p>b. Discuss the emergency medical care of the patient experiencing chest pain or discomfort, including application of the cardiac monitor. <u>DOK 1</u></p> <p>c. List the indications for automated external defibrillation. <u>DOK 1</u></p> <p>d. List the contraindications for automated external defibrillation. <u>DOK 1</u></p> <p>e. Define the role of the EMT-Basic in the emergency cardiac care system. <u>DOK 1</u></p> <p>f. Explain the impact of age and weight on defibrillation. <u>DOK 1</u></p> <p>g. Discuss the position of comfort for patients with various cardiac emergencies. <u>DOK 1</u></p> <p>h. Establish the relationship between airway management and the patient with cardiovascular compromise. <u>DOK 2</u></p>

- i. Predict the relationship between the patient experiencing cardiovascular compromise and basic life support. [DOK 1](#)
- j. Discuss the fundamentals of early defibrillation. [DOK 1](#)
- k. Explain the rationale for early defibrillation. [DOK 1](#)
- l. Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator. [DOK 1](#)
- m. Explain the importance of ~~prehospital~~[out-of-hospital](#) Advanced Cardiac Life Support (ACLS) intervention if it is available. [DOK 1](#)
- n. Explain the importance of urgent transport to a facility with ACLS if it is not available in the ~~prehospital~~[out-of-hospital](#) setting. [DOK 1](#)
- o. Discuss the various types of adult and pediatric automated external defibrillators. [DOK 1](#)
- p. Differentiate between the fully automated and the semiautomated defibrillator. [DOK 1](#)
- q. Discuss the procedures that must be taken into consideration for standard operations of the various types of automated external defibrillators. [DOK 1](#)
- r. State the reasons for assuring that the patient is pulseless and apneic when using the automated external defibrillator. [DOK 1](#)
- s. Discuss the circumstances ~~which~~[that](#) may result in inappropriate shocks. [DOK 1](#)
- t. Explain the considerations for interruption of CPR when using the automated external defibrillator. [DOK 1](#)
- u. Discuss the advantages and disadvantages of automated external defibrillators. [DOK 1](#)
- ~~v.~~ [Discuss the use of CPR assist devices.](#) [DOK 1](#)
- ~~w.~~ Summarize the speed of operation of automated external defibrillation. [DOK 1](#)
- ~~wx.~~ Discuss the use of remote defibrillation through adhesive pads. [DOK 1](#)
- ~~xy.~~ Discuss the special considerations for rhythm monitoring. [DOK 1](#)
- ~~yz.~~ List the steps in the operation of the automated external defibrillator. [DOK 1](#)
- ~~za.~~ Discuss the standard of care that should be used to provide care to a patient with persistent ventricular fibrillation and no available ACLS. [DOK 1](#)
- ~~ab.~~ Discuss the standard of care that should be used to provide care to a patient with recurrent ventricular fibrillation and no available ACLS. [DOK 1](#)
- ~~bc.~~ Differentiate between single rescuer and multi-rescuer care with an automated external defibrillator. [DOK 1](#)
- ~~cd.~~ Explain the reason for not checking pulses between shocks with an automated external defibrillator. [DOK 1](#)
- ~~de.~~ Discuss the importance of coordinating ACLS trained providers with personnel using automated external defibrillators. [DOK 1](#)
- ~~ef.~~ Discuss the importance of post-resuscitation care. [DOK 1](#)
- ~~fg.~~ List the components of post-resuscitation care. [DOK 1](#)
- ~~gh.~~ Explain the importance of frequent practice with the automated external defibrillator. [DOK 1](#)
- ~~hi.~~ Discuss the need to complete the Automated Defibrillator: Operator's Shift Checklist. [DOK 1](#)
- ~~ij.~~ Discuss the role of the American Heart Association (AHA) in the use of automated external defibrillation. [DOK 1](#)
- ~~jk.~~ Explain the role medical direction plays in the use of automated external defibrillation. [DOK 1](#)
- ~~kl.~~ State the reasons that a case review should be completed following the use of the

automated external defibrillator. [DOK 1](#)

[Hmm](#). Discuss the components that should be included in a case review. [DOK 1](#)

[mnn](#). Discuss the goal of quality improvement in automated external defibrillation. [DOK 1](#)

[noo](#). Recognize the need for medical direction of protocols to assist in the emergency medical care of the patient with chest pain. [DOK 1](#)

[opp](#). List the indications for the use of nitroglycerin. [DOK 1](#)

[ppq](#). State the contraindications and side effects for the use of nitroglycerin. [DOK 1](#)

[qrr](#). [List the indications for the use of aspirin.](#) [DOK 1](#)

[ss](#). [State the contraindications and side effects for the use of aspirin.](#) [DOK 1](#)

[tt](#). Define the function of all controls on an automated external defibrillator, and describe event documentation and battery defibrillator maintenance. [DOK 1](#)

[tuu](#). Defend the reasons for obtaining initial training in automated external defibrillation and the importance of continuing education. [DOK 1](#)

[ssvv](#). Defend the reason for maintenance of automated external defibrillators. [DOK 1](#)

[ttww](#). Explain the rationale for administering nitroglycerin to a patient with chest pain or discomfort. [DOK 1](#)

[uuxx](#). Demonstrate the assessment and emergency medical care of a patient experiencing chest pain or discomfort. [DOK 2](#)

[vvy](#). Demonstrate the application and operation of the automated external defibrillator. [DOK 2](#)

[wwzz](#). Demonstrate the maintenance of an automated external defibrillator. [DOK 1](#)

○ [xxaaa](#). Demonstrate the assessment and documentation of patient response to the automated external defibrillator. [DOK 1](#)

[yybbb](#). Demonstrate the skills necessary to complete the Automated Defibrillator: Operator's Shift Checklist. [DOK 1](#)

[zzccc](#). Perform the steps in facilitating the use of nitroglycerin for chest pain or discomfort. [DOK 1](#)

[aaaddd](#). Demonstrate the assessment and documentation of patient response to nitroglycerin. [DOK 1](#)

[bbbee](#). Practice completing a ~~prehospital~~ [an out-of-hospital](#) care report for patients with cardiac emergencies. [DOK 1](#)

[fff](#). [Describe the anatomical, physiological, pathophysiological, assessment, and management considerations of the following:](#) [DOK 1](#)

[\(4\) Sickle cell crisis](#)

[\(5\) Clotting disorders](#)

[15. Apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for patients suffering from abdominal, gastrointestinal, or genitourinary disorders.](#) [EMB 9, EMB 10](#)

[a. Describe the anatomical, physiological, pathophysiological, assessment, and management considerations of the following:](#) [DOK 1](#)

[\(6\) Acute and chronic gastrointestinal hemorrhage](#)

[\(7\) Peritonitis](#)

[\(8\) Ulcerative diseases](#)

[b. Describe the anatomical, physiological, pathophysiological, assessment, and](#)



