






# Multiple Category Scope and Sequence: Scope and Sequence Report For Course Standards and Objectives, Content, Skills, Vocabulary

Tuesday, August 19, 2014, 11:43PM



Unit	Course Standards and Objectives	Content	Skills	Vocabulary
<p>District Intermediate <b>Emergency Medical Services - Intro (51.0810)</b>  2014-2015 <b>Collaboration</b></p>	<p><b>Module 1 - Safety First</b>  (Week 1, 4 Weeks) </p> <p><b>American Red Cross Emergency Medical Responder Instructor Manual</b></p>	<p><b>Emergency Medical Responder</b></p> <ul style="list-style-type: none"> <li>History of the EMS system.</li> <li>Roles and responsibilities of an EMR.</li> </ul> <p><b>Bloodborne Pathogens</b></p> <ul style="list-style-type: none"> <li>Immune system.</li> <li>Disease transmission.</li> <li>Standard precautions.</li> <li>Placing and removing personal protective equipment.</li> </ul> <p><b>Well Being of an Emergency Medical Responder</b></p> <ul style="list-style-type: none"> <li>Critical incident stress.</li> <li>Stress management.</li> <li>Process of dying and death.</li> <li>Communicate with empathy.</li> </ul> <p><b>Medical, Legal, and Ethical Issues</b></p> <ul style="list-style-type: none"> <li>Expressed consent and implied consent.</li> <li>Good Samaritan laws.</li> <li>Advanced directives and their implications on emergency medical care.</li> <li>HIPAA</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Summarize the history of the EMS system.</li> <li>Describe the components of an EMS system.</li> <li>Explain the different levels of EMS training.</li> <li>Discuss continuity of care and the importance of working with other responders.</li> <li>Define who an EMR is.</li> <li>List roles and responsibilities of an EMR.</li> <li>Describe personal characteristics of an EMR.</li> <li>Discuss medical oversight and right to practice.</li> <li>Describe the immune system.</li> <li>Describe how diseases can be spread.</li> <li>Demonstrate how to use standard precautions.</li> <li>Demonstrate how an EMR would disinfect equipment and work surfaces.</li> <li>Explain how OSHA works.</li> <li>Use appropriate PPE.</li> <li>Identify signs and symptoms of critical incident stress.</li> <li>Describe actions an EMR can do to alleviate stress.</li> <li>List reactions an EMR might experience when faced with trauma, illness, death and dying.</li> <li>Describe the steps an EMR might take when approaching the family of a dead or dying patient.</li> <li>Define legal duties, ethical responsibilities, Good</li> </ul>	<p>Vocabulary students will learn and understand:</p> <ul style="list-style-type: none"> <li>Emergency Medical Responder</li> <li>Safety</li> <li>Sizing up the scene</li> <li>Personal Protective Equipment</li> <li>Body Substance Isolation</li> <li>Additional Resources</li> <li>Mechanism of Injury (MOI)</li> <li>Nature of Illness (NOI)</li> <li>Infections</li> <li>Bloodborne pathogens</li> <li>Direct contact</li> <li>Indirect contact</li> <li>Hepatitis</li> <li>HIV</li> <li>Meningitis</li> <li>AIDS</li> <li>Signs</li> <li>Symptoms</li> <li>Occupational Safety and Health Administration (OSHA)</li> <li>Standard precautions</li> <li>Universal precautions</li> <li>Infection</li> <li>Exposure</li> <li>Engineering controls</li> <li>Work practice controls</li> <li>Biohazard</li> <li>Scope of practice</li> <li>Standard of care</li> <li>Duty to act</li> <li>Competence</li> <li>Consent</li> <li>Refusal of care</li> <li>Good Samaritan laws</li> <li>Expressed consent</li> <li>Implied consent</li> </ul>

## Module 2 - The

### Human Body



(Week

4, 2 Weeks)

- Signs of obvious death.

Samaritan laws, HIPAA and various forms of consent.

