# EMT I Course No. 44060 Credit: 1.0

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| **Student name:** |  | **Graduation Date:** |  |

Pathways and CIP Codes:Emergency & Fire Management Services (43.0299); Health Science Pathway (51.9999)

Course Description: The first of two **application level** courses designed to provide the knowledge and skills necessary to attain Emergency Medical Technician (EMT) certification. Classroom instruction includes the roles, attitudes and conduct, well-being, and possible medical/legal issues of the EMT provider. Anatomy and physiology, vital signs, assessing the patient, lifting/moving patients, managing the airway, communicating, documenting, and basic operations and procedures are among the demonstrated knowledge and skills in this course. [Course is taught by a certified EMT instructor and follows competencies set forth by the certifying agency.]

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Explore and Discuss the Emergency Medical Services (EMS) Systems and the Role of the EMT

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Differentiate the roles and responsibilities of the EMT from other pre-hospital care providers. |  |
| 1.2 | Describe the roles and responsibilities related to personal safety. |  |
| 1.3 | Discuss the roles and responsibilities of the EMT toward the safety of the crew, the patient, and bystanders. |  |
| 1.4 | Define quality improvement and discuss the EMT's role in the process. |  |
| 1.5 | Define medical direction and discuss the EMT's role in the process. |  |
| 1.6 | State the specific statutes and regulations in your state regarding the EMS system. |  |
| 1.7 | Characterize the various methods used to access the EMS system in your community. |  |

## Benchmark 2: Analyze and Discuss Personal Attitudes and Conduct of the EMS Provider

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Assess areas of personal attitude and conduct of the EMT. |  |
| 2.2 | List possible emotional reactions that the EMT may experience when faced with trauma, illness, death, and dying. |  |
| 2.3 | Discuss the possible reactions that a family member may exhibit when confronted with death and dying. |  |
| 2.4 | State the steps in the EMT's approach to the family confronted with death and dying. |  |
| 2.5 | State the possible reactions that the family of the EMT may exhibit due to their outside involvement in EMS. |  |
| 2.6 | State possible steps that the EMT may take to help reduce critical incident stress. |  |

## Benchmark 3: Analyze, Discuss, and Demonstrate Various Aspects of Well-being of the EMT

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Explain the need to determine scene safety. |  |
| 3.2 | Discuss the importance of body substance isolation. |  |
| 3.3 | Describe the steps the EMT should take for personal protection from airborne and bloodborne pathogens. |  |
| 3.4 | List the personal protective equipment necessary for each of the following situations: Hazardous materials, Rescue operations, Violent scenes, Crime scenes, Exposure to bloodborne pathogens, Exposure to airborne pathogens. |  |
| 3.5 | Explain the rationale for serving as an advocate for the use of appropriate protective equipment. |  |
| 3.6 | Demonstrate the use and disposal of personal protective equipment and garments. |  |
| 3.7 | Explain the procedure for disinfection of all equipment. |  |
| 3.8 | Discuss reporting documentation. |  |

## Benchmark 4: Analyze and Discuss Medical, Legal, and Ethical Issues

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Define the EMT scope of practice. |  |
| 4.2 | Discuss Do Not Resuscitate [DNR] (advance directives): Local or state provisions regarding EMS application; Rationale for the needs, benefits and usage of advance directives; Rationale for the concept of varying degrees of DNR; and Role of EMS and the EMT regarding patients with orders. |  |
| 4.3 | Discuss the methods of obtaining consent (e.g. Expressed, Implied consent, Consent of minors) |  |
| 4.4 | Discuss the implications for the EMT in-patient refusal of transport. |  |
| 4.5 | Discuss the issues around performance of duty (e.g. Abandonment, Negligence, Battery, Conditions necessary for a duty to act). |  |
| 4.6 | Discuss patient confidentiality including: Importance, Necessity, Legality, HIPAA. |  |
| 4.7 | Discuss the considerations of the EMT in issues of organ retrieval. |  |
| 4.8 | Differentiate the actions that an EMT should take to assist in the preservation of a crime scene. |  |
| 4.9 | State the conditions that require an EMT to notify local law enforcement officials. |  |

## Benchmark 5: Understanding the Human Body – Identify and Describe Various Systems, Anatomy, and Physiology

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Identify topographic terms: medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, midclavicular, bilateral, midaxillary. |  |
| 5.2 | Describe the anatomy and function of the following major body systems: Respiratory, Circulatory, Musculoskeletal, Nervous, Endocrine. |  |

