



Western Technical College

10531105 EMR and EMT Part 1

Course Outcome Summary

Course Information

Description	This course provides foundational knowledge for Emergency Medical Technician (EMT) candidates, and all requirements for Emergency Medical Responder (EMR) candidates. Topics include: basic anatomy and physiology, patient assessment, traumatic injury management, airway management, cardiac management and basic medical care. Upon successful completion, candidates will be eligible to participate in the National Registry of EMT's Emergency Medical Responder exams required for Wisconsin EMR certification.
Career Cluster	Law, Public Safety, Corrections and Security
Instructional Level	Associate Degree Courses
Total Credits	2
Total Hours	72

Textbooks

MyLab BRADY Emergency Care – Access. 14th Edition. Copyright 2021. Limmer, Daniel J., Michael F. O’Keefe, and Edward T. Dickinson. Publisher: Pearson. **ISBN-13:** 978-0-13-547914-8. Required.

EMStesting.com – *EMT Access Card*. Copyright 2012. Platinum Educational Group. **ISBN-13:** 978-0-13-289589-7. Required.

BLS Basic Life Support Provider Manual. Copyright 2020. American Heart Association. Publisher: Allied 100-Aed Superstore. **ISBN-13:** 978-1-61669-768-6. Required.

Learner Supplies

Program Clothing. **Vendor:** To be discussed in class. Required.

Watch with second hand - \$10.00-20.00. **Vendor:** To be discussed in class. Required.

Stethoscope \$25-200. **Vendor:** To be discussed in class. Optional.

Success Abilities

1. Live Responsibly: Develop Resilience
2. Refine Professionalism: Act Ethically
3. Refine Professionalism: Improve Critical Thinking
4. Refine Professionalism: Participate Collaboratively
5. Refine Professionalism: Practice Effective Communication

High Impact Practices

1. Work-Based Learning: this course applies your learning to your desired profession by working in industry placements such as internships, practicums, clinicals, or co-ops.

Program Outcomes

1. Prepare for incident response and EMS operations
2. Integrate pathophysiological principles and assessment findings to provide appropriate patient care
3. Demonstrate EMT skills associated with established standards and procedures for a variety of patient encounters
4. Communicate effectively with others
5. Demonstrate professional behavior
6. Meet state competencies for EMT certification

Course Competencies

1. Differentiate Roles and Structure of EMS Systems

Assessment Strategies

- 1.1. Written Objective Test
- 1.2. Written Product

Criteria

You will know you are successful when

- 1.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)

Learning Objectives

- 1.a. Define the current EMS System
- 1.b. Recognize NHTSA as the lead coordinating agency
- 1.c. Characterize the various methods to access the EMS system in the community
- 1.d. Examine the educational components within the EMS system
- 1.e. Examine the methods by which authority is provided to practice EMS
- 1.f. Differentiate the roles and responsibilities of EMTs and other healthcare professionals
- 1.g. Summarize professionalism as it applies to the EMR
- 1.h. Model professional behavior

- 1.i. Value the need for evidence based research
- 1.j. Defend how research findings are important to identify what should be changed in EMS
- 1.k. Illustrate how quality improvement is a dynamic system for continually improving care and discuss the EMT's role
- 1.l. Incorporate diversity and non-discriminatory conduct into routine activities
- 1.m. Relate the importance of professional appearance
- 1.n. Summarize how quality assurance can improve service delivery
- 1.o. Investigate data collection methods as they apply to EMS research
- 1.p. Defend the importance of baseline health assessments for EMRs
- 1.q. Summarize the importance of hand washing
- 1.r. Identify the role of public health and how it pertains to the EMT

2. Identify Workforce Safety and Wellness

Assessment Strategies

- 2.1. Demonstration
- 2.2. Written Objective Test

Criteria

You will know you are successful when

- 2.1. you meet the college threshold for successful achievement on required skill demonstration.
- 2.2. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)

