



Western Technical College

10531106 EMT Basic - Part 2

Course Outcome Summary

Course Information

Description	Designed to train the student in care of the patient at the scene of an accident or sudden severe illness and during transportation to the hospital. The Emergency Medical Technician (EMT) integrates signs and symptoms and intervenes accordingly, and operates ambulance equipment necessary for lifesaving care. Part 2 of 2.
Career Cluster	Law, Public Safety, Corrections and Security
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	126

Pre/Corequisites

Prerequisite 10531105 EMT Basic - Part 1

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.

Platinum Planner: EMR/EMT – Platinum Planner Access. 13th Edition. Copyright 2016. Limmer, Daniel J. Publisher: Pearson. **ISBN-13:** 978-0-13-445375-0. 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.

Eye Protection. **Vendor:** To be discussed in class. Required.

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 Assignment
- 1.2. Written Exam

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).
- 1.2. you differentiate the roles and responsibilities of the EMT from other prehospital care providers.

Learning Objectives

- 1.a. Identify the importance of the National EMS Education Agenda for the Future as it pertains to the EMT
- 1.b. Describe the roles and responsibilities related to personal safety

- 1.c. Describe the roles and responsibilities of the EMT towards the safety of the crew, the patient, and bystanders
- 1.d. Describe the process of critical thinking as it pertains to the roles and responsibilities of the EMT
- 1.e. Describe how the actions of one crew member can affect those of others
- 1.f. Define Medical Direction and discuss the EMT's role in the process
- 1.g. State the specific statutes and regulations in Wisconsin regarding the EMS system
- 1.h. Explain employer policies and procedures pertaining to the EMT
- 1.i. Assess areas of personal attitude and conduct of the EMT

2. Identify workforce safety and wellness

Assessment Strategies

- 2.1. Lab Demonstration
- 2.2. Written Exam

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 possible emotional reactions that the EMT may experience when faced with trauma, illness, death and dying
- 2.b. State the steps in the EMT's approach to the family confronted with death and dying
- 2.c. State the possible reactions that the family of the EM may exhibit due to their involvement in EMS
- 2.d. Define critical incident stress management
- 2.e. Identify the principles of physical and mental well-being
- 2.f. Discuss the importance of obtaining and maintaining appropriate immunizations
- 2.g. List the immunizations that an EMT should have and maintain
- 2.h. List the PPE necessary for each of the following situations: HazMat, rescue operations, violent scenes, crime scenes, exposure to bloodborne pathogens, and exposure to airborne pathogens
- 2.i. Describe the procedure involved in disposal of contaminated supplies, including sharps
- 2.j. Describe the process involved in decontaminating the ambulance
- 2.k. Given a scenario with potential infectious exposure, the EMT will use the appropriate PPE. At the completion of the scenario, the EMT will properly remove and discard the PPE
- 2.l. Given a scenario with potential infectious exposure, the EMT will complete disinfection/ cleaning and all reporting documentation

3. Summarize medical, legal, and ethical issues

Assessment Strategies

- 3.1. Project
- 3.2. Written Assignment
- 3.3. Written Exam

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. Discuss the issues of abandonment, negligence, assault, battery, and false imprisonment
- 3.b. State the conditions necessary for the EMT to have a duty to act
- 3.c. Discuss the considerations of the EMT in issues of organ retrieval
- 3.d. Differentiate the actions that an EMT should take to assist in the preservation of a crime scene
- 3.e. Explain the role of EMS and the EMT regarding patients with DNR orders
- 3.f. Explain the rationale for the concept of varying degrees of DNR

4. Outline communication and documentation

Assessment Strategies

- 4.1. Project
- 4.2. Written Assignment

4.3. Written Exam

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. Explain the rationale for appropriate report of patient information

5. Identify the human body

Assessment Strategies

- 5.1. Project
- 5.2. Written Assignment
- 5.3. Written Exam

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 recognize normal anatomy and function of the human body.

Learning Objectives

- 5.a. Identify renal system components and function
- 5.b. Identify digestive system components and function
- 5.c. Identify reproductive system components and function
- 5.d. Identify endocrine system components and function

6. Explain life span development

Assessment Strategies

- 6.1. Project
- 6.2. Written Assignment
- 6.3. Written Exam

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)

Learning Objectives

- 6.a. Identify the developmental considerations for the following age groups: infants, toddlers, pre-school, middle childhood, and adolescent

7. Incorporate lifting and moving of patients

Assessment Strategies

- 7.1. Lab Demonstration
- 7.2. Written Assignment
- 7.3. Written Exam

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

Learning Objectives

- 7.a. Describe the safe lifting of cots and stretchers
- 7.b. Describe the guidelines and safety precautions for carrying patients and/or equipment
- 7.c. Discuss one-handed carrying techniques
- 7.d. Describe correct and safe carrying procedures on stairs
- 7.e. State the guidelines for reaching and their application
- 7.f. Describe the correct reaching for log rolls

- 7.g. State the guidelines for pushing and pulling
- 7.h. Discuss the general considerations of moving patients
- 7.i. Identify the following patient carrying devices: wheeled ambulance stretcher, portable ambulance stretcher, stair chair, scoop stretcher, long spine board, basket stretcher, flexible stretcher, bariatric stretcher, powered stretcher, neonatal isolette.
- 7.j. Explain the rationale for properly lifting and moving patients
- 7.k. Working with a partner, prepare each of the following devices for use, transfer a patient to the device, properly position the device, properly position the patient on the device, move the device to the ambulance and load the patient into the ambulance: wheeled ambulance stretcher, portable ambulance stretcher, stair chair, scoop stretcher, long spine board, basket stretcher, flexible stretcher, powered stretcher
- 7.l. Working with a partner, the EMT will demonstrate techniques for the transfer of a patient from an ambulance stretcher to a hospital stretcher