<p><u>management considerations of the following:</u> ^{DOK 1}</p> <p><u>(3) Complications related to the following:</u></p> <ul style="list-style-type: none">• <u>Renal dialysis</u>• <u>Urinary catheter management (not insertion)</u> <p><u>(4) Kidney stones</u></p>
<p>2016. Perform prehospital <u>out-of-hospital</u> interventions for a patient with a diabetic emergency. ^{EMB 10}</p> <ol style="list-style-type: none">a. Identify the patient taking diabetic medications with altered mental status and the implications of a diabetes history. ^{DOK 1}b. State the steps in the emergency medical care of the patient taking diabetic medicine with an altered mental status and a history of diabetes. ^{DOK 1}c. Establish the relationship between airway management and the patient with altered mental status. ^{DOK 2}d. State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose. ^{DOK 1}e. Evaluate the need for medical direction in the emergency medical care of the diabetic patient. ^{DOK 1}f. Explain the rationale for administering oral glucose. ^{DOK 1}g. Demonstrate the steps in the emergency medical care for the patient taking diabetic medicine with an altered mental status and a history of diabetes. ^{DOK 2}h. Demonstrate the steps in the administration of oral glucose. ^{DOK 1}i. Demonstrate the assessment and documentation of patient response to oral glucose. ^{DOK 1}j. Demonstrate how to complete a prehospital <u>an out-of-hospital</u> care report for patients with diabetic emergencies. ^{DOK 1}
<p>2117. Demonstrate the management of a patient with an allergic reaction. ^{EMB 10}</p> <ol style="list-style-type: none">a. Recognize the patient experiencing an allergic reaction. ^{DOK 1}b. Describe the emergency medical care of the patient with an allergic reaction. ^{DOK 1}c. Establish the relationship between the patient with an allergic reaction and airway management. ^{DOK 2}d. Describe the mechanisms of allergic response and the implications for airway management. ^{DOK 1}e. State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector. ^{DOK 1}f. Evaluate the need for medical direction in the emergency medical care of the patient with an allergic reaction. ^{DOK 1}g. Differentiate between the general category of those patients having an allergic reaction and those patients having an allergic reaction and requiring immediate medical care, including immediate use of the epinephrine auto-injector. ^{DOK 1}h. Explain the rationale for administering epinephrine using an auto-injector. ^{DOK 1}i. Demonstrate the emergency medical care of the patient experiencing an allergic reaction. ^{DOK 1}j. Demonstrate the use of the epinephrine auto-injector. ^{DOK 1}k. Demonstrate the assessment and documentation of patient response to an epinephrine injection. ^{DOK 1}l. Demonstrate proper disposal of equipment: <u>including sharps.</u> ^{DOK 1}

	<p>m. Demonstrate completing a prehospital <u>an out-of-hospital</u> care report for patients with allergic emergencies. DOK 1</p> <p><u>n. Describe the anatomical, physiological, pathophysiological, assessment, and management considerations related to hypersensitivity emergencies and/or anaphylactic reactions.</u> DOK 1</p>
<p>2218.</p>	<p>Discuss appropriate intervention methods for poisoning. EMB 10</p> <p>a. List various ways that poisons enter the body. DOK 1</p> <p>b. List signs and symptoms associated with poisoning. DOK 1</p> <p>c. Discuss the emergency medical care for the patient with possible overdose. DOK 1</p> <p>d. Describe the steps in the emergency medical care for the patient with suspected poisoning. DOK 1</p> <p>e. Establish the relationship between the patient suffering from poisoning or overdose and airway management. DOK 2</p> <p>f. State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects, and reassessment strategies for activated charcoal.</p> <p>g. <u>f.</u> Recognize the need for medical direction in caring for the patient with poisoning or overdose. DOK 1</p> <p>h. Explain the rationale for administering activated charcoal.</p> <p>ig. <u>g.</u> Explain the rationale for contacting medical direction early in the prehospital <u>out-of-hospital</u> management of the poisoning or overdose patient. DOK 1</p> <p>jh. <u>h.</u> Demonstrate the steps in the emergency medical care for the patient with possible overdose. DOK 2</p> <p>ki. <u>i.</u> Demonstrate the steps in the emergency medical care for the patient with suspected poisoning. DOK 2</p> <p>l. Perform the necessary steps required to provide a patient with activated charcoal.</p> <p>m. <u>j.</u> Demonstrate the assessment and documentation of patient response. DOK 1</p> <p>n. Demonstrate proper disposal of the equipment for administration of activated charcoal.</p> <p>ok. <u>k.</u> Demonstrate completing a prehospital <u>an out-of-hospital</u> care report for patients with a poisoning or overdose emergency. DOK 1</p>
<p>2319.</p>	<p>Identify environmental conditions that pose a hazard to the body, and discuss appropriate management techniques. EMB 10</p> <p>a. Describe the various ways that the body loses heat. DOK 1</p> <p>b. List the signs and symptoms of exposure to cold. DOK 1</p> <p>c. Explain the steps in providing emergency medical care to a patient exposed to cold. DOK 1</p> <p>d. List the signs and symptoms of exposure to heat. DOK 1</p> <p>e. Explain the steps in providing emergency care to a patient exposed to heat. DOK 1</p> <p>f. Recognize the signs and symptoms of water-related emergencies. DOK 1</p> <p>g. Describe the complications of near drowning. DOK 1</p> <p>h. Discuss the emergency medical care of bites and stings. DOK 1</p> <p>i. Demonstrate the assessment and emergency medical care of a patient with exposure to cold. DOK 2</p> <p>j. Demonstrate the assessment and emergency medical care of a patient with exposure to heat. DOK 2</p>

<ul style="list-style-type: none"> k. Demonstrate the assessment and emergency medical care of a near drowning patient. DOK 2 l. Demonstrate completing a pre-hospital <u>an out-of-hospital</u> care report for patients with environmental emergencies. DOK 1
<p>24<u>20</u>. Appraise behaviors relative to the potential for harm, and explain appropriate intervention. EMB 10</p> <ul style="list-style-type: none"> a. Define behavioral emergencies. DOK 1 b. Discuss the general factors that may cause an alteration in patient's behavior. DOK 1 c. State the various reasons for psychological crises. DOK 1 d. Discuss the characteristics of an individual's behavior which <u>that</u> suggest that the patient is at risk for suicide. DOK 1 e. Discuss special medical and legal considerations for managing behavioral emergencies. DOK 1 f. Discuss the special considerations for assessing a patient with behavioral problems. DOK 1 g. Discuss the general principles of an individual's behavior which <u>that</u> suggest that he or she is at risk for violence. DOK 1 h. Discuss methods to calm behavioral emergency patients. DOK 1 i. Explain the rationale for learning how to modify behavior toward the patient with a behavioral emergency. DOK 1 j. Demonstrate the assessment and emergency medical care of the patient experiencing a behavioral emergency. DOK 1 k. Demonstrate various techniques to safely restrain a patient with a behavioral problem. DOK 1 l. <u>Demonstrate the proper assessment and management of the following:</u> DOK 2 <ul style="list-style-type: none"> <u>(1) Acute psychosis</u> <u>(2) Suicidal/risk</u> <u>⊖ (3) Agitated delirium</u>
<p>25<u>21</u>. Manage an obstetrical emergency to include care for the neonate. EMB 10</p> <ul style="list-style-type: none"> a. Identify the following structures: uterus, vagina, fetus, placenta, umbilical cord, amniotic sac, and perineum. DOK 1 b. Identify and explain the use of the contents of an obstetrics kit. DOK 1 c. Identify pre-delivery <u>pre-delivery</u> emergencies: <u>to include preeclampsia, eclampsia, and premature rupture of membranes.</u> DOK 1 d. State indications of an imminent delivery. DOK 1 e. Differentiate between the emergency medical care provided to a patient with pre-delivery <u>pre-delivery</u> emergencies from a normal delivery. DOK 2 f. State the steps in the pre-delivery <u>pre-delivery</u> preparation of the mother. DOK 1 g. Establish the relationship between body substance isolation and childbirth. DOK 2 h. State the steps to assist in the delivery. DOK 1 i. Describe care of the baby as the head appears. DOK 1 j. Describe how and when to cut the umbilical cord. DOK 1 k. Discuss the steps in the delivery of the placenta. DOK 1 l. List the steps in the emergency medical care of the mother post-delivery. DOK 1 m. Summarize neonatal resuscitation procedures. DOK 1 n. Describe the procedures for the following abnormal deliveries: breech birth, prolapsed