Learning Objectives

- 2.a. List the causes of infectious diseases
- 2.b. Discuss common work injury prevention methods
- 2.c. Justify EMR use of stress-reduction techniques
- 2.d. Evaluate the importance of recognizing human responses to death and dying
- 2.e. Investigate realities the possible reactions that a family member may exhibit when dealing with death and dying
- 2.f. Outline possible steps to alleviate/ reduce personal stress
- 2.g. Contrast the warning signs of personal stress
- 2.h. Specify appropriate EMR actions during and immediately after a stressful event
- 2.i. Appraise the need for EMR to be supportive
- 2.j. Identify the types of stress reactions
- 2.k. Distinguish EMS situations that can be stressful for EMS professionals
- 2.l. Serve as an advocate for the routine and proper use of personal protective equipment (PPE) within personal and team practice
- 2.m. Describe the steps the EMT should take for personal protection from airborne and bloodborne pathogens
- 2.n. Determine the appropriate process for cleaning soiled equipment or vehicles
- 2.o. Outline the steps to follow if a suspected significant exposure occurs
- 2.p. Differentiate between recognized standard precautions
- 2.q. Explain how exposure to diseases spread through blood, body fluids, or respiratory droplets are best prevented
- 2.r. Summarize the need for occupational health activities and blood borne pathogens precautions
- 2.s. Explore the need for environmental control
- 2.t. Explain the importance of safe operation of EMS/ pt care equipment
- 2.u. Justify adherence to standard precautions and OSHA guidelines
- 2.v. Explain the need for standard precautions
- 2.w. Explain the need for violence awareness
- 2.x. Describe what an EMT should do if there is reason to believe that there is a hazard at the scene
- 2.y. Explore the impact of the environment on patient care
- 2.z. Breakdown the steps in approaching a hazardous situation
- 2.aa. Discuss the various environmental hazards that affect EMS

3. Summarize Medical, Legal, and Ethical Issues

Assessment Strategies

- 3.1. Written Objective Test
- 3.2. Case Study

Criteria

You will know you are successful when

- 3.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)

Learning Objectives

- 3.a. Defend the ethics involved in withholding resuscitation attempts
- 3.b. Model ethical behavior
- 3.c. Contrast ethical decision-making models
- 3.d. Explore ethical principles
- 3.e. State the conditions that require an EMT to notify law enforcement officials
- 3.f. Define the scope of practice as it applies to the EMT
- 3.g. Outline evidence preservation considerations for the EMR
- 3.h. Differentiate various criminal actions that may involve an EMR
- 3.i. Differentiate various civil (tort) actions that may involve an EMR
- 3.j. Explain the rationale for the need, benefits, and use of advance directives, such as DNR orders, living wills, and power of attorney for healthcare as they pertain to EMS
- 3.k. Differentiate between types of advanced directives
- 3.l. Summarize how the patient confidentiality provisions within the Health Insurance Portability and Privacy Act relate to patient confidentiality and prehospital emergency care
- 3.m. Examine and value the importance, necessity, and legal obligation to protect confidential information
- 3.n. Discuss the implications for the EMT in refusal of care and/or refusal of transport
- 3.o. Examine consent as it applies to providing care to minors
- 3.p. Identify criteria to be considered an emancipated minor
- 3.q. Differentiate between implied, expressed, and in loco parentis consent
- 3.r. Explain implied consent
- 3.s. Explain expressed consent
- 3.t. Define consent and determine conditions for obtaining consent
- 3.u. Explore the use of patient restraints

4. Outline Communication and Documentation

Assessment Strategies

- 4.1. Written Objective Test
- 4.2. Written Product

Criteria

You will know you are successful when

- 4.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 4.2. you meet the college threshold for successful achievement on required skill demonstration.

Learning Objectives

- 4.a. Ensure compassion when providing care
- 4.b. Portray empathetic communication with
- 4.c. Summarize interviewing techniques
- 4.d. Investigate factors for effective communication
- 4.e. Defend the need to be affective communicator as an EMR
- 4.f. Defend the importance of completing documentation completely and within a timely fashion
- 4.g. Summarize items to be documented on a prehospital care report
- 4.h. Explain the importance of prehospital care reports

5. Categorize Medical Terminology

Assessment Strategies

- 5.1. Written Objective Test
- 5.2. Written Product

Criteria

You will know you are successful when

- 5.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s).
- 5.2. you meet the college threshold for successful achievement on required skill demonstration.

Learning Objectives

- 5.a. Construct medical terms through the use of simple Latin suffixes, prefixes, roots, and combining forms

6. Identify the Human Body

Assessment Strategies

- 6.1. Written Objective Test
- 6.2. Activity

Criteria

You will know you are successful when

- 6.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s).
- 6.2. you recognize normal anatomy and function of the human body.