8. Outline airway management

Assessment Strategies

- 8.1. Written Assignment
- 8.2. Written Exam
- 8.3. Skill Demonstration
- 8.4. Scenario Response

Criteria

You will know you are successful when

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

Learning Objectives

- 8.a. List the components of ambient air
- 8.b. Discuss airway patency and obstructions at various anatomic levels
- 8.c. Recognize the challenges that occur in respiratory structures and/or function associated with respiratory compromise
- 8.d. Define minute ventilation
- 8.e. Describe the concept of alveolar ventilation
- 8.f. Discuss alterations in regulation of respiration due to medical or traumatic conditions
- 8.g. Describe ventilation/ perfusion ratio and mismatch

9. Specify principles of pharmacology

Assessment Strategies

- 9.1. Lab Demonstration
- 9.2. Project
- 9.3. Written Assignment
- 9.4. Written Exam

Criteria

You will know you are successful when

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

Learning Objectives

- 9.a. Discuss medication safety
- 9.b. Identify which medications are carried on board an ambulance licensed at the EMT level in Wisconsin
- 9.c. Identify the medications with which the EMT may assist the patient with administration at the EMT level in Wisconsin
- 9.d. List the components of a drug profile
- 9.e. Identify the different forms in which medications are found
- 9.f. State the importance of determining the preexistence of a medication allergy and describe how allergies to medications can affect patients
- 9.g. Explain the importance of medical control involvement and medication administration
- 9.h. Summarize the "6 R's" in the administration of a medication
- 9.i. Differentiate between what is meant by a medication allergy versus medication intolerance

- 9.j. State the rationale for administering most medications to pediatric patients based upon weight
- 9.k. Define the concept of polypharmacy as it relates to geriatric patients
- 9.l. Examine the importance of correctly administering medications to specific patients
- 9.m. Demonstrate general steps involved in administering a medication to a patient
- 9.n. Read the labels and inspect each type of medication that can be administered by the EMT
- 9.o. Create a drug profile for each of the medications that can be administered by the EMT

10. Explain shock and resuscitation

Assessment Strategies

- 10.1. Simulation
- 10.2. Written Assignment
- 10.3. Written Exam
- 10.4. Skill Demonstration

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)

Learning Objectives

- 10.a. Explain the concepts of perfusion and shock
- 10.b. Discuss cell hypoxia related to oxygen transport disturbances
- 10.c. Define hypercarbia
- 10.d. Identify the composition and distribution of blood
- 10.e. Define hydrostatic and plasma oncotic pressures
- 10.f. Discuss influences on myocardial effectiveness
- 10.g. Explain systemic vascular resistance
- 10.h. List the components of microcirculation
- 10.i. Relate blood pressure changes to cardiac output, systemic vascular resistance, and baroreceptors
- 10.j. Compare aerobic and anaerobic metabolism and the effects of inadequate perfusion on cells

11. Summarize respiratory emergencies

Assessment Strategies

- 11.1. Lab Demonstration
- 11.2. Simulation
- 11.3. Written Assignment
- 11.4. Written Exam

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
- 11.3. you complete a history on a patient with a respiratory condition.
- 11.4. you demonstrate a physical examination on a patient with a respiratory condition.

Learning Objectives

- 11.a. List common assessment findings and symptoms related to respiratory conditions
- 11.b. Differentiate between upper airway obstruction and a lower airway disease in the adult patient
- 11.c. Differentiate between upper airway obstruction and airway diseases in the pediatric patient
- 11.d. Identify common respiratory diseases of the adult patient
- 11.e. Identify common respiratory diseases of the pediatric patient
- 11.f. Identify common respiratory diseases of the geriatric patient
- 11.g. Recognize the need for medical direction to assist in the emergency medical care of the patient with breathing difficulty
- 11.h. Establish the relationship between airway management and the patient with breathing difficulty
- 11.i. Identify appropriate treatment and management for the adult patient in respiratory distress due to a common respiratory disease
- 11.j. Identify appropriate treatment and management for the pediatric patient in respiratory distress due to a common respiratory disease
- 11.k. Develop a drug profile for albuterol
- 11.l. Develop a drug profile for ipratropium bromide (Atrovent).

- 11.m. Distinguish between the emergency medical care of the infant, child and adult patient with signs of respiratory distress
- 11.n. Defend EMT treatment regimens for various respiratory emergencies
- 11.o. Explain the rationale for administering albuterol
- 11.p. Explain the rationale for administering Atrovent
- 11.q. Demonstrate the emergency medical care for a patient in respiratory distress
- 11.r. Perform the steps in assisting a patient with the use of their metered dose inhaler
- 11.s. Perform the steps in administering a nebulizer treatment, via hand-held and mask, to a patient in respiratory distress
- 11.t. Create a management plan to properly evaluate and treat an adult patient in respiratory distress
- 11.u. Create a management plan to properly evaluate and treat a pediatric patient in respiratory distress

12. Manage cardiovascular emergencies

Assessment Strategies

- 12.1. Lab Demonstration
- 12.2. Simulation
- 12.3. Written Assignment
- 12.4. Written Exam

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)
- 12.2. you meet the college threshold for successful achievement on required skill demonstration
- 12.3. you complete a history on a patient with a cardiovascular condition.
- 12.4. you demonstrate a physical examination on a patient with a cardiovascular condition.