- cord, and limb presentation. [DOK 1](#)
- o. Differentiate between the special considerations for multiple births and considerations for single birth. [DOK 2](#)
- p. Describe special considerations of meconium. [DOK 1](#)
- q. Describe special considerations of a premature baby. [DOK 1](#)
- r. Discuss the emergency medical care of a patient with a gynecological emergency. [DOK 1](#)
- ss. Discuss sexually transmitted diseases and pelvic inflammatory disease. [DOK 1](#)
- t. Explain the rationale for understanding the implications of treating two patients (mother and baby). [DOK 1](#)
- tu. Demonstrate the steps to assist in the normal cephalic delivery. [DOK 2](#)
- tv. Demonstrate necessary care procedures of the fetus as the head appears. [DOK 2](#)
- w. Demonstrate infant neonatal procedures. [DOK 2](#)
- wx. Demonstrate post-delivery care of the infant. [DOK 2](#)
- xy. Demonstrate how and when to cut the umbilical cord. [DOK 2](#)
- yz. Attend to the steps in the delivery of the placenta. [DOK 2](#)
- z. Demonstrate the post-delivery care of the mother. [DOK 2](#)
- aa. Demonstrate the procedures for the following abnormal deliveries: vaginal bleeding, breech birth, prolapsed cord, and limb presentation. [DOK 2](#)
- bb. Demonstrate the steps in the emergency medical care of the mother with excessive bleeding. [DOK 2](#)
- eed. Demonstrate completing a ~~prehospital~~ an out-of-hospital care report for patients with obstetrical and gynecological emergencies. [DOK 1](#)

2622. Describe the pathophysiology of hypoperfusion, and demonstrate emergency interventions. [EMB 4, EMB 11](#)
- a. List the structure and function of the circulatory system. [DOK 1](#)
- b. Differentiate among arterial, venous, and capillary bleeding. [DOK 1](#)
- c. State methods of emergency medical care of external bleeding. [DOK 1](#)
- d. Establish the relationship between body substance isolation and bleeding. [DOK 2](#)
- e. Establish the relationship between airway management and the trauma patient. [DOK 2](#)
- f. Establish the relationship between mechanism of injury and internal bleeding. [DOK 2](#)
- g. List the signs of internal bleeding. [DOK 1](#)
- h. List the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding. [DOK 1](#)
- i. List signs and symptoms of shock (hypoperfusion). [DOK 1](#)
- j. List the steps in the emergency medical care of the patient with signs and symptoms of shock (hypoperfusion). [DOK 1](#)
- k. Explain the sense of urgency to transport patients that are bleeding and show signs of shock (hypoperfusion). [DOK 1](#)
- l. Demonstrate direct pressure as a method of emergency medical care of external bleeding. [DOK 1](#)
- m. Demonstrate the use of diffuse pressure as a method of emergency medical care of external bleeding. [DOK 2](#)
- n. Demonstrate the timely and appropriate tourniquet use of pressure points and ~~tourniquets as a method of emergency medical care of~~ for refractory external bleeding. [DOK 2](#)

- o. Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding. [DOK 2](#)
 - p. Demonstrate the care of the patient exhibiting signs and symptoms of shock (hypoperfusion). [DOK 2](#)
 - q. Demonstrate completing a ~~prehospital~~ [out-of-hospital](#) care report for the patient with bleeding or shock (hypoperfusion). [DOK 1](#)
2723. Explain soft tissue injuries, and perform the techniques used in the management of various soft tissue injuries. [EMB 12](#)
- a. State the major functions of the skin. [DOK 1](#)
 - b. List the layers of the skin. [DOK 1](#)
 - c. Establish the relationship between body substance isolation (BSI) and soft tissue injuries. [DOK 2](#)
 - d. List the types of closed soft tissue injuries. [DOK 1](#)
 - e. Describe the emergency medical care of the patient with a closed soft tissue injury. [DOK 1](#)
 - f. State the types of open soft tissue injuries. [DOK 1](#)
 - g. Describe the emergency medical care of the patient with an open soft tissue injury. [DOK 1](#)
 - h. Discuss the emergency medical care considerations for a patient with a penetrating chest injury. [DOK 1](#)
 - i. State the emergency medical care considerations for a patient with an open wound to the abdomen. [DOK 1](#)
 - j. Differentiate between the care of an open wound to the chest and the care of an open wound to the abdomen. [DOK 1](#)
 - k. List the classifications of burns. [DOK 1](#)
 - l. Define superficial burns. [DOK 1](#)
 - m. List the characteristics of a superficial burn. [DOK 1](#)
 - n. Define partial thickness burn. [DOK 1](#)
 - o. List the characteristics of a partial thickness burn. [DOK 1](#)
 - p. Define full thickness burn. [DOK 1](#)
 - q. List the characteristics of a full thickness burn. [DOK 1](#)
 - r. Describe the emergency medical care of the patient with a superficial burn. [DOK 1](#)
 - s. Describe the emergency medical care of the patient with a partial thickness burn. [DOK 1](#)
 - t. Describe the emergency medical care of the patient with a full thickness burn. [DOK 1](#)
 - u. List the functions of dressing and bandaging. [DOK 1](#)
 - v. Describe the purpose of a bandage. [DOK 1](#)
 - w. Describe the steps in applying a pressure dressing. [DOK 1](#)
 - x. Establish the relationship between airway management and the patient with chest injury, burns, and blunt and penetrating injuries. [DOK 2](#)
 - y. Describe the effects of improperly applied dressings, splints, and tourniquets. [DOK 1](#)
 - z. Describe the emergency medical care of a patient with an impaled object. [DOK 1](#)
 - aa. Describe the emergency medical care of a patient with an amputation. [DOK 1](#)
 - bb. Describe the emergency medical care for a chemical burn. [DOK 1](#)
 - cc. Describe the emergency medical care for an electrical burn. [DOK 1](#)
 - dd. Demonstrate the steps in the emergency medical care of closed soft tissue injuries. [DOK 2](#)