Learning Objectives

- 6.a. Identify the topographical anatomy and directional terms used by the EMT
- 6.b. Identify skeletal system components
- 6.c. Explain the function of the muscular system
- 6.d. Identify respiratory system components and function
- 6.e. Identify circulatory system components and function
- 6.f. Identify the integumentary system components and function
- 6.g. Differentiate the fundamental elements of the life support chain
- 6.h. Identify potential issues that may impact the fundamental elements of the life support chain
- 6.i. Differentiate age-related variations in anatomy and physiology for pediatric and geriatric patients
- 6.j. Compare the impact of impaired airway, respiration, or ventilation
- 6.k. Contrast pathophysiological reasons for impaired blood flow to the organs and cells
- 6.l. Summarize the anatomy and physiology associated with the respiratory and cardiovascular systems

7. Explain Life Span Development

Assessment Strategies

- 7.1. Written Objective Test
- 7.2. Written Product
- 7.3. Presentation

Criteria

You will know you are successful when

- 7.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)

Learning Objectives

- 7.a. Summarize normal infant physiological findings
- 7.b. Summarize normal toddler and preschool-age physiological findings
- 7.c. Summarize normal school-age physiological findings
- 7.d. Summarize normal adolescent physical findings
- 7.e. Summarize normal early adulthood physiological findings
- 7.f. Summarize normal middle adulthood physiological findings
- 7.g. Summarize normal late adulthood physiological findings

8. Incorporate Lifting and Moving of Patients

Assessment Strategies

- 8.1. Written Objective Test
- 8.2. Demonstration

Criteria

You will know you are successful when

- 8.1. you meet the college threshold for successful achievement on required skill demonstration.

Learning Objectives

- 8.a. Analyze the proper body mechanics for lifting and moving of patients
- 8.b. Discuss the guidelines and safety precautions that need to be followed when lifting a patient
- 8.c. Explain three situations that require the use of emergency moves

- 8.d. Differentiate between ways of positioning patients
- 8.e. Demonstrate an emergency move of a patient
- 8.f. Demonstrate a non-emergency move of a patient
- 8.g. Demonstrate the use of appropriate equipment to move a patient

9. Facilitate Patient Assessment

Assessment Strategies

- 9.1. Demonstration
- 9.2. Scenario Response
- 9.3. Written Objective Test

Criteria

You will know you are successful when

- 9.1. you meet the college threshold for successful achievement on required skill demonstration
- 9.2. you perform a patient assessment
- 9.3. you obtain baseline vital signs.
- 9.4. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)

Learning Objectives

- 9.a. Explain the assessment of an unresponsive patient
- 9.b. Explain the assessment of a responsive patient
- 9.c. Outline the components of a primary assessment survey
- 9.d. Identify the need to begin interventions required to preserve life
- 9.e. Demonstrate the use of appropriate PPE
- 9.f. Demonstrate a primary assessment
- 9.g. Defend the need to provide critical life-saving interventions
- 9.h. Identify the chief complaint
- 9.i. Identify the mechanism of injury or nature of illness
- 9.j. Identify signs and symptoms associated with the patient's chief complaint and mechanism of injury or nature of illness
- 9.k. Demonstrate the process of obtaining a patient history
- 9.l. Differentiate age-related variations for the assessment and management of pediatric and geriatric patients
- 9.m. Summarize the general approach to the secondary assessment process
- 9.n. Outline the focused assessment for complaints of pain
- 9.o. Examine assessment of vital signs
- 9.p. Demonstrate obtaining vital signs from a patient
- 9.q. Differentiate special considerations affecting the secondary assessment of pediatric and geriatric patients
- 9.r. Outline the reassessment process
- 9.s. Demonstrate the reassessment of a patient
- 9.t. Differentiate age-related considerations for the reassessment of pediatric and geriatric patients
- 9.u. Demonstrate obtaining vital signs from a patient

10. Outline Airway Management

Assessment Strategies

- 10.1. Written Objective Test
- 10.2. Skill Demonstration
- 10.3. Scenario Response

Criteria

You will know you are successful when

- 10.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 10.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 10.a. Explore the structures and functions of the upper airway tract
- 10.b. Explore the structures and functions of the lower airway tract
- 10.c. Differentiate age-related variations in airway anatomy in pediatric and geriatric patients
- 10.d. Review all airway anatomy in the Airway Management Section

