

MODULE 1 EXAM: PREPARATORY**INTRODUCTION TO EMERGENCY MEDICAL CARE****COGNITIVE OBJECTIVES**

At the completion of this lesson, the EMT-Basic student will be able to:

- 1-1.1 Define Emergency Medical Services (EMS) systems. (C-1)
- 1-1.2 Differentiate the roles and responsibilities of the EMT-Basic from other prehospital care providers.(C-3)
- 1-1.3 Describe the roles and responsibilities related to personal safety.(C-1)
- 1-1.4 Discuss the roles and responsibilities of the EMT-Basic towards the safety of the crew, the patient and bystanders.(C-1)
- 1-1.5 Define quality improvement and discuss the EMT-Basic's role in the process.(C-1)
- 1-1.6 Define medical direction and discuss the EMT-Basic's role in the process.(C-1)
- 1-1.7 State the specific statutes and regulations in your state regarding the EMS system.(C-1)

WELL-BEING OF THE EMT-BASIC**COGNITIVE OBJECTIVES**

At the completion of this lesson, the EMT-Basic student will be able to:

- 1-2.1 List possible emotional reactions that the EMT-Basic may experience when faced with trauma, illness, death and dying. (C-1)
- 1-2.2 Discuss the possible reactions that a family member may exhibit when confronted with death and dying.(C-1)
- 1-2.3 State the steps in the EMT-Basic's approach to the family confronted with death and dying.(C-1)
- 1-2.4 State the possible reactions that the family of the EMT-Basic may exhibit due to their outside involvement in EMS.(C-1)
- 1-2.5 Recognize the signs and symptoms of critical incident stress.(C-1)
- 1-2.6 State possible steps that the EMT-Basic may take to help reduce/alleviate stress.(C-1)
- 1-2.7 Explain the need to determine scene safety. (C-2)
- 1-2.8 Discuss the importance of body substance isolation (BSI).(C-1)
- 1-2.9 Describe the steps the EMT-Basic should take for personal protection from airborne and bloodborne pathogens.(C-1)
- 1-2.10 List the personal protective equipment necessary for each of the following situations:(C-1)
 - Hazardous materials
 - Rescue operations
 - Violent scenes
 - Crime scenes
 - Exposure to bloodborne pathogens
 - Exposure to airborne pathogens

MEDICAL/LEGAL AND ETHICAL ISSUES**COGNITIVE OBJECTIVES**

At the completion of this lesson, the EMT-Basic student will be able to:

- 1-3.1 Define the EMT-Basic scope of practice. (C-1)
- 1-3.2 Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or state provisions regarding EMS application.(C-1)
- 1-3.3 Define consent and discuss the methods of obtaining consent.(C-1)
- 1-3.4 Differentiate between expressed and implied consent. (C-3)
- 1-3.5 Explain the role of consent of minors in providing care.(C-1)
- 1-3.6 Discuss the implications for the EMT-Basic in patient refusal of transport.(C-1)

- 1-3.7 Discuss the issues of abandonment, negligence, and battery and their implications to the EMT-Basic.(C-1)
- 1-3.8 State the conditions necessary for the EMT-Basic to have a duty to act.(C-1)
- 1-3.9 Explain the importance, necessity and legality of patient confidentiality.(C-1)
- 1-3.10 Discuss the considerations of the EMT-Basic in issues of organ retrieval.(C-1)
- 1-3.11 Differentiate the actions that an EMT-Basic should take to assist in the preservation of a crime scene. (C-3)
- 1-3.12 State the conditions that require an EMT-Basic to notify local law enforcement officials.(C-1)

THE HUMAN BODY

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 1-4.1 Identify the following topographic terms: medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, mid-axillary. (C-1)
- 1-4.2 Describe the anatomy and function of the following major body systems: Respiratory, circulatory, musculoskeletal, nervous