### The Human Body


- Anatomical terms
- Body positions
- Major body cavities
- Medical terminology application to emergency medical care
- Anatomy and physiology of major body systems
- Anatomical and physiological differences of children and infants

Students will be able to:

- Identify various anatomical terms commonly used to refer to the body.
- Describe various body positions.
- Describe the major body cavities.
- Understand the basics of medical terminology and their application to emergency medical care.
- Identify and describe the fundamental anatomy and physiology of the major body systems.
- Give examples of how body systems interrelate.
- Describe the anatomical and physiological differences of children and infants in the resulting considerations for emergency care.

Vocabulary students will understand:

- Anatomy
- Physiology
- Body systems
- Respiratory systems
- Organ
- Prefix
- Suffix
- Root word
- Arterio
- Cardio
- Hemo
- Neuro
- Oro
- Thermo
- Gastro
- Bronch
- Vaso
- Derma
- Encephalo
- Trach
- Brady
- Brachy
- Endo
- Hyper
- Hypo
- Tachy
- Ia
- Edema
- Al
- Algia
- Emia
- Emesis
- Right
- Left
- Midline
- Proximal
- Distal
- Superior
- Inferior
- Anterior
- Posterior
- Joint
- Anatomical position

**Module 3 - Lifting and Moving Patients** 

(Week 5, 2 Weeks) 

**Lifting and Moving Patients**

- Body mechanics
- Safety precautions
- Emergency moves
- Non-emergency moves
- Devices to use when lifting patients
- Positioning and packaging patients
- Restraints
- Out-of-hospital equipment for moving

Students will be able to:

- Define body mechanics.
- Explain safety precautions to follow when lifting and moving a patient.
- Describe the conditions that require an emergency move.
- Describe the indications for assisting in non-emergency moves.
- Demonstrate emergency and non-emergency moves.
- Describe the various devices

Vocabulary students will learn and understand:

- Supine
- Prone
- Lateral position
- Fowler's position
- Semi-fowler's position
- Cranial cavity
- Spinal cavity
- Thoracic cavity
- Abdominal cavity
- Pelvic cavity
- Musculoskeletal system
- Bones
- Muscles
- Ligaments
- Tendons
- Skeletal muscles
- Smooth muscles
- Cardiac muscles
- Respiratory system
- Ventilation
- Circulatory system
- Right atrium
- Right ventricle
- Left atrium
- Left ventricle
- Red blood cells
- White blood cells
- Platelets
- Plasma
- Perfusion
- Nervous system
- Integumentary system
- Endocrine system
- Digestive system

- Blanket drag
- Two person seat carry
- Walking assist
- Body mechanics
- Power lift
- Locked-in position
- Power grip
- Reaching
- Log rolling
- Pushing

patients

- associated with moving a patient in the out-of-hospital setting.
  - Demonstrate using the various devices associated with moving a patient in the out-of-hospital setting.
  - Explain and demonstrate the guidelines for patient positioning and packaging for transport.
  - Explain and demonstrate restraints used for patients.
  - Practice making appropriate decisions regarding the use of equipment for moving a patient in the out-of-hospital setting.
- Pulling
  - Emergency moves
  - Emergency drags
  - Clothes drag
  - Blanket drag
  - Shoulder drag
  - Ankle drag
  - Firefighter's drag
  - Firefighter's carry
  - Pack-strap carry
  - Stretcher
  - Walking assist
  - Two-person seat carry
  - Extremity lift
  - Direct ground lift
  - Direct carry
  - Draw sheet
  - Standard wheeled stretcher
  - Portable stretcher
  - Bariatric stretcher
  - Basket stretcher
  - Flexible stretcher
  - Scoop or orthopedic stretcher
  - Stair chair
  - Backboard
  - Kendrick Extrication Device (KED)
  - Position of comfort
  - HAINES recovery position
  - Infant recovery position

#### **Module 4 -**

#### **Assessment**



(Week

7, 1 Week)

#### **Scene Size-Up**

- Components of scene size up
- Mechanism of injury
- Nature of illness
- Vehicle stabilization
- Hazardous materials

#### **Primary Assessment**

- Components of primary assessment
- General impression
- Level of consciousness
- Airway components
- Breathing components

Students will be able to:

- Identify elements in a scene size-up.
- Describe common hazards found at the scene of a trauma or medical emergency.
- Have a basic understanding of scene and traffic control and related safety issues.
- Describe the principles of personal safety at an emergency scene.
- Identify standard and specialized personal protective equipment.
- Describe mechanism of injury and nature of illness.