- 10.e. Examine vascular structures that support the respiratory system
- 10.f. Examine the physiology of pulmonary ventilation
- 10.g. Examine the physiology of oxygenation
- 10.h. Examine the physiology of respiration
- 10.i. Examine the pathophysiology of pulmonary ventilation
- 10.j. Examine the pathophysiology of oxygenation
- 10.k. Examine the pathophysiology of respiration
- 10.l. Discuss assessment of ventilation
- 10.m. Discuss assessment of respiration
- 10.n. Summarize techniques for assuring patent airway (as described in Airway Management section)
- 10.o. Explain techniques for assuring adequate respirations
- 10.p. Outline portable oxygen cylinder considerations
- 10.q. Describe the components of an oxygen delivery system
- 10.r. Compare the rationale for use of various oxygen delivery devices
- 10.s. Demonstrate the delivery of supplemental oxygen
- 10.t. Summarize signs adequate ventilation
- 10.u. Outline signs and symptoms of inadequate ventilation
- 10.v. Characterize adequate oxygenation
- 10.w. Characterize inadequate oxygenation
- 10.x. Summarize management of patients with adequate ventilation
- 10.y. Discuss various management techniques of inadequate respiration and ventilation

11. Specify Principles of Pharmacology

Assessment Strategies

- 11.1. Written Objective Test
- 11.2. Skill Demonstration

Criteria

You will know you are successful when

- 11.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 11.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 11.a. Analyze the advantages, disadvantages, and techniques associated with the self-administration of auto-injected medications
- 11.b. Analyze the advantages, disadvantages, and techniques associated with the peer administration of auto-injected medications
- 11.c. Outline the names, effects, indications, routes of administration, and dosages for emergency medications included within the WI EMR Scope of Practice
- 11.d. Demonstrate the general steps for assisting patient with self-administration of medications

12. Explain Shock and Resuscitation

Assessment Strategies

- 12.1. Written Objective Test
- 12.2. Presentation

Criteria

You will know you are successful when

- 12.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)

Learning Objectives

- 12.a. Explain respiratory failure
- 12.b. Explain cardiac arrest
- 12.c. Explain the process of resuscitation for a patient with respiratory or cardiac arrest
- 12.d. Demonstrate CPR
- 12.e. Explain the use of an-automated external defibrillator (AED)
- 12.f. Demonstrate the use of an AED.
- 12.g. Explain the assessment and management of a patient with poor perfusion
- 12.h. Demonstrate proper positioning for a patient in shock

13. Formulate BLS Resuscitation

Assessment Strategies

- 13.1. Written Objective Test
- 13.2. Skill Demonstration
- 13.3. Scenario Response

Criteria

You will know you are successful when

- 13.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 13.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 13.a. Outline signs of an adequate airway
- 13.b. Outline signs of an inadequate airway
- 13.c. Contrast manual airway maneuvers
- 13.d. Contrast mechanical airway devices
- 13.e. Explain the techniques associated with the relief of a foreign body airway obstruction (FBAO)
- 13.f. Explore the technique of upper airway suctioning
- 13.g. Demonstrate the opening and maintenance of an airway (chin lift and jaw thrust)
- 13.h. Demonstrate the techniques of suctioning
- 13.i. Demonstrate the use of the bag valve mask
- 13.j. Demonstrate how to use various airway adjuncts
- 13.k. Demonstrate the technique of “blow by” administration of oxygen

14. Establish a Medical Overview of a BLS Patient

Assessment Strategies

- 14.1. Written Objective Test
- 14.2. Skill Demonstration
- 14.3. Scenario Response

Criteria

You will know you are successful when

- 14.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 14.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 14.a. Summarize assessment and management process of medical complaints
- 14.b. Explore infectious disease emergencies

15. Summarize Respiratory Emergencies

Assessment Strategies

- 15.1. Written Objective Test
- 15.2. Skill Demonstration
- 15.3. Scenario Response

Criteria

You will know you are successful when

- 15.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 15.2. you meet the college threshold for successful achievement on required skill demonstration
- 15.3. you complete a history on a patient with a respiratory condition.
- 15.4. you demonstrate a physical examination on a patient with a respiratory condition.

Learning Objectives

- 15.a. Identify swelling due to trauma or infection
- 15.b. Explain the ventilation of a patient in respiratory distress/ failure
- 15.c. Demonstrate manual techniques for relieving a FBAO
- 15.d. Demonstrate the ventilation of a patient
- 15.e. Differentiate normal and positive pressure ventilation
- 15.f. Summarize the anatomical structures within the respiratory system

- 15.g. Explain the assessment findings and management of a patient with respiratory problems
- 15.h. Demonstrate the assessment and management of a patient with respiratory complaints
- 15.i. Differentiate age-related variations for pediatric and geriatric patients with respiratory problems

16. Manage Cardiovascular Emergencies

Assessment Strategies

- 16.1. Written Objective Test
- 16.2. Skill Demonstration
- 16.3. Scenario Response

Criteria

You will know you are successful when

- 16.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 16.2. you meet the college threshold for successful achievement on required skill demonstration
- 16.3. you complete a history on a patient with a cardiovascular condition.
- 16.4. you demonstrate a physical examination on a patient with a cardiovascular condition.