<ul style="list-style-type: none"> ee. Demonstrate the steps in the emergency medical care of a patient with an open chest wound. DOK 2 ff. Demonstrate the steps in the emergency medical care of a patient with open abdominal wounds. DOK 2 gg. Demonstrate the steps in the emergency medical care of a patient with an impaled object. DOK 2 hh. Demonstrate the steps in the emergency medical care of a patient with an amputation. DOK 2 ii. Demonstrate the steps in the emergency medical care of an amputated part. DOK 2 jj. Demonstrate the steps in the emergency medical care of a patient with superficial burns. DOK 2 kk. Demonstrate the steps in the emergency medical care of a patient with partial thickness burns. DOK 2 ll. Demonstrate the steps in the emergency medical care of a patient with full thickness burns. DOK 2 mm. Demonstrate the steps in the emergency medical care of a patient with a chemical burn. DOK 2 nn. Demonstrate completing a prehospital out-of-hospital care report for patients with soft tissue injuries. DOK 1
<p>2824. Integrate the anatomy and physiology of the musculoskeletal system with the mechanisms of immobilization of the painful, swollen, deformed extremity. EMB 2, EMB 12</p> <ul style="list-style-type: none"> a. Describe the function of the muscular system. DOK 1 b. Describe the function of the skeletal system. DOK 1 c. List the major bones or bone groupings of the spinal column, the thorax, the upper extremities, and the lower extremities. DOK 1 d. Differentiate between an open and a closed painful, swollen, deformed extremity. DOK 1 e. State the reasons for splinting. DOK 1 f. List the general rules of splinting. DOK 1 g. List the complications of splinting. DOK 1 h. List the emergency medical care for a patient with a painful, swollen, deformed extremity. DOK 1 i. Explain the rationale for splinting at the scene versus load and go. DOK 1 j. Explain the rationale for immobilization of the painful, swollen, deformed extremity. DOK 1 k. Demonstrate the emergency medical care of a patient with a painful, swollen, deformed extremity. DOK 2 l. Demonstrate completing a prehospital an out-of-hospital care report for patients with musculoskeletal injuries. DOK 1
<p>2925. Explain the anatomy and physiology of the nervous system, explain the pathophysiology of traumatic injuries, and demonstrate the prehospital out-of-hospital skills necessary for the neurological injured patient. EMB 2, EMB 12</p> <ul style="list-style-type: none"> a. State the components of the nervous system. DOK 1 b. List the functions of the central nervous system. DOK 1 c. Define the structure of the skeletal system as it relates to the nervous system. DOK 1 d. Relate mechanism of injury to potential injuries of the head and spine. DOK 2

- e. Describe the implications of not properly caring for potential spine injuries. [DOK 1](#)
- f. State the signs and symptoms of a potential spine injury. [DOK 1](#)
- g. Describe the method of determining if a responsive patient may have a spine injury. [DOK 1](#)
- h. Relate the airway emergency medical care techniques to the patient with a suspected spine injury. [DOK 2](#)
- i. Describe how to stabilize the cervical spine. [DOK 1](#)
- j. Discuss indications for sizing and using a cervical spine immobilization device. [DOK 1](#)
- k. Establish the relationship between airway management and the patient with head and spine injuries. [DOK 2](#)
- l. Describe a method for sizing a cervical spine immobilization device. [DOK 1](#)
- m. Describe how to log roll a patient with a suspected spine injury. [DOK 1](#)
- n. Describe how to secure a patient to a long spine board. [DOK 1](#)
- o. List instances when a short spine board should be used. [DOK 1](#)
- p. Describe how to immobilize a patient using a short spine board. [DOK 1](#)
- q. Describe the indications for the use of rapid extrication. [DOK 1](#)
- r. List steps in performing rapid extrication. [DOK 1](#)
- s. State the circumstances when a helmet should be left on a patient. [DOK 1](#)
- t. Discuss the circumstances when a helmet should be removed. [DOK 1](#)
- u. Identify different types of helmets. [DOK 1](#)
- v. Describe the unique characteristics of sports helmets. [DOK 1](#)
- w. Explain the preferred methods to remove a helmet. [DOK 1](#)
- x. Discuss alternative methods for removal of a helmet. [DOK 1](#)
- y. Describe how the patient's head is stabilized to remove the helmet. [DOK 1](#)
- z. Differentiate between how the head is stabilized with a helmet compared to without a helmet. [DOK 1](#)
- aa. Explain the rationale for immobilization of the entire spine when a cervical spine injury is suspected. [DOK 1](#)
- bb. Explain the rationale for utilizing immobilization methods apart from the straps on the cots. [DOK 1](#)
- cc. Explain the rationale for utilizing a short spine immobilization device when moving a patient from the sitting to the supine position. [DOK 1](#)
- dd. Explain the rationale for utilizing rapid extraction approaches only when they will make the difference between life and death. [DOK 1](#)
- ee. Defend the reasons for leaving a helmet in place for transport of a patient. [DOK 1](#)
- ff. Defend the reasons for removal of a helmet prior to transport of a patient. [DOK 1](#)
- gg. Demonstrate opening the airway in a patient with suspected spinal cord injury. [DOK 2](#)
- hh. Demonstrate evaluating a responsive patient with a suspected spinal cord injury. [DOK 2](#)
- ii. Demonstrate stabilization of the cervical spine. [DOK 2](#)
- jj. Demonstrate the four person log roll for a patient with a suspected spinal cord injury. [DOK 2](#)
- kk. Demonstrate how to log roll a patient with a suspected spinal injury using two people. [DOK 2](#)
- ll. Demonstrate securing a patient to a long spine board. [DOK 2](#)
- mm. Demonstrate using the short board immobilization technique. [DOK 2](#)
- nn. Demonstrate the procedure for rapid extrication. [DOK 2](#)

- oo. Demonstrate preferred methods for stabilization of a patient wearing a helmet. [DOK 2](#)
 - pp. Demonstrate helmet removal techniques. [DOK 2](#)
 - qq. Demonstrate alternative methods for stabilization of a patient wearing a helmet. [DOK 2](#)
 - rr. Demonstrate completing a ~~prehospital~~ [an out-of-hospital](#) care report for patients with head and spinal injuries. [DOK 1](#)
-
3026. Contrast the care required for pediatric patients versus adult patients, and perform the skills necessary for ~~prehospital~~ [out-of-hospital](#) pediatric intervention. [EMB 5](#), [EMB 13](#)
- a. Identify the developmental considerations for the following age groups: infants, toddlers, ~~pre-school~~ [preschool](#), school age, and adolescent. [DOK 1](#)
 - b. Describe differences in the anatomy and pathophysiology of the infant, child, and adult patient. [DOK 1](#)
 - c. Differentiate between the response of the ill or injured infant or child (age specific) and that of an adult. [DOK 1](#)
 - d. Indicate various causes of respiratory emergencies. [DOK 1](#)
 - e. Differentiate between respiratory distress and respiratory failure. [DOK 1](#)
 - f. List the steps in the management of foreign body airway obstruction. [DOK 1](#)
 - g. Summarize emergency medical care strategies for respiratory distress and respiratory failure. [DOK 1](#)
 - h. Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient. [DOK 1](#)
 - i. Describe the methods of determining end organ perfusion in the infant and child patient. [DOK 1](#)
 - j. State the usual cause of cardiac arrest in infants and children versus adults. [DOK 1](#)
 - k. List the common causes of seizures in the infant and child patient. [DOK 1](#)
 - l. Describe the management of seizures in the infant and child patient. [DOK 1](#)
 - m. Differentiate among the injury patterns in adults, infants, and children. [DOK 1](#)
 - n. Discuss the field management of the infant and child trauma patient. [DOK 1](#)
 - o. Summarize the indicators of possible child abuse and neglect. [DOK 1](#)
 - p. Describe the medical legal responsibilities in suspected child abuse. [DOK 1](#)
 - q. Recognize the need for EMT-~~Basic~~ debriefing following a difficult infant or child transport.
 - r. Explain the rationale for having knowledge and skills appropriate for dealing with the infant and child patient. [DOK 1](#)
 - s. Recognize the feelings of the family when dealing with an ill or injured infant or child. [DOK 1](#)
 - t. Understand the provider's own response (emotional) to caring for infants or children. [DOK 1](#)
 - u. Demonstrate the techniques of foreign body airway obstruction removal in the infant. [DOK 2](#)
 - v. Demonstrate the techniques of foreign body airway obstruction removal in the child. [DOK 2](#)
 - w. Demonstrate the assessment of the infant and child. [DOK 2](#)
 - x. Demonstrate bag-valve-mask artificial ventilation for the infant. [DOK 2](#)
 - y. Demonstrate bag-valve-mask artificial ventilation for the child. [DOK 2](#)
 - z. Demonstrate oxygen delivery for the infant and child. [DOK 2](#)
 - aa. [Discuss specific pathophysiology, assessment, and management of the following:](#) [DOK](#)