Vocabulary students will learn and understand:

- Scene size-up
- Mechanism of injury (MOI)
- Nature of illness (NOI)
- Primary assessment
- General impression
- Blunt trauma
- Penetrating trauma
- Falls
- Level of consciousness
- Alert
- Verbal
- Painful
- Unresponsive
- Airway

- Circulation components
- Patient priorities

### **History Taking and Secondary Assessment**

- Patient history procedures
- SAMPLE history
- Secondary assessment
- Vital signs
- Physical exam
- Ongoing assessment

### **Communication and Documentation**

- Components of a prehospital care report
- Elements of verbal report
- Patient confidentiality

- Recognize an unstable vehicle.
- Know when to request and what types of additional resources may be necessary at the scene.
- Identify elements of a primary assessment.
- Demonstrate the ability to check a patient's level of consciousness.
- Explain the difference in assessing the LOC of an adult, child and infant.
- Demonstrate the ability to check airway, breathing and circulation in a patient.
- Determine how to establish patient priority.
- Practice taking the patient history.
- Know and understand how to ask SAMPLE history questions.
- Learn and understand vital signs - blood pressure, pulse and respirations.
- Practice physical exam.
- State the areas of the body that are evaluated during the physical exam.
- Identify further questions that may be asked during the physical exam.
- Identify the components of the ongoing assessment.
- Recognize the importance of effective communication within the emergency medical services (EMS) system.
- Recognize the need for compassion and empathy when caring for a patient's physical and mental needs.
- Communicate willingly and with sensitivity in the care of all patients.
- Identify the components of the prehospital care report (PCR).
- Describe the fundamental components of documentation and related issues.
- Explain the importance of maintaining confidentiality

- Jaw thrust maneuver
- Head tilt chin lift maneuver
- Resuscitation mask
- Physical exam
- Rapid trauma assessment
- Rapid medical assessment
- Detailed physical exam
- Focused medical assessment
- Focused trauma assessment
- Chief complaint
- SAMPLE history
- OPQRST
- DCAP-BTLS
- Detailed physical exam
- Vital signs
- Respiratory rate
- Pulse
- Blood pressure
- Medical control
- Prehospital care report

## Module 5 - Airway

### Management (Week

8, 1 Week) 

### Airway and Ventilation

- Respiratory system
- Signs and symptoms of inadequate breathing
- Respiratory distress
- Airway management skills
- Breath sounds

### Airway Management

- Airway adjuncts
- Suctioning devices
- Airway obstructions
- Caring for choking patients

### Emergency Oxygen

- Appropriate times to administer emergency oxygen
- Delivery devices to administer oxygen
- Steps and precautions for emergency oxygen

about the condition, circumstances and care of the patient.

- Describe the elements of a verbal report given during the transfer of care.

Students will be able to:

- Describe the structure and function of the respiratory system.
- List the signs of inadequate breathing.
- Describe how to care for a patient experiencing respiratory distress.
- Explain why basic airway management and ventilation skills take priority over many other basic life-support skills.
- Describe how to perform mouth-to-mouth, mouth-to-nose and mouth-to-stoma ventilations.
- Describe how to assess for breath sounds.
- Explain the purpose and use of airway adjuncts.
- Describe the two types of suctioning devices and their use.
- List the circumstances when airway adjuncts should not be used.
- List some common causes of airway obstruction and describe appropriate care.
- Describe how to provide care for an unconscious choking adult, child and infant.
- Identify when it is appropriate to administer emergency oxygen.
- List the delivery devices for use in administering emergency oxygen.
- Describe the steps required to administer emergency oxygen.
- List precautions to take when