Learning Objectives

- 12.a. Discuss specific cardiac emergencies, including signs, symptoms, and management
- 12.b. Discuss assessment components specific to a patient with cardiac compromise
- 12.c. Discuss generalized management of cardiac compromise
- 12.d. Discuss cardiac medication administration by the EMT in caring for patients with cardiac compromise
- 12.e. Explain the rationale for administering nitroglycerin to a patient with chest pain or discomfort
- 12.f. Demonstrate the assessment and emergency medical care of a patient experiencing chest pain/discomfort
- 12.g. Perform the steps in administering aspirin for chest pain or discomfort
- 12.h. Demonstrate the assessment and documentation of patient response to aspirin
- 12.i. Perform the steps in facilitating the use of nitroglycerin for chest pain or discomfort
- 12.j. Create a management plan to include evaluation and management for an adult patient experiencing cardiac compromise

13. Explain neurological emergencies

Assessment Strategies

- 13.1. Project
- 13.2. Simulation
- 13.3. Written Assignment
- 13.4. Written Exam

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
- 13.3. you review assessment findings on patients with a variety of neurological emergencies.
- 13.4. you demonstrate treatments of patients with a variety of neurological emergencies.

Learning Objectives

- 13.a. Explain the importance of understanding why some geriatric patients may exhibit inappropriate behavior due to an underlying medical condition such as stroke, dementia, or delirium
- 13.b. Discuss age-related variations for pediatric and geriatric assessment and management of endocrine and neurological conditions
- 13.c. Discuss other causes of altered levels of consciousness besides diabetic emergencies.

- 13.d. Demonstrate creating a management plan for a patient experiencing an endocrine and neurological condition

14. Categorize gastrointestinal emergencies

Assessment Strategies

- 14.1. Project
- 14.2. Simulation
- 14.3. Written Assignment
- 14.4. Written Exam

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
- 14.3. you review assessment findings on patients with a variety of gastrointestinal emergencies.
- 14.4. you demonstrate treatments of patients with a variety of gastrointestinal emergencies.

Learning Objectives

- 14.a. Define acute abdomen/genitourinary/renal conditions
- 14.b. List general assessment findings, sign and symptoms associated with acute abdomen/genitourinary/renal conditions
- 14.c. Discuss various conditions associated with acute abdomen/genitourinary/renal conditions.
- 14.d. List assessment techniques specific to acute abdomen/genitourinary/renal conditions
- 14.e. Consider the management associated with the care of abdomen/genitourinary/renal patient
- 14.f. Differentiate between various types of dialysis
- 14.g. Appreciate the high level of discomfort that a patient with abdomen/genitourinary/renal pain will likely exhibit

15. Summarize endocrine and hematological emergencies

Assessment Strategies

- 15.1. Lab Demonstration
- 15.2. Simulation
- 15.3. Written Assignment
- 15.4. Written Exam

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 review assessment findings on patients with a variety of endocrine and hematological emergencies.
- 15.4. you demonstrate treatments of patients with a variety of endocrine and hemotological emergencies.

Learning Objectives

- 15.a. List components and function of blood
- 15.b. List common blood disorders
- 15.c. Identify assessment findings for common blood disorders
- 15.d. Select a management/treatment plan for common blood disorders
- 15.e. Identify types of diabetes
- 15.f. Interpret the relationship between insulin and glucose in the production of energy within the body's cells.
- 15.g. Compare assessment findings and symptoms associated with hyperglycemia and those associated with hypoglycemia
- 15.h. Discuss metabolic shock as it related to diabetic emergencies
- 15.i. Identify patient management for a patient with hyperglycemia
- 15.j. Identify patient management for a patient with hypoglycemia
- 15.k. Discuss blood glucose measurement
- 15.l. State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose
- 15.m. State the generic and trade names, medication forms, dose, administration, action, and contraindications for glucagon
- 15.n. Discuss age-related variations for pediatric and geriatric assessment and management of endocrine

- and neurological conditions
- 15.o. Value the importance of managing patients with complications associated with blood disorders
- 15.p. Demonstrate steps in management for a patient with hyperglycemia
- 15.q. Demonstrate steps in management for a patient with hypoglycemia
- 15.r. Demonstrate steps in obtaining a blood glucose reading
- 15.s. Demonstrate steps in the administration of oral glucose
- 15.t. Demonstrate steps in administering an IM injection of glucagon to a diabetic patient
- 15.u. Demonstrate creating a management plan for a patient experiencing an endocrine and neurological condition
- 15.v. Demonstrate completing a prehospital care report for patients with diabetic emergencies

16. Compare immunological emergencies

Assessment Strategies

- 16.1. Lab Demonstration
- 16.2. Simulation
- 16.3. Written Assignment
- 16.4. Written Exam

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 review assessment findings on patients with a variety of immunological emergencies.
- 16.4. you demonstrate treatments of patients with a variety of immunological emergencies.