Learning Objectives

- 16.a. Examine the causes, assessment, and management of a patient experiencing chest pain
- 16.b. Demonstrate the assessment and management of a patient with chest pain
- 16.c. Differentiate age-related variations for pediatric and geriatric patients with cardiac complaints
- 16.d. Outline the assessment and management of a patient in cardiac arrest

17. Explain Neurological Emergencies

Assessment Strategies

- 17.1. Written Objective Test
- 17.2. Skill Demonstration
- 17.3. Scenario Response

Criteria

You will know you are successful when

- 17.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 17.2. you meet the college threshold for successful achievement on required skill demonstration
- 17.3. you review assessment findings on patients with a variety of neurological emergencies.
- 17.4. you demonstrate treatments of patients with a variety of neurological emergencies.

Learning Objectives

- 17.a. Summarize the anatomy and physiology of the brain, spinal cord, and cerebral blood vessels
- 17.b. Differentiate causes of altered mental status
- 17.c. Demonstrate the assessment and management of a patient with an altered mental status
- 17.d. Explain the causes, assessment findings, and management of a patient suffering from a seizure
- 17.e. Demonstrate the assessment and management of a patient with a seizure
- 17.f. Explain the causes, assessment findings, and management of a patient suffering from a stroke
- 17.g. Demonstrate the assessment and management of a patient suffering from a stroke

18. Categorize Gastrointestinal Emergencies

Assessment Strategies

- 18.1. Written Objective Test
- 18.2. Skill Demonstration
- 18.3. Scenario Response

Criteria

You will know you are successful when

- 18.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 18.2. you meet the college threshold for successful achievement on required skill demonstration
- 18.3. you review assessment findings on patients with a variety of gastrointestinal emergencies.
- 18.4. you demonstrate treatments of patients with a variety of gastrointestinal emergencies.

Learning Objectives

- 18.a. Generalize acute abdominal complaints

- 18.b. Identify the organs within the abdominopelvic cavity
- 18.c. Summarize assessment techniques and associated symptoms for a patient with an abdominal or gastrointestinal disorder
- 18.d. Summarize the management of a patient with abdominal pain
- 18.e. Demonstrate the assessment and management of a patient with abdominal pain
- 18.f. Explain the causes, assessment findings, symptoms, and management of a patient with gastrointestinal bleeding

19. Summarize Endocrine and Hematological Emergencies

Assessment Strategies

- 19.1. Written Objective Test
- 19.2. Skill Demonstration
- 19.3. Scenario Response

Criteria

You will know you are successful when

- 19.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 19.2. you meet the college threshold for successful achievement on required skill demonstration
- 19.3. you review assessment findings on patients with a variety of endocrine and hematological emergencies.
- 19.4. you demonstrate treatments of patients with a variety of endocrine and hemotological emergencies.

Learning Objectives

- 19.a. Distinguish diabetic emergencies
- 19.b. Demonstrate the assessment and management of a diabetic patient
- 19.c. Differentiate age-related variations for pediatric and geriatric patients with a diabetic emergency
- 19.d. Explore the considerations associated with assessing and managing a patient on hemodialysis

20. Compare Immunological Emergencies

Assessment Strategies

- 20.1. Written Objective Test
- 20.2. Skill Demonstration
- 20.3. Scenario Response

Criteria

You will know you are successful when

- 20.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 20.2. you meet the college threshold for successful achievement on required skill demonstration
- 20.3. you review assessment findings on patients with a variety of immunological emergencies.
- 20.4. you demonstrate treatments of patients with a variety of immunological emergencies.

Learning Objectives

- 20.a. Explain the causes, assessment findings, and management of a patient with an immunology emergency

21. Summarize Toxicology

Assessment Strategies

- 21.1. Written Objective Test
- 21.2. Skill Demonstration
- 21.3. Scenario Response

Criteria

You will know you are successful when

- 21.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 21.2. you meet the college threshold for successful achievement on required skill demonstration
- 21.3. you review assessment findings on patients with a variety of toxicology emergencies.
- 21.4. you demonstrate treatments of patients with a variety of toxicology emergencies.