1
<p><u>(3) SIDS</u></p> <p><u>(4) Gastrointestinal diseases</u></p>
<p><u>27. Describe the changes associated with aging, psychosocial aspects of aging, and age-related assessment and treatment modifications for the major or common geriatric diseases and/or emergencies including the following:</u> ^{EMB 5, EMB 13}</p> <p><u>(1) Cardiovascular diseases</u> ^{DOK 1}</p> <p><u>(2) Respiratory diseases</u></p> <p><u>(3) Neurological diseases</u></p> <p><u>(4) Endocrine diseases</u></p> <p><u>(5) Alzheimer's</u></p> <p><u>(6) Dementia</u></p>
<p><u>28. Describe the health care implications of the following:</u> ^{EMB 5, EMB 13}</p> <p><u>(10) Abuse</u> ^{DOK 1}</p> <p><u>(11) Neglect</u></p> <p><u>(12) Homelessness</u></p> <p><u>(13) Poverty</u></p> <p><u>(14) Bariatrics</u></p> <p><u>(15) Technology dependent</u></p> <p><u>(16) Hospice/ terminally ill</u></p> <p><u>(17) Tracheostomy care/dysfunction</u></p> <p><u>(18) Home care</u></p> <p><u>(10) Sensory deficit/loss</u></p> <p><u>(11) Developmental disability</u></p>
<p><u>3429. Describe ambulance call procedures associated with vehicle and patient care.</u> ^{EMB 14}</p> <p>a. Discuss the medical and non-medical equipment needed to respond to a call. ^{DOK 1}</p> <p>b. List the phases of an ambulance call. ^{DOK 1}</p> <p>c. Describe the general provisions relating to the operation of the ambulance and privileges in any or all of the following categories: ^{DOK 1}</p> <p style="padding-left: 40px;">(1)-Speed</p> <p style="padding-left: 40px;">(2)-Warning lights</p> <p style="padding-left: 40px;">(3)-Sirens</p> <p style="padding-left: 40px;">(4)-Right-of-way</p> <p style="padding-left: 40px;">(5)-Parking</p> <p style="padding-left: 40px;">(6)-Turning</p> <p>d. List contributing factors to unsafe driving conditions. ^{DOK 1}</p> <p>e. Describe the considerations that should be given to: <u>the following:</u> ^{DOK 1}</p> <p style="padding-left: 40px;">(1) Request for escorts</p> <p style="padding-left: 40px;">(2) Following an escort vehicle</p> <p style="padding-left: 40px;">(3) Intersections</p> <p>f. Discuss "Due Regard for Safety of All Others" while operating an emergency vehicle. ^{DOK 1}</p> <p>g. State what information is essential in order to respond to a call. ^{DOK 1}</p> <p>h. Discuss various situations that may affect response to a call. ^{DOK 1}</p> <p>i. Differentiate among the various methods of moving a patient to the unit based upon injury or illness. ^{DOK 1}</p>

	<ul style="list-style-type: none"> j. Apply the components of the essential patient information in a written report. DOK 1 k. Summarize the importance of preparing the unit for the next response. DOK 1 l. Identify what is essential for completion of a call. DOK 1 m. Distinguish among the terms cleaning, disinfection, high-level disinfection, and sterilization. DOK 1 n. Describe how to clean or disinfect items following patient care. DOK 1 o. Explain the rationale for appropriate report of patient information. DOK 1 p. Explain the rationale for having the unit prepared to respond. DOK 1
3230.	<p>Explain the purpose and process of extrication. EMB 14</p> <ul style="list-style-type: none"> a. Describe the purpose of extrication. DOK 1 b. Discuss the role of the EMT-Basic in extrication. DOK 1 c. Identify what equipment for personal safety is required for the EMT-Basic. DOK 1 d. Define the fundamental components of extrication. DOK 1 e. State the steps that should be taken to protect the patient during extrication. DOK 1 f. Evaluate various methods of gaining access to the patient. DOK 1 g. Distinguish between simple and complex access. DOK 1
331. <u>14</u>	<p>Identify hazardous materials, and demonstrate knowledge of hazardous procedures. EMB 14</p> <ul style="list-style-type: none"> a. Explain the EMT-Basic's EMT-Basic's <u>EMT's</u> role during a call involving hazardous materials. DOK 1 b. Describe what the EMT-Basic should do if there is a reason to believe that there is a hazard at the scene. DOK 1 c. Describe the actions that an EMT-Basic should take to ensure bystander safety. DOK 1 d. State the role the EMT-Basic should perform until appropriately trained personnel arrive at the scene of a hazardous materials situation. DOK 1 e. Break down the steps to approaching a hazardous situation. DOK 1 f. Discuss the various environmental hazards that affect EMS. DOK 1 g. Describe the criteria for a multiple-casualty situation. DOK 1 h. Evaluate the role of the EMT-Basic in the multiple-casualty situation. DOK 1 i. Summarize the components of basic triage. DOK 1 <ul style="list-style-type: none"> (1) Performing (2) Re-triage (3) Destination guidelines (4) Post traumatic and cumulative stress j. Define the role of the EMT-Basic in a disaster operation. DOK 1 k. Describe basic concepts of incident management. DOK 1 l. Explain the methods for preventing contamination of self, equipment, and facilities. DOK 1 m. Review the local mass casualty incident plan. DOK 1 n. Perform triage given a scenario of a mass casualty incident. DOK 1

STANDARDS

EMT-Basic-National Standard Curriculum Modules [EMS Educational Standards](#)

EMB1 Preparatory

EMB2 ~~Airway~~ [Anatomy and Physiology](#)
EMB3 ~~Patient~~ [Assessment](#)
EMB4 ~~Medical~~ [Terminology](#)
[EMB4 Pathophysiology](#)
EMB5 ~~Trauma~~ [Life Span Development](#)
EMB6 ~~Infants and Children~~ [Public Health](#)
EMB7 [Pharmacology](#)
[EMB8 Airway Management, Respiration, and Artificial Ventilation](#)
[EMB9 Assessment](#)
[EMB10 Medicine](#)
[EMB11 Shock and Resuscitation](#)
[EMB12 Trauma](#)
[EMB13 Special Patient Populations](#)
[EMB14 EMS Operations](#)

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1 Vowel (short, long)

- S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
CS2 Financial, Economic, and Business Literacy
CS3 Civic Literacy
~~CS4 Information and Communication Skills~~
~~CS5~~ [CS4 Health Literacy](#)
[CS7 Critical Thinking and Problem-Solving Skills](#)
~~CS6 Interpersonal~~ [CS8 Communication and Collaboration](#)
[CS9 Information Literacy](#)
[CS11 ICT Literacy](#)
[CS12 Flexibility and Adaptability](#)
[CS13 Initiative and Self-Directional Skills](#) [Direction](#)
[CS14 Social and Cross-Cultural Skills](#)
[CS15 Productivity and Accountability](#)
[CS16 Leadership and Responsibility](#)

SUGGESTED REFERENCES

Books

[American Academy of Orthopaedic Surgeons. \(2005\). *Emergency care and transportation of the sick and injured* \(9th ed.\). Sudbury, MA: Jones & Bartlett.](#)

[Beebe, R., & Funk, D. \(2001\). *Fundamentals of emergency care*. Albany, NY: Delmar.](#)

Web Sites

[Mississippi Emergency Medical Technicians Association. \(n.d.\). Retrieved April 19, 2005, from www.memta.org](#)

[Mississippi State Department of Health Emergency Medical Services. \(n.d.\). Retrieved April 19, 2005, from http://www.ems.doh.ms.gov/ems/index.html](#)

Journals and Magazines

Bass, R., Potter, J., McGinnid, K., & Miyahira, T. (2004). Surveying emerging trends in emergency-related information delivery for the EMS profession. *Topics in Emergency Medicine*, 26(2), 93–102.