Vocabulary students will learn and understand:

- Airway
- Foreign body airway obstruction
- Airway adjuncts
- Emergency oxygen
- Apnea
- Partial airway obstruction
- Anatomical obstruction
- Mechanical obstruction
- Finger sweep
- Ventilation
- Suctioning
- Artificial ventilation
- Resuscitation mask
- Bag-valve-mask resuscitator
- Respiratory distress
- Respiratory arrest
- Positive pressure ventilations
- Oropharyngeal airway
- Emergency oxygen
- Hypoxia
- Nasal cannula
- Non-rebreather mask
- Bag-valve mask

## Module 6 - Cardiac

### Management (Week

9, 2 Weeks) 

### Circulatory System

- Recognize a heart attack
- Care for patients in cardiac arrest
- Heart conditions
- Cardiovascular disease

### Automated External Defibrillation

- Components of CPR
- Performance of CPR
- Heart rhythms
- Early defibrillation

using emergency oxygen.

- Describe how to recognize and care for a victim who may be experiencing a heart attack.
- Describe how to care for a patient who may be experiencing cardiac arrest.
- List the reasons why the heart would stop beating.
- Identify controllable risk factors for cardiovascular disease.
- Describe the skill components of CPR.
- List the steps of one-rescuer CPR for an adult, a child and an infant.
- Explain when it is appropriate to stop performing CPR.
- Describe how to perform two-rescuer CPR for an adult, a child and an infant.
- Define defibrillation and describe how it works.
- Identify the abnormal heart rhythms commonly present during cardiac arrest.
- Describe the role and importance of early defibrillation in cardiac arrest.
- List the general steps for using an automated external defibrillator.
- Identify precautions for using an AED.
- Identify special situations that may arise when using an AED.

Vocabulary students will learn and understand:

- Heart
- Cardiac arrest
- Cardiopulmonary Resuscitation (CPR)
- Automated external defibrillator (AED)
- Sinoatrial node
- Atrioventricular node
- Normal sinus rhythm
- Cardiovascular disease
- Coronary heart disease
- arrhythmia
- Sudden cardiac arrest
- Angina pectoris
- Arrhythmia
- Congestive heart failure
- Hypertension
- Cardiac chain of survival

## Module 7 - Medical & Environmental

### Emergencies (Week

11, 1 Week) 

### Medical Emergencies

- Medical complaints
- Altered mental status
- Seizures
- Diabetic emergencies
- Stroke
- Abdominal pain
- Hemodialysis

Students will be able to:

- Identify a patient who has a general medical complaint.
- Describe the care for a patient with a general medical complaint.
- Identify the signs and symptoms of an altered mental state.
- Describe the care for a patient who has an altered mental

Vocabulary students will learn and understand:

- Poison
- Altered mental status
- Seizures
- Diabetic emergencies
- Stroke
- Hemodialysis
- Overdose
- Substance abuse
- Syncope

### **Poisoning**

- Poisons entering the body
- Signs and symptoms of poisoning
- Care for poisoning
- Drug interactions

### **Substance Misuse and Abuse**

- Substance abuse and misuse
- Factors related to substance abuse and misuse

### **Environmental Emergencies**

- Heat-related illness
- Cold-related emergency
- Common bites and stings
- Victim in the water