Learning Objectives

- 21.a. Summarize poisoning considerations
- 21.b. Explain carbon monoxide poisoning

22. Outline Psychiatric Emergencies

Assessment Strategies

- 22.1. Written Objective Test
- 22.2. Skill Demonstration
- 22.3. Scenario Response

Criteria

You will know you are successful when

- 22.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 22.2. you meet the college threshold for successful achievement on required skill demonstration
- 22.3. you review assessment findings on patients with a variety of psychiatric emergencies.
- 22.4. you demonstrate treatments of patients with a variety of psychiatric emergencies.

Learning Objectives

- 22.a. Examine psychiatric disorders
- 22.b. Outline assessment findings for a patient suffering from a psychiatric disorder
- 22.c. Identify factors that may alter a patient's behavior
- 22.d. Identify underlying causes of psychological disorders
- 22.e. Explain the potential danger created by behavioral emergencies to the EMR, patient, or others
- 22.f. Outline the assessment process for suicide risk
- 22.g. Outline methods to calm behavioral emergency patients
- 22.h. Summarize the techniques for assessing and managing a psychiatric/ behavioral patient Differentiate age-related variations for pediatric and geriatric psychiatric patients

23. Specify Gynecological Emergencies

Assessment Strategies

- 23.1. Written Objective Test
- 23.2. Skill Demonstration
- 23.3. Scenario Response

Criteria

You will know you are successful when

- 23.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 23.2. you meet the college threshold for successful achievement on required skill demonstration
- 23.3. you review assessment findings of a patient with an gynecological emergency.
- 23.4. you demonstrate appropriate management of a patient with gynecological emergency.

Learning Objectives

- 23.a. Summarize the assessment and management considerations for a patient with vaginal bleeding

24. Establish a Trauma Overview of a BLS Patient

Assessment Strategies

- 24.1. Written Objective Test
- 24.2. Skill Demonstration
- 24.3. Scenario Response

Criteria

You will know you are successful when

- 24.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 24.2. you meet the college threshold for successful achievement on required skill demonstration
- 24.3. you complete a history on a patient with a traumatic injury.
- 24.4. you demonstrate a physical examination on a patient with a traumatic injury.

Learning Objectives

- 24.a. Generalize multi-system trauma considerations
- 24.b. Interpret the National Trauma Triage Protocol (as modified and adopted by the Wisconsin Department of Health Services)
- 24.c. Explain the recognition and management of a pregnant trauma patient
- 24.d. Explain the recognition and management of a pediatric trauma patient

24.e. Explain the recognition and management of a geriatric trauma patient

25. Develop Recognition and Management of Bleeding

Assessment Strategies

- 25.1. Written Objective Test
- 25.2. Skill Demonstration
- 25.3. Scenario Response

Criteria

You will know you are successful when

- 25.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 25.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 25.a. Explain the causes, assessment findings, and management of a patient experiencing a nosebleed
- 25.b. Explain the assessment and management of a bleeding patient
- 25.c. Demonstrate the assessment and management of a patient with bleeding

26. Compare Soft-tissue Traumatic Injuries

Assessment Strategies

- 26.1. Written Objective Test
- 26.2. Skill Demonstration
- 26.3. Scenario Response

Criteria

You will know you are successful when

- 26.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 26.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 26.a. Summarize possible assessment findings for a patient with an abrasion
- 26.b. Summarize possible assessment finding for a patient with a laceration
- 26.c. Summarize possible assessment findings for a patient with a penetration/puncture
- 26.d. Summarize the management of a patient impaled with a foreign object
- 26.e. Explain the use of dressings and bandages for patients with soft tissue injuries
- 26.f. Demonstrate the use of dressings and bandages for a patient with a soft tissue injury

27. Outline Face, and Neck Injuries

Assessment Strategies

- 27.1. Written Objective Test
- 27.2. Skill Demonstration
- 27.3. Scenario Response

Criteria

You will know you are successful when

- 27.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 27.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 27.a. Summarize the possible assessment findings and management of a patient with a foreign body in the eye

28. Specify Care for Head and Spinal Injuries

Assessment Strategies

- 28.1. Written Objective Test
- 28.2. Skill Demonstration
- 28.3. Scenario Response

Criteria

You will know you are successful when

- 28.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 28.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 28.a. Explain the potential assessment findings and management of a patient with injuries to the brain or skull
- 28.b. Demonstrate the assessment and management of a patient with a head injury
- 28.c. Explain the potential assessment findings and management of a patient with injuries to the spine
- 28.d. Demonstrate the assessment and management of a patient with a spinal injury

29. Express Recognition and Management of Chest Injuries

Assessment Strategies

- 29.1. Written Objective Test
- 29.2. Skill Demonstration
- 29.3. Scenario Response