Learning Objectives

- 16.a. Differentiate between an allergic reaction and anaphylaxis
- 16.b. Describe the basic immune system's response to allergens
- 16.c. Describe the pathophysiology involved with hypersensitivity to the presence of an allergen
- 16.d. List assessment findings and symptoms for allergic reactions and anaphylaxis
- 16.e. Discuss a drug profile for epinephrine
- 16.f. Differentiate patient management for a patient with allergic reaction and anaphylaxis.
- 16.g. Recognizes the potential life-threatening situation involved with anaphylaxis
- 16.h. Demonstrate management of the patient experiencing a severe allergic reaction
- 16.i. Demonstrate the use of epinephrine auto-injector
- 16.j. Demonstrate the assessment and documentation of patient response to an epinephrine injection
- 16.k. Demonstrate the assessment and documentation of patient response to an epinephrine injection
- 16.l. Create a management plan to include evaluation and treatment of a patient experiencing an anaphylactic reaction
- 16.m. Demonstrate completing a prehospital care report for patients with allergic emergencies

17. Summarize toxicology

Assessment Strategies

- 17.1. Simulation
- 17.2. Written Assignment
- 17.3. Written Exam
- 17.4. Skill Demonstration

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 toxicology emergencies.
- 17.4. you demonstrate treatments of patients with a variety of toxicology emergencies.

Learning Objectives

- 17.a. Define toxicology, poisoning and overdose
- 17.b. Discuss each route of entry, signs and symptoms and patient management
- 17.c. List general interview questions involving a poisoning or overdose.
- 17.d. Discuss various drugs of abuse, assessment findings and symptoms and patient management.

- 17.e. Discuss common medication overdoses, assessment findings and symptoms and patient management.
- 17.f. State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects and re assessment strategies for activated charcoal.
- 17.g. Discuss considerations for age-related variations for pediatric and geriatric assessment and management
- 17.h. Explain the rationale for contacting medical direction and poison control early in the management of the poisoning or overdose patient
- 17.i. Demonstrate the steps in the patient management for the patient with possible overdose
- 17.j. Demonstrate the steps in the patient management for the patient with suspected poisoning.
- 17.k. Prepare documentation for a patient with possible poisoning or overdose.

18. Outline psychiatric emergencies

Assessment Strategies

- 18.1. Simulation
- 18.2. Written Assignment
- 18.3. Written Exam
- 18.4. Skill Demonstration

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 psychiatric emergencies.
- 18.4. you demonstrate treatments of patients with a variety of psychiatric emergencies.

Learning Objectives

- 18.a. Identify and define terms associated with psychological emergencies
- 18.b. Discuss various psychiatric emergencies.
- 18.c. Identify factors that may contribute to acute psychosis
- 18.d. Discuss factors associated with patients at risk for suicide
- 18.e. Summarize components associated with agitated delirium.
- 18.f. Justify the need for patient restraints.
- 18.g. Recognize the importance of proper positioning for restrained patients.
- 18.h. Discuss legal considerations involved with psychiatric emergencies
- 18.i. Discuss the considerations of age-related variations for pediatric and geriatric assessment and management
- 18.j. Explain the rationale for learning how to safely approach and manage a patient with a psychiatric emergency

19. Specify gynecological emergencies

Assessment Strategies

- 19.1. Simulation
- 19.2. Written Assignment
- 19.3. Written Exam
- 19.4. Skill Demonstration

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 of a patient with a gynecological emergency.
- 19.4. you demonstrate appropriate management of a patient with gynecological emergency.

Learning Objectives

- 19.a. Discuss gynecological emergencies
- 19.b. Describe the age-related variations for pediatric and geriatric assessment and management of the female patient.

20. Establish a trauma overview of a BLS patient

Assessment Strategies

- 20.1. Written Objective Test
- 20.2. Skill Demonstration
- 20.3. Simulation
- 20.4. Written Assignment

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 complete a history on a patient with a traumatic injury.
- 20.4. you demonstrate a physical examination on a patient with a traumatic injury.

Learning Objectives

- 20.a. Define kinematics of trauma
- 20.b. Discuss various traumatic injury patterns and their predictability
- 20.c. Identify the three phases of a collision
- 20.d. Discuss specific injuries related to multi-system trauma
- 20.e. Discuss identification and categorization of trauma patients
- 20.f. Discuss the Golden Hour (Period)
- 20.g. Describe key components of the trauma patient assessment
- 20.h. List significant mechanisms of injury
- 20.i. Discuss trauma scoring.
- 20.j. Discuss management of the trauma patient
- 20.k. Differentiate between injury patterns seen in adults and pediatrics
- 20.l. Describe the injury patterns and causes of trauma in geriatric patients.
- 20.m. Discuss risk factors that make geriatric patients prone to injuries due to falls
- 20.n. Explain the importance of fall prevention in geriatric patients
- 20.o. Define multi-system trauma
- 20.p. Discuss principals of out-of-hospital trauma care
- 20.q. Discuss critical thinking in multi- system trauma care
- 20.r. Appreciates the importance of recognizing significant mechanisms of injury early in the assessment process

21. Develop recognition and management of bleeding

Assessment Strategies

- 21.1. Simulation
- 21.2. Written Assignment
- 21.3. Written Exam
- 21.4. Skill Demonstration

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

Learning Objectives

- 21.a. Review the structures and function of the cardiovascular system
- 21.b. Review shock (hypoperfusion).
- 21.c. Differentiate between types, origin and characteristics of various types of external bleeding
- 21.d. Identify the severity of blood loss due to external hemorrhage
- 21.e. List the signs and symptoms associated with types of bleeding
- 21.f. Explain the sense of urgency to transport patients that are bleeding and show signs of shock