## Benchmark 6: Identify, Explain, and Demonstrate Various Aspects of Patient Assessment: Vital Signs and SAMPLE History

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Differentiate between a sign and a symptom. |  |
| 6.2 | Defend the need for obtaining and recording an accurate set of vital signs. |  |
| 6.3 | Explain the rationale of recording additional sets of vital signs. |  |
| 6.4 | Identify the components of the extended vital signs. |  |
| 6.5 | Explain the value of performing the baseline vital signs. |  |
| 6.6 | Demonstrate the skills involved in assessment of breathing including: 1. Methods to obtain a breathing rate; Attributes that should be obtained when assessing breathing; Differentiate between shallow, labored and noisy breathing; Pulse rate; and Assessment of pulse oximetry reading. |  |
| 6.7 | Demonstrate the skills associated with obtaining a pulse, including: The information obtained when assessing a patient's pulse and Differentiating between a strong, weak, regular and irregular pulse. |  |
| 6.8 | Demonstrate the skills associated with assessing the skin, including: Color: differentiate between pale, blue, red and yellow skin color; Temperature: differentiate between hot, cool and cold skin temperature; Condition: identify normal and abnormal skill conditions; and Capillary refill in infants and children: identify normal and abnormal. |  |
| 6.9 | Demonstrate the skills associated with assessing the pupils, including: Identify normal and abnormal pupil size; Differentiate between dilated (big) and constricted (small) pupil size; Differentiate between reactive and non-reactive pupils; and Differentiate between equal and unequal pupils. |  |
| 6.10 | Defining systolic and diastolic pressure. |  |
| 6.11 | Explaining the difference between auscultation, automatic and palpation methods for obtaining a blood pressure. |  |
| 6.12 | Demonstrate the placement of monitoring electrodes and 12 lead electrodes. |  |
| 6.13 | Demonstrate the monitoring of a urinary catheter. |  |
| 6.14 | Demonstrate the use of glucometers to assess blood glucose (e.g. Normal glucose levels, Levels reflecting hypoglycemia, Indications for testing, Limitations to accuracy) |  |
| 6.15 | Demonstrate the skills that should be used to obtain information from the patient, family, or bystanders at the scene. |  |
| 6.16 | Identify the components of the SAMPLE history. |  |
| 6.17 | Explain the importance of obtaining a SAMPLE history. |  |
| 6.18 | Discuss how to respond to the feelings patients experience during assessment. |  |
| 6.19 | Discuss the need to search for additional medical identification. |  |

## Benchmark 7: Identify, Explain, and Demonstrate Assessing the Scene and Patient: Initial Assessment, History, Physical Exam, and On-Going Assessment

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | Identify from various scenarios and identify potential hazards. |  |
| 7.2 | Identify need for additional help. |  |
| 7.3 | Summarize the reasons for forming a general impression of the patient. |  |
| 7.4 | Demonstrate the techniques for assessing mental status. |  |
| 7.5 | Demonstrate the techniques for assessing the airway and if the patient is breathing. |  |
| 7.6 | Demonstrate the techniques for assessing if the patient has a pulse. |  |
| 7.7 | Demonstrate the techniques for assessing the patient for external bleeding. |  |
| 7.8 | Demonstrate the techniques for assessing the patient's skin color, temperature, and capillary refill (infants and children only). |  |
| 7.9 | Demonstrate the ability to prioritize patients. |  |
| 7.10 | State reasons for management of the cervical spine once the patient has been determined to be a trauma patient. |  |
| 7.11 | Explain the reason for prioritizing a patient for care and transport. |  |
| 7.12 | Describe the areas included in the rapid trauma assessment and discuss what should be evaluated. |  |
| 7.13 | Demonstrate the rapid trauma assessment that should be used to assess a patient based on mechanism of injury. |  |
| 7.14 | Describe how to recognize and respect the feelings that patients might experience during assessment. |  |
| 7.15 | Discuss the reason for performing a focused history and physical exam. |  |
| 7.16 | Describe the unique needs for assessing an individual with a specific chief complaint with no known prior history. |  |
| 7.17 | Differentiate between the history and physical exam that is performed for responsive patients with no known prior history and patients responsive with a known prior history. |  |
| 7.18 | Demonstrate the patient care skills that should be used to assist with a patient who is unresponsive with no known history. |  |
| 7.19 | Demonstrate the patient care skills that should be used to assist with a patient who is unresponsive or has an altered mental status. |  |
| 7.20 | Demonstrate the skills involved in performing the detailed physical exam. |  |
| 7.21 | Explain what additional care should be provided while performing the detailed physical exam. |  |
| 7.22 | Discuss the reasons for repeating the initial assessment as part of the ongoing assessment. |  |
| 7.23 | Demonstrate the skills involved in performing the ongoing assessment. |  |
| 7.24 | Explain the value of trending assessment components to other health professionals who assume care of the patient. |  |

## Benchmark 8: Describe, Explain, and Demonstrate Various Aspects and Techniques of Lifting and Moving Patients

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 8.1 | State three situations that may require the use of an emergency move. |  |
| 8.2 | Describe the guidelines and safety precautions for moving, carrying patients and/or equipment (e.g. one-handed carrying techniques, reaching, log-rolls, pushing and pulling, carrying procedures on stairs). |  |
| 8.3 | Explain the rationale for properly lifting and moving patients. |  |
| 8.4 | Demonstrate selection and safe use of each of the following devices: Wheeled ambulance stretcher, Portable ambulance stretcher, Stair chair, Scoop stretcher, Long spine board, Basket stretcher, Flexible stretcher. |  |
| 8.5 | Demonstrate techniques for the transfer of a patient from an ambulance stretcher to a hospital stretcher. |  |