Criteria

You will know you are successful when

- 29.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 29.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 29.a. Explain the management of a patient with a sucking chest wound
- 29.b. Demonstrate the assessment and management of a patient with a sucking chest wound
- 29.c. Explain the management of a patient with an impaled object in the chest
- 29.d. Demonstrate the assessment and management of a patient with an impaled object in the chest

30. Prioritize Abdominal and Genitourinary Injuries

Assessment Strategies

- 30.1. Written Objective Test
- 30.2. Skill Demonstration
- 30.3. Scenario Response

Criteria

You will know you are successful when

- 30.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 30.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 30.a. Explain the management of a patient with abdominal trauma

31. Categorize Management of Orthopedic Injuries

Assessment Strategies

- 31.1. Written Objective Test
- 31.2. Skill Demonstration
- 31.3. Scenario Response

Criteria

You will know you are successful when

- 31.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 31.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 31.a. Explain the assessment and management of a patient with a fracture or dislocation
- 31.b. Demonstrate the assessment and management of a patient with a fracture or dislocation

32. Outline Environmental Emergencies

Assessment Strategies

- 32.1. Written Objective Test

- 32.2. Skill Demonstration
- 32.3. Scenario Response

Criteria

You will know you are successful when

- 32.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 32.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 32.a. Outline the possible assessment findings and management of a patient with burns
- 32.b. Explain the potential assessment findings and management of a patient suffering from exposure to the cold
- 32.c. Demonstrate the assessment and management of a patient suffering from hypothermia
- 32.d. Explain the potential assessment findings and management of a patient suffering from exposure to heat
- 32.e. Demonstrate the assessment and management of a patient suffering from a heat exposure emergency
- 32.f. Explain the potential assessment findings and management of a patient suffering from a submersion event

33. Specify Obstetrics and Neonatal Care

Assessment Strategies

- 33.1. Written Objective Test
- 33.2. Skill Demonstration
- 33.3. Scenario Response

Criteria

You will know you are successful when

- 33.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 33.2. you meet the college threshold for successful achievement on required skill demonstration
- 33.3. you review assessment findings of a patient with an obstetrical emergency.
- 33.4. you demonstrate appropriate management of a patient with an obstetrical emergency.

Learning Objectives

- 33.a. Identify the anatomy and physiology of organs related to delivery
- 33.b. Explain the potential assessment findings and management of a pregnant patient with vaginal bleeding
- 33.c. Outline considerations associated with labor and delivery for an obstetrical patient
- 33.d. Summarize the physical examination process of an obstetrical patient given potential labor and delivery
- 33.e. Outline the steps to be taken if the EMR needs to assist with a delivery
- 33.f. Demonstrate the assessment and management of a normal delivery
- 33.g. Summarize the assessment and routine care of a newborn
- 33.h. Demonstrate the assessment and management of a newborn

34. Perform Management of Pediatric Patient

Assessment Strategies

- 34.1. Scenario Response
- 34.2. Simulation
- 34.3. Skill Demonstration
- 34.4. Written Objective Test

Criteria

You will know you are successful when

- 34.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 34.2. you meet the college threshold for successful achievement on required skill demonstration
- 34.3. you review assessment considerations for pediatric patients.
- 34.4. you discuss development for a variety of age ranges.
- 34.5. you demonstrate a history and physical on a variety of patients.

Learning Objectives

- 34.a. Differentiate age-related variations in airway assessment and management for pediatric patients
- 34.b. Differentiate age-related variations in the artificial ventilation of pediatric patients
- 34.c. Ventilate a pediatric patient

- 34.d. Differentiate age-related variations for pediatric patients with abdominal or gastrointestinal disorders
- 34.e. Differentiate age-related variations for the assessment and management of pediatric patients experiencing immunology emergencies
- 34.f. Differentiate age-related variations for pediatric patients with a diabetic emergency
- 34.g. Differentiate age-related variations for pediatric psychiatric patients
- 34.h. Differentiate age-related variations for pediatric patients with respiratory problems
- 34.i. Outline general considerations to keep in mind when assessing and managing pediatric patients
- 34.j. Summarize the varying approaches and considerations for pediatric assessment and care
- 34.k. Demonstrate the assessment of a pediatric patient
- 34.l. List specific pathophysiological assessment and management of a pediatric patient with respiratory distress, failure, or arrest
- 34.m. Demonstrate the assessment and management of a pediatric patient with respiratory compromise
- 34.n. List specific pathophysiological assessment and management of a pediatric patient in shock
- 34.o. List specific pathophysiological assessment and management of a pediatric patient suffering from seizures
- 34.p. List specific pathophysiological assessment and management of a sudden infant death syndrome (SIDS) case

35. Perform Management of Geriatric Patient

Assessment Strategies

- 35.1. Written Objective Test
- 35.2. Skill Demonstration
- 35.3. Simulation
- 35.4. Scenario Response

Criteria

You will know you are successful when

- 35.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 35.2. you meet the college threshold for successful achievement on required skill demonstration
- 35.3. you review assessment considerations for geriatric patients.
- 35.4. you discuss development for a variety of age ranges.
- 35.5. you demonstrate a history and physical on a variety of patients.