BASELINE VITAL SIGNS AND SAMPLE HISTORY

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 1-5.1 Identify the components of the extended vital signs.(C-1)
- 1-5.2 Describe the methods to obtain a breathing rate.(C-1)
- 1-5.3 Identify the attributes that should be obtained when assessing breathing.(C-1)
- 1-5.4 Differentiate between shallow, labored and noisy breathing. (C-3)
- 1-5.5 Describe the methods to obtain a pulse rate.(C-1)
- 1-5.6 Identify the information obtained when assessing a patient's pulse.(C-1)
- 1-5.7 Differentiate between a strong, weak, regular and irregular pulse.(C-3)
- 1-5.8 Describe the methods to assess the skin color, temperature, condition (capillary refill in infants and children).(C-1)
- 1-5.9 Identify the normal and abnormal skin colors.(C-1)
- 1-5.10 Differentiate between pale, blue, red and yellow skin color. (C-3)
- 1-5.11 Identify the normal and abnormal skin temperature.(C-1)
- 1-5.12 Differentiate between hot, cool and cold skin temperature. (C-3)
- 1-5.13 Identify normal and abnormal skin conditions.(C-1)
- 1-5.14 Identify normal and abnormal capillary refill in infants and children.(C-1)
- 1-5.15 Describe the methods to assess the pupils.(C-1)
- 1-5.16 Identify normal and abnormal pupil size.(C-1)
- 1-5.17 Differentiate between dilated (big) and constricted (small) pupil size.(C-3)
- 1-5.18 Differentiate between reactive and non-reactive pupils and equal and unequal pupils. (C-3)
- 1-5.19 Describe the methods to assess blood pressure.(C-1)
- 1-5.20 Define systolic pressure.(C-1)
- 1-5.21 Define diastolic pressure.(C-1)
- 1-5.22 Explain the difference between auscultation and palpation for obtaining a blood pressure.(C-1)
- 1-5.23 Identify the components of the SAMPLE history.(C-1)
- 1-5.24 Differentiate between a sign and a symptom. (C-3)
- 1-5.25 State the importance of accurately reporting and recording the baseline vital signs.(C-1)
- 1-5.26 Discuss the need to search for additional medical identification.(C-1)

LIFTING AND MOVING PATIENTS

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 1-6.1 Define body mechanics. (C-1)

- 1-6.2 Discuss the guidelines and safety precautions that need to be followed when lifting a patient.(C-1)
- 1-6.3 Describe the safe lifting of cots and stretchers.(C-1)
- 1-6.4 Describe the guidelines and safety precautions for carrying patients and/or equipment.(C-1)
- 1-6.5 Discuss one-handed carrying techniques.(C-1)
- 1-6.6 Describe correct and safe carrying procedures on stairs.(C-1)
- 1-6.7 State the guidelines for reaching and their application. (C-1)
- 1-6.8 Describe correct reaching for log rolls.(C-1)
- 1-6.9 State the guidelines for pushing and pulling.(C-1)
- 1-6.10 Discuss the general considerations of moving patients.(C-1)
- 1-6.11 State three situations that may require the use of an emergency move.(C-1)
- 1-6.12 Identify the following patient carrying devices:
 - ! Wheeled ambulance stretcher
 - ! Portable ambulance stretcher
 - ! Stair chair
 - ! Scoop stretcher
 - ! Long spine board
 - ! Basket stretcher
 - ! Flexible stretcher (C-1)