## Benchmark 9: Identify, Explain, and Demonstrate Various Aspects of Managing the Airway and Resuscitation

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 9.1 | Explain the rationale for basic life support artificial ventilation and airway protective skills taking priority over most other basic life support skills. |  |
| 9.2 | Recognize the signs and symptoms of respiratory distress. |  |
| 9.3 | Explain the rationale for providing adequate oxygenation through high inspired oxygen concentrations to patients who, in the past, may have received low concentrations. |  |
| 9.4 | Demonstrate the steps in performing the head-tilt chin-lift (e.g. Rationale for use, Techniques, Evaluating effectiveness). |  |
| 9.5 | Demonstrate the steps in performing the jaw thrust (e.g. Rationale for use, Techniques, Evaluating effectiveness). |  |
| 9.6 | Demonstrate artificial ventilation technique (e.g. Mouth to mask, Mouth to stoma, Infants, Children, Barrier shields). |  |
| 9.7 | Demonstrate the indications and contraindications for, selection and placement of airways (e.g. oropharyngeal airways, nasopharyngeal airways, multi-lumen/supraglottic airways). |  |
| 9.8 | Demonstrate the indications and contraindications for, selection and use of masks and ventilatory devices (e.g. pocket mask, bag valve mask, automatic transport ventilators, manually triggered ventilator). |  |
| 9.9 | Demonstrate the use of suction. |  |
| 9.10 | Demonstrate the use of supplement oxygen devices (e.g. bag valve mask, oxygen powered ventilation, nasal cannula, non-rebreather mask). |  |
| 9.11 | Given a handheld nebulizer, the student will demonstrate the ability to assemble and use the nebulizer, and state the appropriate indications, contraindications, and oxygen flow rates. |  |
| 9.12 | The student should be able to correctly state the physiology, uses, and limitations of end tidal CO2 monitoring. |  |
| 9.13 | The student should be able to correctly state the implications for airway management when given various end tidal CO2 readings. |  |
| 9.14 | Given a simulated patient with a supraglottic airway in place, the student will demonstrate the ability to perform gastric decompression using a nasogastric tube. |  |
| 9.15 | Given course information, the student will explain gastric distention and its effects on the ventilation of apneic patients. |  |
| 9.16 | The student should be able to state the indications for and demonstrate the proper use of Magill's forceps for foreign body airway obstruction. |  |

## Benchmark 10: Describe and Demonstrate Effective Communication Skills

### Competencies

| **#** | **Description** | **rating** |
| --- | --- | --- |
| 10.1 | Explain the importance of effective communication of patient information in the verbal report. |  |
| 10.2 | List the proper methods of initiating and terminating a radio call. |  |
| 10.3 | Perform a simulated, organized, concise radio transmission (e.g. To the scene, At the scene, To the facility, At the facility, To the station, At the station). |  |
| 10.4 | Describe the attributes for increasing effectiveness and efficiency of verbal communications. |  |
| 10.5 | Model 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. |  |
| 10.6 | 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. |  |
| 10.7 | Perform an organized, concise patient report that would be given to the staff at a receiving facility. |  |

## Benchmark 11: Explain, Discuss and/or Demonstrate Various Aspects of Professional Documentation

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 11.1 | Describe what information is required in each section of the pre-hospital care report and how it should be entered. |  |
| 11.2 | Define the special considerations concerning patient refusal. |  |
| 11.3 | Explain the rational for using an accurate and synchronous clock so that information can be used in trending. |  |
| 11.4 | Discuss all state and/or local record and reporting requirements. |  |
| 11.5 | Explain the rationale for using medical terminology correctly. |  |
| 11.6 | Complete a pre-hospital care report. |  |

## Benchmark 12: Click or tap here to enter text.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 12.1 | Discuss the medical and nonmedical equipment needed to respond to a call. |  |
| 12.2 | List the phases of an ambulance call. |  |
| 12.3 | Describe the general provisions of state laws relating to the operation of the ambulance and privileges (e.g. Speed, Warning lights, Sirens, Right-of-way, Parking, Turning). |  |
| 12.4 | List contributing factors to unsafe driving conditions. |  |
| 12.5 | Describe the considerations that should be given to escorts, intersections. |  |
| 12.6 | Discuss "Due Regard for Safety of All Others" while operating an emergency vehicle. |  |
| 12.7 | Summarize the importance of preparing the unit for the next response. |  |
| 12.8 | Distinguish among the terms: cleaning, disinfection, high-level disinfection, and sterilization. |  |
| 12.9 | Identify what is essential for completion of a call. |  |
| 12.10 | Describe the purpose of extrication. |  |
| 12.11 | Discuss the role of the EMT in extrication. |  |
| 12.12 | Identify what equipment for personal safety is required for the EMT. |  |
| 12.13 | Define the fundamental components of extrication. |  |
| 12.14 | State the steps that should be taken to protect the patient during extrication. |  |
| 12.15 | Evaluate various methods of gaining access to the patient. |  |
| 12.16 | Distinguish between simple and complex access. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

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