- status.
- Describe the different types of seizures.
- Identify the signs and symptoms of seizures.
- Describe the care for a patient who has a seizure.
- Identify the signs and symptoms of a diabetic emergency.
- Describe the care for a patient who has a diabetic emergency.
- Identify the different causes of a stroke.
- Identify the signs and symptoms of a stroke.
- Describe the care for a patient who has a stroke.
- Identify the signs and symptoms of abdominal pain.
- Describe the care for a patient who has abdominal pain.
- Describe the special considerations for a patient on hemodialysis.
- List the four ways poisons enter the body.
- Identify the signs and symptoms of poisoning.
- Describe general care guidelines for a poisoning emergency.
- Describe specific care for different types of poisoning emergencies.
- Have a basic understanding of drug interactions.
- List information resources available to responders and the general public from Poison Control Centers.
- Define substance abuse and misuse.
- Identify factors related to substance abuse and misuse and list prevention strategies.
- Identify the signs and symptoms of a heat-related illness.
- Describe how to care for a patient who has a heat-related illness.
- Fainting
- Epilepsy
- Generalized tonic clonic seizures
- Grand mal seizures
- Aura phase
- Tonic phase
- Clonic phase
- Post-ictal phase
- Partial seizures
- Absence seizures
- Febrile seizures
- Type 1 diabetes
- Type 2 diabetes
- Blood-glucose levels
- Insulin
- Hyperglycemia
- Diabetic ketoacidosis
- Diabetic coma
- Hypoglycemia
- Thrombus
- Embolism
- Aneurysm
- Transient Ischemic Attack (TIA)
- Acute abdomen
- Shunt
- Hypovolemia
- Hypervolemia
- Ingested poisons
- Inhaled poisons
- Absorbed poisons
- Injected poisons
- Core temperature
- Predisposing factors
- Drowning
- Hyperthermia
- Dehydration
- Heat cramps
- Heat exhaustion
- Heat stroke
- Hypothermia
- Frostbite
- Drowning



## Module 8 - Behavioral & Psychological

### Emergencies (Week 12, 1 Week)

#### Behavioral Emergencies

- Behavioral emergencies
- Approaching patients
- Behavioral emergency decisions
- Risk factors for suicide
- Violent patients

- Identify the signs and symptoms of a cold-related emergency.
- Describe how to care for a patient who has a cold-related emergency.
- Identify the signs and symptoms of the most common types of bites and stings.
- Describe how to provide general care for various bites and stings.
- Describe various methods of rescuing a victim in the water.

Students will be able to:

- Identify behavior that suggest a person may be experiencing a behavioral emergency.
- Describe how to approach and care for a person experiencing a behavioral change or psychological crisis.
- Make appropriate decisions about care when given an example of an emergency in which someone is experiencing a behavioral emergency.
- Identify risk factors for suicide.
- Describe how to assess a person who is contemplating or has already attempted violence toward him or herself.

Vocabulary students will learn and understand:

- Behavior
- Behavioral emergency
- Anxiety disorders
- Depression
- Schizophrenia
- Bipolar disorder
- Panic attacks
- Phobias
- Clinical depression
- Paranoia
- Violence
- Suicide
- Self-mutilation
- Child abuse
- Child neglect
- Elder abuse
- Elder neglect
- Sexual assault
- Rape

## Module 9 - Shock, Bleeding & Soft

### Tissue Injuries (Week 12, 2 Weeks)

#### Shock

- Signs and symptoms of shock
- Conditions resulting in shock
- Care for shock

Students will be able to:

- List conditions that can result in shock.
- List the signs and symptoms of shock.
- Describe how to provide care to minimize shock.
- Make appropriate decisions about care when given an example of an emergency in

Vocabulary students will learn and understand:

- Bleeding
- Shock
- Hypoperfusion
- Perfusion
- Blood volume
- Hypovolemic shock
- Obstructive shock

#### Bleeding and Trauma

- Trauma system
- Arterial, venous and capillary bleeding
- Care for external bleeding
- Dressing and bandaging
- Care for internal bleeding

### Soft Tissue Injuries

- Soft tissue injuries and care
- Embedded objects and care
- Open wounds and care
- Amputations and care
- Closed wounds and care
- Burn injuries and care