~~Beebe, R., & Funk, D. (2001). *Fundamentals of emergency care*. Albany, NY: Delmar.~~

Bogarakos, W. (2005, March/April). Building bridges from EMS to public health. *NAEMT News*, 6–7.

Boykin, A., Bulfin, S., Baldwin, J., & Southern, R. (2004). Transforming care in the emergency department. *Topics in Emergency Medicine*, 26(4), 331–336.

EMS scope of practice document moves forward. (2005, January/February). *NAEMT News*, 6.

Hanfling, D., Schafer, K. O., & Armstrong, C. W. (2004). Making ~~healthcare~~ [health-care](#) preparedness a part of the Homeland Security equation. *Topics in Emergency Medicine*, 26(2), 128–142.

Hoyt, K. S., Potter, J., & Wheeler, T. E. (2004). A vision for 21st century emergency response communications. *Topics in Emergency Medicine*, 26(2), 83–85.

Mississippi Emergency Medical Technicians Association. (n.d.). Retrieved April 19, 2005, from www.memta.org

Mississippi State Department of Health Emergency Medical Services. (n.d.). Retrieved April 19, 2005, from <http://www.ems.doh.ms.gov/ems/index.html>

Rippen, H. E., Gursky, E., & Yasnoff, W. A. (2004). Implementing a national health information infrastructure to support the medical response to emerging microbial pathogens and bioterrorism. *Topics in Emergency Medicine*, 26(2), 110–118.

Salvucci, A., Kuehl, A., Clawson, J. J., & Martin, R. L. (2004). The response time myth. *Topics in Emergency Medicine*, 26(2), 86–92.

Sandmire, D. A., & Boyce, P. F. (2004). Pairing of opposite learning styles among allied health students. *Journal of Allied Health*, 33(2), 156–163.

Scott, S. B., Harrison, A. D., Baker, T., & Wills, J. D. (2005). Interdisciplinary community partnership for health professional students. *Journal of Allied Health*, 34(1), 31–35.

Stay alive in 2005. (2005, January/February). Scene safety: Women providers are especially vulnerable. *NAEMT News*, 7.

Weerakoon, P., Jones, M. K., Pynor, R., & Kilburn-Watt, E. (2004). Allied health professional students' perceived level of comfort in clinical situations that have sexual connotations. *Journal of Allied Health*, 33(3), 189–193.

Books

Videos



Web Sites

Journals and Magazines

Computer Software

Recommended Tools and Equipment

CAPITALIZED ITEMS

14. Anatomical Manikin ~~manikin~~ [manikin](#) w/removable organs (1 per program)
15. Chair, ~~Stair~~ [stair](#) (1 per program)
16. Cot, ~~Ambulance~~ [ambulance](#) (1 per program)
17. Defibrillator, ~~Automated External, Educational~~ [automated external, educational](#) (1 per program)
18. Heart Model, ~~External/Internal~~ [model, external/internal](#) (1 per program)
19. Manikin, ~~Full Body~~ [full body](#), CPR (1 per program)
20. Manikin, ~~Obstetrical~~ [obstetrical](#) (1 per program)
21. Manikin, ~~Airway Trainer~~ [airway trainer](#) in infant, child, and adult (1 set per program)
22. Skeleton, ~~Human~~ [human](#) (replica) (1 per program)
23. Pneumatic Anti-Shock Garment [anti-shock garment](#) (1 per program)
24. TV, ~~Color~~ [color](#), 31" [in.](#)
25. Computer (1 per program)
26. Printer (1 per program)

NON-CAPITALIZED ITEMS

36. Arm Sling [sling](#) (1 per 2 students)
37. Bag-Valve-Mask Device [valve-mask device](#) for infant, child, and adult (1 per 2 students)
38. Blanket (1 per stretcher/cot)
39. Blood Pressure Cuff [pressure cuff](#) for infant, child, adult, and thigh (1 infant, 1 child, 4 adult, 1 thigh per program)
40. Cervical Collar [collar](#), assorted sizes (4 per program)
41. Containers, assorted medication:
 - a. NTGS-L
 - b. Epinephrine Auto-Injector Trainer [auto-injector trainer](#)
 - c. Beta Agonist Metered Dose Inhaler [agonist metered dose inhaler](#)
 - d. Oral Glucose [glucose](#)
 - e. Activated Charcoal [charcoal](#)
42. Cravats (1 per 2 students)
43. Flow Restricted Oxygen Powered Ventilation Device [restricted oxygen powered ventilation device](#) (FROPVD)
44. Head Immobilizer [immobilizer](#) (CID) (1 per program)
45. Immobilization/Extrication Device [extrication device](#) (1 per program)
46. Spine Back Board [back board](#) (2)
47. Manikin, Child [child](#), CPR (1 per program)
48. Manikin, Infant [infant](#), CPR (1 per program)
49. Moulage Kit [kit](#) (1 per program)
50. Nasal Cannula [cannula](#) (5 per program)
51. Nasopharyngeal Airway [airway](#) (2 per program)
52. Nonbreather Masks [masks](#) (5 per program)

53. Oropharyngeal Airway ~~Airway~~ [airway](#), various sizes
54. Oxygen Cylinder ~~Cylinder~~ [cylinder](#) (2 per program)
55. Oxygen Regulator ~~regulator~~ and Flowmeter ~~flowmeter~~ [flowmeter](#) (1 per program)
56. Pen Light ~~Light~~ [light](#) (1 per 2 students)
57. Pillows (6 per program)
58. Pocket Mask ~~Mask~~ [mask](#) w/1-way valve and O₂ port (2 per program)
59. Scissors, Trauma ~~Trauma~~ [trauma](#) (4 per program)
60. Sheets, Ambulance ~~Ambulance~~ [ambulance](#) Cot (2 per program)
61. Short Spine Board ~~Spine Board~~ [spine board](#) (2 per program)
62. Splint, Air ~~Air~~ [air](#), various sizes
63. Splint, Ladder ~~Ladder~~ [ladder](#) (1 per program)
64. Splint, Traction, Sager Hare ~~Traction, Sager Hare~~ [traction, sager-hare](#) (2 per program)
65. Stethoscope (1 per 2 students)
66. Stethoscope, Dual Head ~~Dual Head~~ [dual head](#) (1 per program)
67. Straps, various sizes
68. Stretcher, Scoop ~~Scoop~~ [scoop](#) (1 per program)
69. Suction Device, Portable ~~Device, Portable~~ [device, portable](#) (1 per program)
70. Ear Thermometer ~~Thermometer~~ [thermometer](#) (1 per program)