22. Compare soft tissue traumatic injuries

Assessment Strategies

- 22.1. Lab Demonstration
- 22.2. Simulation
- 22.3. Written Assignment
- 22.4. Written Exam

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

Learning Objectives

- 22.a. Discuss the mortality and morbidity of soft tissue injuries
- 22.b. State the major functions of the skin.
- 22.c. List the layers of the skin.
- 22.d. List the types of soft tissue injuries
- 22.e. Discuss the generalized signs and symptoms of open soft tissue injuries.
- 22.f. Discuss management of various soft tissue injuries
- 22.g. Discuss types, characteristics, classifications and severity of burns.
- 22.h. Discuss complications of burn injuries
- 22.i. Discuss assessment and management of various burn injuries
- 22.j. Discuss the age-related variations for pediatric and geriatric patients regarding assessment and management of burn injuries.
- 22.k. Demonstrate the steps in the management of various soft tissue injuries
- 22.l. Demonstrate the steps in the management of various types of burns
- 22.m. Demonstrate completing a prehospital care report for patients with soft tissue injuries.

23. Outline face and neck injuries

Assessment Strategies

- 23.1. Lab Demonstration
- 23.2. Simulation
- 23.3. Written Assignment
- 23.4. Written Exam

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

Learning Objectives

- 23.a. Review anatomy and physiology of the head, face and neck
- 23.b. Describe management of a patient with head, face and neck injuries

24. Specify care for head and spinal injuries

Assessment Strategies

- 24.1. Lab Demonstration
- 24.2. Simulation
- 24.3. Written Assignment
- 24.4. Written Exam

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

Learning Objectives

- 24.a. List anatomical components of the nervous system
- 24.b. Discuss physiology of the central nervous system
- 24.c. Define the structure of the skeletal system as it relates to the nervous system
- 24.d. Relate mechanism of injury to potential injuries of the head and spine
- 24.e. Discuss general assessment considerations in spinal trauma
- 24.f. Describe the implications of not properly caring for potential spine injuries
- 24.g. State the signs and symptoms of spine injury
- 24.h. Describe the method of determining if a responsive patient may have a spine injury
- 24.i. Relate the airway management techniques to the patient with a suspected spine injury

- 24.j. Describe how to stabilize the cervical spine
- 24.k. Discuss indications for sizing and using a cervical collar
- 24.l. Describe methods of securing a patient to a long spine board
- 24.m. Describe methods of securing a patient to a long spine board
- 24.n. Describe methods of securing a patient using a short spine board
- 24.o. Describe the indications for the use of rapid extrication
- 24.p. List steps in performing rapid extrication.
- 24.q. State the circumstances when a helmet should be left on the patient
- 24.r. Discuss the circumstances when a helmet should be removed
- 24.s. Discuss various methods for removal of a helmet
- 24.t. Discuss how to properly stabilize a pediatric patient utilizing adult sized equipment
- 24.u. Describe how to stabilize a pediatric patient utilizing specialized pediatric sized equipment
- 24.v. Discuss how to modify stabilization for a geriatric patient who has curvature of the spine
- 24.w. List types of head injuries
- 24.x. List signs and symptoms associated with types of head injuries.
- 24.y. Discuss indicators of increasing intracranial pressure
- 24.z. Describe the components of the Glasgow Coma Scale (GCS) utilized in the evaluation of a suspected head injury
- 24.aa. Discuss different types of closed head injuries and brain injuries
- 24.bb. Describe general assessment considerations for brain trauma
- 24.cc. Describe management of a patient with a possible brain or head injury
- 24.dd. Describe methods of securing a patient to a long spine board
- 24.ee. Explain the rationale for immobilization of the entire spine when a cervical spine injury is suspected
- 24.ff. Explain the rationale for utilizing the rapid extrication approach
- 24.gg. Demonstrate opening the airway in a patient with suspected spinal cord injury
- 24.hh. Demonstrate evaluating a responsive patient with a suspected spinal cord injury
- 24.ii. Demonstrate stabilization of the cervical spine for various patients, including geriatric and pediatric patients
- 24.jj. Demonstrate how to log roll a patient with a suspected spinal cord injury
- 24.kk. Demonstrate securing various patients to a long spine board, including geriatric and pediatric patients
- 24.ll. Demonstrate special immobilization techniques utilized to properly package a geriatric patient with curvature of the spine
- 24.m. Demonstrate using the short board immobilization technique
- m.
- 24.nn. Demonstrate procedure for rapid extrication
- 24.oo. Demonstrate preferred methods for stabilization of a helmet
- 24.pp. Demonstrate helmet removal techniques

25. Express recognition and management of chest injuries

Assessment Strategies

- 25.1. Lab Demonstration
- 25.2. Simulation
- 25.3. Written Assignment
- 25.4. Written Exam

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. Review anatomy and physiology of the chest
- 25.b. Discuss the pathophysiology of chest trauma
- 25.c. List types of chest injuries
- 25.d. Describe assessment findings and management of chest injuries
- 25.e. Discuss the age-related variations for pediatric and geriatric patients regarding assessment and management of chest injuries
- 25.f. Demonstrate the steps in the management of an impaled object
- 25.g. Demonstrate the steps in the management of an open chest wound

26. Prioritize abdominal and genitourinary injuries

Assessment Strategies

- 26.1. Lab Demonstration
- 26.2. Simulation
- 26.3. Written Assignment
- 26.4. Written Exam