- which shock is likely to occur.
- Describe the components of a trauma system.
- Differentiate among arterial, venous and capillary bleeding.
- Describe how to care for external bleeding.
- List appropriate standard precautions to follow when controlling external bleeding.
- Explain the functions of dressing and bandaging.
- List the signs of internal bleeding.
- Describe how to care for a patient who exhibits the signs and symptoms of internal bleeding.
- Make appropriate decisions about care when given an example of an emergency in which a patient is bleeding.
- List the types of soft tissue injuries.
- Describe the emergency medical care for a patient with a soft tissue injury.
- Describe the emergency medical care for a patient with an injury from an embedded object.
- Describe the emergency medical care for a patient with an open wound.
- Describe the emergency medical care for a patient with an amputation.
- List the signs and symptoms of closed wounds.
- List the causes of a burn injury.
- List conditions under which you would summon more advanced medical personnel for a burn injury.
- Describe the emergency medical care for burns.
- Describe the kinds of injuries that might occur from a thermal, electrical, chemical and radiation burn.
- Describe how to care for thermal, chemical, electrical

- Distributive shock
- Neurogenic shock
- Anaphylaxis
- Dilation
- Septic shock
- Cardiogenic shock
- Internal bleeding
- Arteries
- Veins
- Capillaries
- Dressing
- Direct pressure
- Wounds
- Soft tissues
- Closed wounds
- Open wounds
- Abrasion
- Amputation
- Avulsion
- Crash injury
- Puncture
- Penetration
- Laceration
- Pressure bandages
- Superficial burn
- Partial-thickness burn
- Full-thickness burn
- Rule of nines

## Module 10 - Injuries to Chest, Abdomen &

Genitalia  (Week 13, 1 Week) 

### Chest, Abdomen & Genitalia Injuries

- General care for injuries
- Chest injuries
- Sucking chest wound
- Impaled object in the chest
- Abdominal injuries
- Genital injuries

and radiation burns.

Students will be able to:

- Describe general care steps for injuries to the chest, abdomen and pelvis.
- List the different types of chest injuries.
- List the signs and symptoms of chest injuries.
- Describe how to care for a sucking chest wound.
- Describe how to care for an impaled or embedded object in the chest.
- List different types of abdominal injuries.
- List the signs and symptoms of abdominal injuries.
- Explain assessment techniques for abdominal injuries.
- Describe how to care for closed and open abdominal injuries.
- List the signs and symptoms of genital injuries.
- Describe how to care for genital injuries.

Vocabulary students will learn and understand:

- Thoracic cavity
- Blunt trauma
- Flail chest
- Traumatic asphyxia
- Subcutaneous emphysema
- Sucking chest wound
- Impaled object
- Hemothorax
- Pneumothorax
- Tension pneumothorax
- Open and closed wounds
- Rib fractures
- Traumatic asphyxia
- Occlusive dressing
- Peritonitis
- Pancreatitis
- Appendicitis
- Cirrhosis of the liver
- Evisceration
- GI bleeding
- Genital injuries

## Module 11 - Muscle, Bone & Joint Injuries

 (Week 14, 1 Week) 

### Muscles, Bones and Joints

- Mechanisms of injuries for muscles, bones and joints
- Types of musculoskeletal injuries
- Assessment of muscle, bone and joint injuries
- Guidelines for splinting
- Immobilizing an injury

Students will be able to:

- List the three mechanisms of muscle, bone and joint injuries.
- Describe different types of musculoskeletal injuries.
- Describe how to assess for muscle, bone and joint injuries.
- List the signs and symptoms of muscle, bone and joint injuries.
- Describe general care for muscle, bone and joint injuries.
- List general guidelines for splinting.
- List the purposes of immobilizing an injury.
- Describe typical agricultural and industrial injuries.
- List safety factors associated with agricultural and industrial

Vocabulary students will learn and understand:

- Muscle
- Bone
- Joint
- Direct force
- Indirect force
- Twisting force
- Rotational force
- Fracture
- Dislocation
- Sprain
- Strain
- RICE
- Immobilize
- Splint
- Extremity
- Soft splint
- Rigid splint

## Module 12 - Injuries to Head, Neck & Spine

 (Week 14, 1 Week) 