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

6. Screen, Projection ~~Projection~~ [projection](#) (1 per program)
7. Projector, Overhead ~~Overhead~~ [overhead](#) (1 per program)
8. Data Projector ~~Projector~~ [projector](#) (1 per program)
9. DVD/VCR (1 per program)
10. Computer Table ~~Table~~ [table](#) (1 per computer)

Assessment

Blueprint

~~This program is assessed using the MS CPAS. The following blueprint summary contains the competencies that are measured when assessing this program. Competencies are grouped into *clusters* and a weight is given to each cluster to determine the number of items needed from each cluster. The numbers of C1s and C2s (item difficulty levels) are also indicated on the blueprint.~~

~~Please visit <http://info.rcu.msstate.edu/services/curriculum.asp> to download the blueprint that accompanies this curriculum.~~

[This program is assessed using the *National Registry of Emergency Medical Technicians Exam*.](#)

Baseline Competencies

The following competencies and suggested objectives are taken from the publication *Mississippi Curriculum Framework for Allied Health*. These competencies and objectives represent the baseline ~~which~~that was used to develop the community/junior college ~~Gerontology~~Emergency Medical Technician - Basic courses. Students enrolled in postsecondary courses should either (+) have documented mastery of these competencies; or (-) be provided with these competencies before studying the advanced competencies in the ~~Gerontology~~Emergency Medical Technician - Basic program.

Baseline competencies may be integrated into existing courses in the curriculum or taught as special “Introduction” courses. The “Introduction” courses may be taught for up to six semester hours of institutional credit and may be divided into two courses. If the Baseline Competencies are to be taught as “Introduction” courses, each course should be at least 3 credit hours. The following course number(s) and description should be used:

Course Name(s): Introduction to ~~Gerontology~~Emergency Medical Technology - Basic, Introduction to ~~Gerontology~~Emergency Medical Technology - Basic I, or Introduction to ~~Gerontology~~Emergency Medical Technology - Basic II

Course Abbreviation(s): ~~GER~~EMT 100(3-6), ~~GER~~EMT 1013, ~~GER~~EMT 1023

Classification: Vocational—Technical Core

Description: These courses contain the baseline competencies and suggested objectives from the high school curriculum ~~which~~that directly relate to the community college program. The courses are designed for students entering the community college who have had no previous training or documented experience in the field. (3-6 semester hours based upon existing skills for each student, ~~may~~May be divided into two courses for a maximum total of six hours of institutional credit.)

Competencies and Suggested Objectives:

1. Review material related to course and professional organizations.
 - a. Identify student and course expectations.
 - b. Identify allied health professional student organizations and their roles in individual career development.
 - c. Compare the ~~timeline~~time line of medical history.
2. Recognize safety procedures and policies.
 - a. Describe basic safety procedures.
 - b. Describe accident prevention methods and disaster plans of the local school district.
 - c. Discuss a safe and clean environment.
 - d. Follow state and facility guidelines, including dress requirements for clinical-type experiences.
3. Explain effective communication skills.
 - a. Identify the main factors required for the communication process.

- b. Identify factors which can interfere with the communication process.
 - c. Demonstrate effective teamwork skills.
 - d. Explore professional literature and medical references.
 - 4. Introduce careers in the health-care industry.
 - a. Introduce careers in health-care information and administration.
 - b. Introduce careers in direct health care.
 - c. Introduce careers in medical therapy.
 - d. Introduce careers in diagnostic health care.
 - 5. Discuss education and credentials required for health-care careers.
 - a. Discuss educational levels for health careers, including certification, associate degree, bachelor's degree, master's degree, and doctoral degree.
 - b. Compare the credentials needed for careers in health care, including certification, registration, and licensure.
 - 6. Discuss professional ethics.
 - a. Explain professional ethics.
 - b. Discuss confidentiality.
 - c. Discuss HIPAA, the Health Insurance Portability and Accountability Act of 1996.
 - 7. Discuss legal responsibility and client's rights.
 - a. Explain torts and legal responsibility.
 - b. Identify ways to promote clients' rights and privacy.
 - c. Discuss the requirement for health-care workers to undergo a background check.
 - 8. Explain standard precautions.
 - a. Explain importance of standard precautions in life practices and health care.
 - b. Explain the state and federal government's role in standard precautions.
 - c. Relate standard precautions to the transmission of infectious diseases including HIV, AIDS, HBV, and TB.
 - 9. Utilize standard precautions.
 - a. Demonstrate hand-washing technique.
 - b. Demonstrate donning and removing clean gloves.
 - 10. Perform basic emergency procedures.
 - a. Explain first aid procedures for sudden illness.
 - b. Explain first aid procedures for accidents.
 - 11. Perform advanced emergency procedures.
 - a. Perform CPR.
 - b. Demonstrate first aid for an obstructed airway.
 - 12. Explain medical terminology.
 - a. Spell designated medical terms correctly.
 - b. Demonstrate the use of medical references to spell medical terms correctly.
 - c. Define and divide medical terms into root words, prefixes, and suffixes.
 - 13. Recognize and use medical terminology.
 - a. Interpret the common medical abbreviations and symbols including meanings and uses.
 - b. Demonstrate the use of medical terms and abbreviations in reading, speaking, interpreting, and writing simulated medical records.
 - 14. Review the relationship among cells, tissues, organs, and systems.
 - a. Review the main parts of a cell.
 - b. Review the functions of the main parts of a cell.

- c. Compare types of tissues and their relationships to body organs and systems.
- 15. Identify the body planes, directions, and cavities.
 - a. Identify the names of the planes and the directional terms.
 - b. Locate the body cavities.
 - c. Identify the body organs in each cavity.
 - d. Describe the abdominal regions.
- 16. Interpret the basic structures and functions of the integumentary system.
 - a. Identify the parts of the integumentary system.
 - b. Explain the functions of the integumentary system.
 - c. Discuss related diseases and disorders.
- 17. Interpret the basic structures and functions of the muscular system.
 - a. Identify major muscles.
 - b. Explain the function of the muscles.
 - c. Discuss related diseases and disorders.
 - d. Demonstrate active range of motion exercises and indications for use.
- 18. Interpret the basic structure and function of the skeletal system.
 - a. Identify the bones of the body.
 - b. Explain functions of the skeletal system.
 - c. Discuss related diseases and disorders.
 - d. Demonstrate procedures for patient transfer using a stretcher, a wheelchair, or a pneumatic lift.
- 19. Interpret the basic structures and functions of the circulatory system.
 - a. Identify components of blood and their function.
 - b. Identify the types of blood vessels and the action of each.
 - c. Identify the anatomy of the heart.
 - d. Explain the flow of blood through the heart.
 - e. Discuss related diseases and disorders.
- 20. Measure vital signs.
 - a. Measure oral temperature.
 - b. Explain procedures for measuring axillary, rectal, and tympanic temperatures.
 - c. Identify the body's pulse points.
 - d. Demonstrate radial pulse measurement.
 - e. Measure blood pressure.
- 21. Interpret the basic structures of the respiratory system.
 - a. Identify the structures of the respiratory system.
 - b. Discuss related diseases and disorders.
 - c. Auscultate lung sounds.
- 22. Interpret the basic functions of the respiratory system.
 - a. Discuss how gas exchange occurs in the lungs.
 - b. Recognize factors that cause respiratory disorders.
 - c. Count respirations.
- 23. Interpret the basic structures and functions of the digestive system.
 - a. Identify organs of the digestive system.
 - b. Discuss the functions of organs of the digestive system.
 - c. Discuss related diseases and disorders.
- 24. Interpret the basic structures and functions of the urinary system.