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. Review anatomy and physiology of the abdomen and genitalia
- 26.b. Provide examples of mechanisms of injury that cause abdominal and genitourinary injuries
- 26.c. List the signs and symptoms of abdominal and genitourinary injuries
- 26.d. Discuss the assessment and management of abdominal and genitourinary injuries
- 26.e. Discuss the age-related variations for pediatric and geriatric patients regarding assessment and management of abdominal and genitourinary injuries
- 26.f. Explain the proper use of various dressings and bandages
- 26.g. Demonstrate the steps in the management of various abdominal injuries

27. Categorize orthopedic injuries

Assessment Strategies

- 27.1. Lab Demonstration
- 27.2. Simulation
- 27.3. Written Assignment
- 27.4. Written Exam

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. Describe the anatomy and the function of the musculoskeletal system
- 27.b. List the major bones or bone groupings of the spinal column; the thorax; the pelvic girdle; the upper extremities; the lower extremities
- 27.c. Differentiate between an open and a closed fracture
- 27.d. Discuss complications of bone and joint injury.
- 27.e. Discuss signs and symptoms of bone and joint injuries
- 27.f. Describe general assessment of bone and joint injuries
- 27.g. Describe non-traumatic musculoskeletal disorders
- 27.h. State concepts and principles of splinting
- 27.i. Discuss the management of a possible fracture or dislocation
- 27.j. Discuss modifications to conventional splinting to accommodate a pediatric patient
- 27.k. Discuss modifications to conventional splinting to accommodate physical deformities in a geriatric patient
- 27.l. Differentiate specific care to special bone and joint injuries
- 27.m. Demonstrate the steps in the management of an amputation
- 27.n. Demonstrate a patient assessment for a patient who has sustained various traumatic injuries
- 27.o. Explain the rationale for delaying splinting of minor musculoskeletal injuries involving a patient who has sustained life-threatening injuries
- 27.p. Demonstrate the management of various fracture or dislocation.
- 27.q. Demonstrate modifying a splint to accommodate physical deformity in a geriatric patient.

28. Outline environmental emergencies

Assessment Strategies

- 28.1. Lab Demonstration

- 28.2. Simulation
- 28.3. Written Assignment
- 28.4. Written Exam

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. Discuss temperature regulation
- 28.b. Describe the various ways that the body loses heat
- 28.c. List examples of local cold injuries
- 28.d. List signs and symptoms of local cold injuries
- 28.e. Explain management of local cold injuries
- 28.f. Define hypothermia
- 28.g. List signs and symptoms of hypothermia
- 28.h. Discuss management of hypothermia
- 28.i. List forms of heat-related illnesses
- 28.j. Discuss the progression of signs and symptoms related to each heat-related illness
- 28.k. Discuss management for each form of heat-related illness
- 28.l. Discuss various submersion incidents
- 28.m. Describe management for a drowning
- 28.n. List types of dive emergencies
- 28.o. Compare signs and symptoms of decompression sickness with those of air embolism.
- 28.p. Discuss management for dive emergencies
- 28.q. Discuss pathophysiology of bites, stings and envenomation's
- 28.r. Discuss management of bites, stings and envenomation's.
- 28.s. Demonstrate the assessment and management of a patient with exposure to cold
- 28.t. Demonstrate the assessment and management of a patient with exposure to heat
- 28.u. Demonstrate the assessment and management of a drowning patient
- 28.v. Demonstrate the assessment and management of a patient with a dive related emergency.

29. Specify obstetrics and neonatal care

Assessment Strategies

- 29.1. Lab Demonstration
- 29.2. Simulation
- 29.3. Written Assignment
- 29.4. Written Exam

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
- 29.3. you review assessment findings of a patient with an obstetrical emergency.
- 29.4. you demonstrate appropriate management of a patient with an obstetrical emergency.

Learning Objectives

- 29.a. Discuss cultural values affecting pregnancy
- 29.b. Identify special considerations of adolescent pregnancy
- 29.c. Summarize the normal physiology of pregnancy
- 29.d. Describe complications of pregnancy, labor, delivery and postpartum.
- 29.e. Discuss special anatomy, physiology and pathophysiology considerations for the pregnant trauma patient
- 29.f. Describe unique types of injuries found in the pregnant trauma patient
- 29.g. Describe assessment considerations for pregnant trauma patients
- 29.h. Discuss unique management considerations for the pregnant trauma patient
- 29.i. Demonstrate the steps to assist in complicated deliveries
- 29.j. Demonstrate post-delivery care of infant
- 29.k. Demonstrate the post-delivery care of the mother.

- 29.l. Demonstrate completing a prehospital care report for patients with obstetrical/gynecological emergencies

30. Perform management of a pediatric patient

Assessment Strategies

- 30.1. Lab Demonstration
- 30.2. Simulation
- 30.3. Written Assignment
- 30.4. Written Exam
- 30.5. Clinical Evaluation

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
- 30.3. you review assessment considerations for pediatric patients.
- 30.4. you discuss development for a variety of age ranges.
- 30.5. you demonstrate a history and physical on a variety of patients.