### Head, Neck and Spine Injuries

- Mechanism of injury
- Signs and symptoms of head, neck and spine injuries
- General care for head, neck and spine injuries
- Specific head injuries
- Prevention of head, neck and spine injuries

Students will be able to:

- Relate the mechanism of injury to potential injuries to the head, neck and spine.
- List signs and symptoms of head, neck and spinal injuries.
- Describe general care for head, neck and spinal injuries.
- Describe care for specific head injuries.
- Describe the method of determining if a responsive patient may have a spinal injury.
- Explain the importance of minimizing the movement of a victim with a possible head, neck or spinal injury.
- Discuss various ways of preventing head, neck and spinal injuries.
- Explain the methods for removing helmets and other equipment.
- Discuss the proper use of cervical collars and backboarding.

Vocabulary students will learn and understand:

- Traction splint
- Circumferential splint
- Vacuum splint
- Anatomic splint
  
- Skull fractures
- Concussions
- Penetrating wounds
- Scalp injuries
- Eye injuries
- Nose injuries
- Oral injuries
- Raccoon eyes
- Battle's sign
- Manual stabilization
- Cerebrospinal fluid
- Cervical collar
- Spinal cord
- Mechanism of injury

## Module 13 - Special

Populations  (Week 15, 2 Weeks) 

### Childbirth

- Trimester of pregnancy
- Four stages of labor
- Normal delivery
- Control bleeding
- Complications during pregnancy

Students will be able to:

- Describe each trimester of pregnancy.
- Describe the four stages of labor.
- Describe how to help the mother with labor and normal delivery.
- Describe how to assess a newborn.
- Describe how to control bleeding after birth.
- Describe how to care for the newborn and mother.
- List complications during

Vocabulary students will learn and understand:

- Placenta
- Umbilical cord
- Fetus
- Uterus
- Cervix
- Vagina
- Trimester
- Labor
- Dilation
- Contractions
- Braxton Hicks contractions
- Obstetric pack

### Pediatrics

- Anatomical differences
- General age groups
- Assessing children and infants

- SAMPLE history for pediatric patients

### Geriatrics

- Physical and mental differences
- Geriatric assessment
- Care for geriatric patients
- Common problems
- Elder abuse

### Special Needs Patients

- Chronic diseases and disabilities
- Considerations for providing care

- pregnancy.
- Describe complications during delivery.
- Identify anatomical differences among adults, children and infants.
- Describe the general age groups for the purposes of emergency medical care.
- Describe the stages of child development.
- List the general considerations for assessing children and infants.
- Describe components of a pediatric assessment.
- Describe how to conduct a SAMPLE history for a pediatric patient.
- Identify common problems in pediatric patients.
- Describe common respiratory problems in children.
- Describe how to assess for and manage seizures in children.
- Describe considerations for children with special needs.
- Describe physical and mental differences that are important in geriatric patients.
- Describe how to assess a geriatric patient.
- Describe how to provide care for a geriatric patient.
- Describe common problems in geriatric patients.
- List the types of elder abuse.
- List risk factors for elder abuse.
- List signs of elder abuse and behaviors of elder abuse victims.
- Identify and describe chronic diseases and disabilities.
- Describe considerations for providing care to special needs patients.

- Crowning
- Birth canal
- APGAR score
- Stillbirth
- Miscarriage
- Ectopic pregnancy
- Preeclampsia
- Vaginal bleeding
- Abruptio placentae
- Fetus
- Compression
- Prolapsed cord
- Breech birth
- Amniotic fluid
- Multiple births
- Premature births
- Meconium aspiration
- Infants
- Toddlers
- Preschoolers
- School-age children
- Adolescents/teens
- Child abuse
- Pediatric assessment triangle
- Sudden infant death syndrome
- Croup
- Epiglottitis
- Asthma
- Dementia
- Cognitive impairment
- Alzheimer's disease
- Catastrophic reactions

## Module 14 - EMS

### Operations (Week

17, 1 Week) 

### EMS Support and Operations

- Roles of an EMR
- Equipment used by an

Students will be able to:

- Describe the roles of traditional and non-traditional EMRs.