Learning Objectives

- 35.a. Differentiate age-related variations in airway assessment and management for geriatric patients
- 35.b. Differentiate age-related variations in the artificial ventilation of geriatric patients
- 35.c. Differentiate age-related variations for geriatric patients with abdominal or gastrointestinal disorders
- 35.d. Differentiate age-related variations for the assessment and management of geriatric patients experiencing immunology emergencies
- 35.e. Differentiate age-related variations for geriatric patients with a diabetic emergency
- 35.f. Differentiate age-related variations for geriatric psychiatric patients
- 35.g. Differentiate age-related variations for geriatric patients with respiratory problems
- 35.h. Explore age-associated changes in geriatric patients
- 35.i. Summarize assessment and care implications for geriatric patients
- 35.j. Demonstrate the assessment and management of a geriatric patient
- 35.k. Summarize the assessment and management of an abused or neglected pediatric or geriatric patient

36. Summarize Management of Patients with Special Challenges

Assessment Strategies

- 36.1. Written Objective Test
- 36.2. Skill Demonstration
- 36.3. Simulation

Criteria

You will know you are successful when

- 36.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 36.2. you meet the college threshold for successful achievement on required skill demonstration
- 36.3. you describe various physical limitations that would affect assessments in a patient with special challenges.

- 36.4. you describe various cognitive limitations that would affect assessment in a patient with special challenges.

Learning Objectives

- 36.a. Prepare to interact with the developmentally disabled patient
36.b. Explain the rationale for having skills and knowledge appropriate for dealing with patients that have special challenges
36.c. Recognize the importance of including family members and other healthcare providers in the assessment and management of patients with special challenges.

37. Organize BLS Transport Operations

Assessment Strategies

- 37.1. Simulation
37.2. Critique
37.3. Written Objective Test

Criteria

You will know you are successful when

- 37.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
37.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 37.a. Summarize common scene hazards
37.b. Identify the need for additional or specialized resources
37.c. Explain apparatus and equipment readiness
37.d. Outline pre-arrival considerations
37.e. Explain scene safety
37.f. Identify scene-clearing (leaving the scene) considerations
37.g. Relate the need for safe, responsible ambulance operations (defensive driving)
37.h. Explore safe air medical operations
37.i. Outline criteria for utilizing air medical response
37.j. Outline criteria to be considered when determining the need for advanced life support (care beyond the EMT level)
37.k. Explain the value of advanced care for critical patients

38. Outline Vehicle Extrication and Special Rescue

Assessment Strategies

- 38.1. Written Objective Test
38.2. Scenario Response

Criteria

You will know you are successful when

- 38.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
38.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 38.a. Summarize safe vehicle extrication
38.b. Summarize the use of simple hand tools for extrication
38.c. Outline special considerations for patient care given extrication activities
38.d. Summarize the risks and responsibilities of operating in a cold zone at a hazardous materials or other special incident

39. Facilitate Incident Management

Assessment Strategies

- 39.1. Written Objective Test
39.2. Project

Criteria

You will know you are successful when

- 39.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)

Learning Objectives

- 39.a. Summarize incident management
- 39.b. Examine principles of triaging multiple casualty incidents
- 39.c. Explain resource management considerations

40. Review Terrorism Response and Disaster Management

Assessment Strategies

- 40.1. Written Objective Test
- 40.2. Project

Criteria

You will know you are successful when

- 40.1. you answer questions related to the learning objectives on written, graphic, or oral assessment(s)
- 40.2. you meet the college threshold for successful achievement on required skill demonstration

Learning Objectives

- 40.a. Explore poisoning by nerve agents
- 40.b. Examine nerve agent antidote auto-injector kits
- 40.c. Summarize the weapons of mass destruction information as provided by the Wisconsin Department of Health Services
- 40.d. Summarize the risks and responsibilities associated with operating at the scene of a natural or man-made disaster