Learning Objectives

- 30.a. Discuss special anatomy, physiology and pathophysiology considerations for the pediatric trauma patient
- 30.b. Discuss unique considerations for the pediatric trauma patient.
- 30.c. Compare the unique anatomy of the pediatric patient versus the adult patient involved in trauma
- 30.d. Describe assessment considerations for pediatric trauma patients
- 30.e. Discuss unique management considerations for the pediatric trauma patient
- 30.f. Identify the developmental considerations for the following age groups: infants, toddlers, pre-school, middle childhood, and adolescent
- 30.g. Consider the metabolic differences in providing care to the pediatric patients
- 30.h. Summarize the components of the pediatric assessment triangle (PAT)
- 30.i. Describe the hands-on assessment of the ABCs
- 30.j. Identify the additional assessment techniques utilized in a SAMPLE history and secondary assessment
- 30.k. List specific pathophysiology, assessment and management of the following emergencies encountered in the pediatric patient: respiratory distress, shock, neurological, gastrointestinal, toxicology, SIDS, Trauma
- 30.l. Predict the emotional reaction an EMT may have during and after a pediatric emergency
- 30.m. Explain the importance of including family members in the assessment and management of a pediatric patient
- 30.n. Attend to the feelings of the family when dealing with a pediatric trauma patient
- 30.o. Understand the EMS provider's own emotional response to dealing with a pediatric trauma patient
- 30.p. Explain the rationale for having knowledge and skills appropriate for dealing with a pediatric patient
- 30.q. Attend to the feelings of the family when dealing with an ill or injured geriatric or pediatric patient
- 30.r. Understand the provider's own response (emotional) to caring for pediatric patients

31. Perform management of a geriatric patient

Assessment Strategies

- 31.1. Lab Demonstration
- 31.2. Simulation
- 31.3. Written Assignment
- 31.4. Written Exam
- 31.5. Clinical Evaluation

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
- 31.3. you review assessment considerations for geriatric patients.
- 31.4. you discuss development for a variety of age ranges.
- 31.5. you demonstrate a history and physical on a variety of patients.

Learning Objectives

- 31.a. Discuss special anatomy, physiology and pathophysiology considerations for the geriatric trauma patient
- 31.b. Describe assessment considerations for geriatric trauma patients
- 31.c. Discuss unique management considerations for the geriatric trauma patient
- 31.d. Explain why geriatric patients need varying approaches to assessment and care
- 31.e. Define the term “geriatrics”
- 31.f. Describe the anatomical and physiological changes in the geriatric patient and pathophysiology of the following systems: cardiovascular, respiratory, neurovascular, gastrointestinal, genitourinary, endocrine, and musculoskeletal
- 31.g. Recognize the pathophysiological changes that contribute to toxicological emergencies
- 31.h. List the sensory changes in the elderly
- 31.i. List the common emotional and psychological reactions of the geriatric patient
- 31.j. Conduct a patient interview for a geriatric patient
- 31.k. Demonstrate the assessment of a geriatric patient who is hearing impaired, vision impaired, confused, or unable to speak
- 31.l. Attend to the feelings of the family when dealing with an ill or injured geriatric or pediatric patient
- 31.m. Explain the importance of including family members in the assessment and management of a geriatric patient
- 31.n. Explain the rationale for having knowledge and skills appropriate for dealing with a geriatric patient
- 31.o. Attend to the feelings of the family when dealing with an ill or injured geriatric patient.

32. Summarize management of patients with special challenges

Assessment Strategies

- 32.1. Lab Demonstration
- 32.2. Simulation
- 32.3. Written Assignment
- 32.4. Written Exam
- 32.5. Clinical Evaluation

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
- 32.3. you describe various physical limitations that would affect assessments in a patient with special challenges.
- 32.4. you describe various cognitive limitations that would affect assessment in a patient with special challenges.

Learning Objectives

- 32.a. List the types of abuse found in the pediatric and geriatric population
- 32.b. Summarize the assessment and management of pediatric and elder abuse patients
- 32.c. Explain the legal ramifications of failing to report abuse
- 32.d. Describe the documentation needed for abuse patients
- 32.e. Identify the potential assistance that can be provided for homeless patients
- 32.f. Give examples of health issues for which the bariatric patient is at increased risk
- 32.g. Recognize the increased planning necessary to move bariatric patients
- 32.h. Identify technology assisted/dependent equipment used by patients.
- 32.i. Summarize the concept of hospice and the EMS role with patients under hospice care.
- 32.j. Explain what a tracheostomy is and the routine and acute care which may be necessary
- 32.k. Relate to patients with sensory deficits and utilize enhanced communication skills
- 32.l. Describe the interaction with patients being provided health care at home.
- 32.m. Prepare to interact with the developmentally disabled patient
- 32.n. Appreciate the emotions that a sexual assault victim may be experiencing
- 32.o. Explain the rationale for having skills and knowledge appropriate for dealing with patients that have special challenges
- 32.p. Recognize the importance of including family members and other healthcare providers in the assessment and management of patients with special challenges.
- 32.q. Attend to the feelings of the family when dealing with patients who have special challenges

- 32.r. Understand the provider's own response (emotional) to caring for patients with special challenges
- 32.s. Demonstrate the assessment of a patient who has sensory or cognitive deficits

33. Organize BLS transport operations

Assessment Strategies

- 33.1. Lab Demonstration
- 33.2. Simulation
- 33.3. Written Assignment
- 33.4. Written Exam
- 33.5. Clinical Evaluation