Vocabulary students will learn and understand:

- Extrication

- EMR
- Air medical transport
- Safety issues related to landing zones
- High-risk situations

#### **Access and Extrication**

- Access and extrication
- Role of EMR in extrication
- Patient safety during extrication
- Hazardous materials

#### **Hazardous Materials**

- Definition of hazardous materials
- Available resources for hazardous materials
- Basic personal protective equipment for HAZMAT
- Principles of decontamination of HAZMAT

#### **Incident Command and Multiple Casualty Incidents**

- National response framework
- Incident command system
- Multiple casualty incident
- Triage

- Explain all phases of an emergency medical services response and associated responsibilities of an EMR.
- Identify the basic equipment used by an EMR.
- Define air medical transport and the criteria for when it should be requested.
- Discuss safety issues related to air medical transport and landing zones.
- Discuss emergency vehicle safety and other safety issues during response.
- identify and describe high-risk situations.
- Summarize patient care issues in the ambulance.
- Have a basic understanding of access and extrication.
- Explain the role of the emergency medical responder in an extrication operation.
- List basic extrication equipment.
- Describe basic personal protective equipment used in extrication operations.
- Describe steps necessary to ensure patient safety during extrication.
- List the reasons for controlling traffic at an emergency scene.
- Describe unique hazards that may exist at an emergency scene.
- Define hazardous material.
- List basic safety procedures associated with a HAZMAT situation.
- Describe the importance of vehicle stability.
- List the general steps to stabilize a vehicle.
- Know the difference between simple access and complex access.
- Know how to provide care to patients who require extrication at the scene.
- Define hazardous materials

- Hazardous material (HAZMAT)
- Audible warning devices
- Visual warning devices
- Air medical transport
- Trauma alert criteria
- Landing zone
- Access
- Extrication
- Blocking
- Simple access
- Complex access
- Emergency Response Guidebook
- Staging area
- Hot zone
- Warm zone
- Cold zone
- Decontamination
- Multiple casualty incident
- Incident command system
- Triage officer
- Treatment officer
- Transportation officer
- Staging officer
- Safety officer
- Walking wounded
- Immediate care
- Delayed care
- Deceased/non-salvageable

- (HAZMAT).
- Describe the basic response to a HAZMAT incident.
- Know where to find available resources regarding training and response to HAZMAT incidents.
- Have a basic understanding of placards and the Emergency Response Guidebook.
- List basic personal protective equipment necessary for responding to a HAZMAT incident.
- Know other resources available to respond to HAZMAT incidents.
- Understand the principles of decontamination and providing care during a HAZMAT incident.
- Describe the purpose of the National Response Framework.
- Describe the purpose and functional positions of the incident command system.
- Explain the role of the emergency medical responder in the incident command system.
- Define multiple-casualty incidents.
- Explain the principles of triage.
- Conduct a triage assessment.
- Understand different triage systems and pediatric variations.
- Understand the stressors associated with multiple-casualty incidents.

**Final Skill**

**Assessments**

(Week 18, 2 Weeks)



**Medical Skills**

- Oxygen delivery
- Vital signs - blood pressure, pulse and respirations
- Administering medications

Students will be able to:

- Complete a full medical assessment on a patient.
- Provide emergency oxygen to a patient.
- Administer the following medications - EpiPen, activated charcoal and glucose.

No specific vocabulary for this unit. Only the vocabulary they use while they are completing and practicing their final skills.

- Patient assessment

### **Trauma Skills**

- C-collar application
- Packaging a patient
- Bandaging
- Splinting
- Patient assessment

- Take a full set of vital signs on a patient.
- Apply a c-collar to a patient correctly.
- Package a patient on a backboard.
- Bandage and splint any wounds.
- Complete a full trauma assessment on a patient.