- a. Identify structures of the urinary system.
 - b. State the functions of each structure of the urinary system.
 - c. Discuss related diseases and disorders.
25. Interpret the basic structures and functions of the nervous system.
- a. Identify the major structures and functions of the nervous system.
 - b. Recognize procedures for neurological exam.
 - c. Perform neurological exams.
 - d. Discuss related diseases and disorders.
26. Interpret basic structure and functions of the sensory systems.
- a. Label the basic structures of the sensory organs.
 - b. Identify the functions of the sensory organs.
27. Interpret the basic structures and functions of the female reproductive system.
- a. Identify the major structures and functions of the female reproductive system.
 - b. Discuss diseases and disorders of the female reproductive system.
 - c. Discuss the procedures of a breast exam.
 - d. Perform a breast exam on a model in the lab.
28. Interpret the basic structures and functions of the male reproductive system.
- a. Identify major structures and functions of the male reproductive system.
 - b. Discuss diseases and disorders of the male reproductive system.
 - c. Discuss procedures of a testicular exam.
 - d. Perform testicular exam on model in lab.
29. Interpret the basic structures of the endocrine system.
- a. Define key terms related to the endocrine system.
 - b. Label structures of the endocrine system.
30. Interpret the basic functions of the endocrine system.
- a. Analyze the actions of hormones on various body functions.
 - b. Recognize diseases and disorders of the endocrine system.
31. Discuss stages of growth and development.
- a. Review the reproductive system.
 - b. Identify physical, mental, emotional, and social development characteristics of each of Erikson's stages of development from infancy through late adulthood.
 - c. Identify Maslow's Hierarchy of Human Needs.
 - d. Discuss cultural practices that affect needs.
32. Describe careers available in the field of emergency health care.
- a. Compare job descriptions in the field of emergency health care.
 - b. Differentiate educational levels and credentials required.
33. Explain procedures related to emergency health care.
- a. Qualify for certification for CPR at the professional health-care level.
 - b. Review first aid skills.
 - c. Discuss triage for medical emergency health care.

Appendix A: ~~EMT—Basic National Standard Curriculum Modules~~³ EMS Educational Standards

- EMB1 Preparatory
- EMB2 ~~Airway~~ Anatomy and Physiology
- EMB3 ~~Patient Assessment~~
- EMB4 ~~Medical Terminology~~
- EMB4 Pathophysiology
- EMB5 ~~Trauma~~ Life Span Development
- EMB6 ~~Infants and Children~~ Public Health
- EMB7 Pharmacology
- EMB8 Airway Management, Respiration, and Artificial Ventilation
- EMB9 Assessment
- EMB10 Medicine
- EMB11 Shock and Resuscitation
- EMB12 Trauma
- EMB13 Special Patient Populations
- EMB14 EMS Operations

³U.S. Department of Transportation. (1994). *EMT-Basic: National standard curriculum*. Washington, DC: Author.

Appendix B: Related Academic Standards⁴

Reading

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

Mathematics Computation

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations

Applied Mathematics

- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)

Language

- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

Spelling

- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

⁴ CTB/McGraw-Hill LLC. (1994). *Tests of adult basic education, Forms forms 7 and 8*. Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 1994 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

Appendix C: 21st Century Skills⁵⁶

CSS1-21st Century Themes

CS1 Global Awareness

- 4. Using 21st century skills to understand and address global issues
- 5. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- 6. Promoting the study of non-English language as a tool for understanding Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, and Business, and Entrepreneurial Literacy

- 4. Knowing how to make appropriate personal economic choices
- 5. Understanding the role of the economy and the role of business in the economy in society
- ~~Applying appropriate 21st century skills to function as a productive contributor within an organizational setting~~
- ~~Integrating oneself within and adapting continually to our nation's evolving economic and business environment~~
- 6. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

- ~~Being an informed citizen to participate effectively in government~~
- 4. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- 5. Exercising the rights and obligations of citizenship at local, state, national, and global levels
- 6. Understanding the local and global implications of civic decisions
- ~~Applying 21st century skills to make intelligent choices as a citizen~~

CS4 InformationHealth Literacy

- 6. Obtaining, interpreting, and ~~Communication Skills~~ understanding basic health information and services and using such information and services in ways that enhance health
- ~~Information and media literacy skills: Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media; understanding the role of media in society~~
- 7. Communication skills: Understanding, managing, preventive physical and creating effective oral, written mental health measures, including proper diet, nutrition, exercise, risk avoidance, and multimedia communication in a variety of forms and contexts stress reduction
- 8. Using available information to make appropriate health-related decisions
- 9. Establishing and monitoring personal and family health goals
- 10. Understanding national and international public health and safety issues

CS5 Environmental Literacy

- 5. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
- 6. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
- 7. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.

⁵ 21st century skills. (n.d.). Washington, DC: Partnership for 21st Century Skills.

⁶ 21st century skills. (n.d.). Washington, DC: Partnership for 21st Century Skills.

8. [Take individual and collective action towards addressing environmental challenges \(e.g., participating in global actions, designing solutions that inspire action on environmental issues\).](#)

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

4. [Think Creatively](#)
5. [Work Creatively with Others](#)
6. [Implement Innovations](#)

CS7 Critical Thinking and Problem-Solving Skills

- ~~Critical thinking and systems thinking: Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems~~
 - ~~Problem identification, formulation, and solution: Ability to frame, analyze, and solve problems~~
 - ~~Creativity and intellectual curiosity: Developing, implementing, and communicating new ideas to others, staying open and responsive to new and diverse perspectives~~
5. ~~CS6 — Interpersonal~~ [Reason Effectively](#)
 6. [Use Systems Thinking](#)
 7. [Make Judgments and Decisions](#)
 8. [Solve Problems](#)

CS8 Communication and Collaboration

3. [Communicate Clearly](#)
4. [Collaborate with Others](#)

CSS3-Information, Media and Technology Skills

CS9 Information Literacy

3. [Access and Evaluate Information](#)
4. [Use and Manage Information](#)

CS10 Media Literacy

3. [Analyze Media](#)
4. [Create Media Products](#)

CS11 ICT Literacy

2. [Apply Technology Effectively](#)

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability

3. [Adapt to change](#)
4. [Be Flexible](#)

CS13 Initiative and Self-Directional Skills ~~Direction~~

- ~~Interpersonal and collaborative skills: Demonstrating teamwork and leadership, adapting to varied roles and responsibilities, working productively with others, exercising empathy, respecting diverse perspectives~~
 - ~~Self-direction: Monitoring one's own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another~~
 - ~~Accountability and adaptability: Exercising personal responsibility and flexibility in personal, workplace, and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity~~
 - ~~Social responsibility: Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts~~
4. [Manage Goals and Time](#)
 5. [Work Independently](#)
 6. [Be Self-directed Learners](#)

CS14 Social and Cross-Cultural Skills

- 3. Interact Effectively with others
- 4. Work Effectively in Diverse Teams

CS15 Productivity and Accountability

- 3. Manage Projects
- 4. Produce Results

CS16 Leadership and Responsibility

- 3. Guide and Lead Others
- 4. Be Responsible to Others