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

Learning Objectives

- 33.a. Discuss the medical and non-medical equipment needed to respond to a call
- 33.b. List the phases of an ambulance call
- 33.c. Describe the general provisions of state laws relating to the operation of the ambulance and privileges in any or all of the following categories: speed, warning lights, sirens, right-of-way, parking, turning
- 33.d. Describe why defensive driving is critical to safe ambulance vehicle operation
- 33.e. Describe the importance of being familiar with your EMS response area
- 33.f. Describe the importance of anticipating special conditions that may complicate or create hazardous driving conditions
- 33.g. List contributing factors to unsafe driving conditions
- 33.h. Describe how an unsafe scene will vary ambulance response
- 33.i. Describe the importance of "staging" when responding to unsafe or unstable scenes.
- 33.j. Describe the considerations that should be given to: requests for escorts, following an escort vehicle, intersections
- 33.k. Discuss "Due Regard for Safety of All Others" while operating an emergency vehicle
- 33.l. Explain the use of the Incident Command System in ambulance operations
- 33.m. State what information is essential in order to respond to a call
- 33.n. Discuss various situations that may affect response to a call
- 33.o. Differentiate between the various methods of moving a patient to the unit based upon injury or illness
- 33.p. Apply the components of the essential patient information in a written report
- 33.q. Summarize the importance of preparing the unit for the next response
- 33.r. Identify what is essential for completion of a call
- 33.s. Distinguish among the terms cleaning, disinfection, high-level disinfection, and sterilization.
- 33.t. Describe how to clean or disinfect items following patient care
- 33.u. Determine the criteria needed to request ALS intercept
- 33.v. Determine the criteria needed to request air medical transport
- 33.w. Establish a landing zone for medical aircraft
- 33.x. Ensure safety of landing zone and all personnel
- 33.y. Explain how safe driving skills can affect other crew members and the patient during transport
- 33.z. Explain how anticipating driving hazards can contribute greatly to the safe operation of emergency vehicles
- 33.aa. Explain the rationale for having the unit prepared to respond
- 33.bb. Describe the rationale for requesting air or ground ALS.
- 33.cc. Demonstrate proper procedure when establishing a landing zone

34. Outline vehicle extrication and special rescue

Assessment Strategies

- 34.1. Lab Demonstration
- 34.2. Simulation
- 34.3. Written Assignment
- 34.4. Written Exam

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

Learning Objectives

- 34.a. Describe the purpose of extrication
- 34.b. Discuss the role of the EMT-Basic in extrication
- 34.c. Identify what equipment for personal safety is required for the EMT-Basic.
- 34.d. Define the fundamental components of extrication
- 34.e. State the steps that should be taken to protect the patient during extrication
- 34.f. Evaluate various methods of gaining access to the patient
- 34.g. Distinguish between simple and complex access
- 34.h. Identify simple tools required on all ambulances
- 34.i. Identify uses of the simple hand tools required
- 34.j. Explain the rationale used in determining when it is appropriate for the EMT-Basic to provide extrication and when extrication should be entrusted to specialized personnel trained in advanced rescue techniques

35. Facilitate incident management

Assessment Strategies

- 35.1. Lab Demonstration
- 35.2. Simulation
- 35.3. Written Assignment
- 35.4. Written Exam

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)

Learning Objectives

- 35.a. Explain the EMT's role during a call involving hazardous materials
- 35.b. Describe the actions that an EMT should take to ensure bystander safety
- 35.c. State the role the EMT should perform until trained personnel arrive at the scene of a hazardous materials release
- 35.d. Given a scenario of hazardous materials, produce a proper management scenario
- 35.e. Demonstrate working knowledge of the ERG
- 35.f. Demonstrate a working knowledge of OSHA 1910.120
- 35.g. Demonstrate a working knowledge of NFPA 472

36. Review terrorism response and disaster management

Assessment Strategies

- 36.1. Lab Demonstration
- 36.2. Project
- 36.3. Simulation
- 36.4. Written Assignment
- 36.5. Written Exam

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

Learning Objectives

- 36.a. Explain the historical perspective of terrorism
- 36.b. Identify the legal definition of Weapons of Mass Destruction
- 36.c. Describe the rationale used by terrorists as justification for the use of Weapons of Mass Destruction
- 36.d. Identify known international and domestic terrorist threats
- 36.e. Define current trends in terrorism
- 36.f. Identify the categories of Weapons of Mass Destruction

- 36.g. Describe the immediate and long-term effects of WMD
- 36.h. Describe the concept and purpose of secondary and/or multiple devices.
- 36.i. Describe the potential outcomes of WMD incidents
- 36.j. Describe the need for and methods of obtaining additional resources when dealing with existing or suspected WMD emergencies.
- 36.k. Describe the Basic protective actions to be taken by responding emergency services personnel.
- 36.l. List indicators and identifiers that give clues to the existence or suspected existence of WMD emergencies
- 36.m. Explain the proper and appropriate use of the Mark I Auto-Injector kit.(
- 36.n. Describe the proper and appropriate use of the Emergency Response Guidebook (ERG) in managing suspected or existing WMD emergencies
- 36.o. Describe the proper and appropriate use of the ERG in identifying appropriate protective actions and pre-hospital care of patients
- 36.p. Define the motivation behind the use of WMD to achieve political, social and/or religious goals
- 36.q. Establish the importance of recognizing common characteristics of terrorist groups
- 36.r. Recognize the critical role specialized training play in properly preparing for, dealing with and recovering from WMD emergencies
- 36.s. Given a scenario of a WMD incident, demonstrate the use of the ERG to establish appropriate isolation zones
- 36.t. Given a scenario of WMD incident, demonstrate the use of the ERG in identifying what additional physical and informational resources are appropriate to the emergency
- 36.u. Demonstrate the proper use of a Mark I kit in the delivery of Atropine & 2Pam Chloride for use incidents involving organophosphate or nerve agents