MODULE 2 EXAM: AIRWAY

AIRWAY and previous content

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 2-1.1 Name and label the major structures of the respiratory system on a diagram. (C-1)
- 2-1.2 List the signs of adequate breathing.(C-1)
- 2-1.3 List the signs of inadequate breathing.(C-1)
- 2-1.4 Describe the steps in performing the head-tilt chin-lift.(C-1)
- 2-1.5 Relate mechanism of injury to opening the airway. (C-3)
- 2-1.6 Describe the steps in performing the jaw thrust.(C-1)
- 2-1.7 State the importance of having a suction unit ready for immediate use when providing emergency care.(C-1)
- 2-1.8 Describe the techniques of suctioning.(C-1)
- 2-1.9 Describe how to artificially ventilate a patient with a pocket mask.(C-1)
- 2-1.10 Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask while using the jaw thrust.(C-1)
- 2-1.11 List the parts of a bag-valve-mask system.(C-1)
- 2-1.12 Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one and two rescuers.(C-1)
- 2-1.13 Describe the signs of adequate artificial ventilation using the bag-valve-mask.(C-1)
- 2-1.14 Describe the signs of inadequate artificial ventilation using the bag-valve-mask.(C-1)
- 2-1.15 Describe the steps in artificially ventilating a patient with a flow restricted, oxygen-powered ventilation device.(C-1)
- 2-1.16 List the steps in performing the actions taken when providing mouth-to-mouth and mouth-to-stoma artificial ventilation.(C-1)
- 2-1.17 Describe how to measure and insert an oropharyngeal (oral) airway.(C-1)
- 2-1.18 Describe how to measure and insert a nasopharyngeal (nasal) airway.(C-1)
- 2-1.19 Define the components of an oxygen delivery system.(C-1)
- 2-1.20 Identify a nonrebreather face mask and state the oxygen flow requirements needed for its use.(C-1)
- 2-1.21 Describe the indications for using a nasal cannula versus a nonrebreather face mask. (C-1)
- 2-1.22 Identify a nasal cannula and state the flow requirements needed for its use.(C-1)

ADDED State the indications, contraindications, advantages and insertion procedure for the dual lumen airway (Combitube)

MODULE 3 EXAM: PATIENT ASSESSMENT and previous content

SCENE SIZE-UP

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 3-1.1 Recognize hazards/potential hazards.(C-1)
- 3-1.2 Describe common hazards found at the scene of a trauma and a medical patient.(C-1)
- 3-1.3 Determine if the scene is safe to enter.(C-2)
- 3-1.4 Discuss common mechanisms of injury/nature of illness.(C-1)
- 3-1.5 Discuss the reason for identifying the total number of patients at the scene.(C-1)
- 3-1.6 Explain the reason for identifying the need for additional help or assistance.(C-1)

INITIAL ASSESSMENT

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 3-2.1 Summarize the reasons for forming a general impression of the patient.(C-1)
- 3-2.2 Discuss methods of assessing altered mental status.(C-1)
- 3-2.3 Differentiate between assessing the altered mental status in the adult, child and infant patient.(C-3)
- 3-2.4 Discuss methods of assessing the airway in the adult, child and infant patient.(C-1)
- 3-2.5 State reasons for management of the cervical spine once the patient has been determined to be a trauma patient.(C-1)
- 3-2.6 Describe methods used for assessing if a patient is breathing.(C-1)
- 3-2.7 State what care should be provided to the adult, child and infant patient with adequate breathing.(C-1)
- 3-2.8 State what care should be provided to the adult, child and infant patient without adequate breathing.(C-1)
- 3-2.9 Differentiate between a patient with adequate and inadequate breathing.(C-3)
- 3-2.10 Distinguish between methods of assessing breathing in the adult, child and infant patient.(C-3)
- 3-2.11 Compare the methods of providing airway care to the adult, child and infant patient.(C-3)
- 3-2.12 Describe the methods used to obtain a pulse.(C-1)
- 3-2.13 Differentiate between obtaining a pulse in an adult, child and infant patient.(C-3)
- 3-2.14 Discuss the need for assessing the patient for external bleeding.(C-1)
- 3-2.15 Describe normal and abnormal findings when assessing skin color.(C-1)
- 3-2.16 Describe normal and abnormal findings when assessing skin temperature.(C-1)
- 3-2.17 Describe normal and abnormal findings when assessing skin condition.(C-1)
- 3-2.18 Describe normal and abnormal findings when assessing skin capillary refill in the infant and child patient.(C-1)
- 3-2.19 Explain the reason for prioritizing a patient for care and transport.(C-1)

FOCUSED HISTORY AND PHYSICAL EXAM - TRAUMA PATIENTS

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 3-3.1 Discuss the reasons for reconsideration concerning the mechanism of injury.(C-1)
- 3-3.2 State the reasons for performing a rapid trauma assessment.(C-1)
- 3-3.3 Recite examples and explain why patients should receive a rapid trauma assessment.(C-1)
- 3-3.4 Describe the areas included in the rapid trauma assessment and discuss what should be evaluated.(C-1)

- 3-3.5 Differentiate when the rapid assessment may be altered in order to provide patient care.(C-3)
- 3-3.6 Discuss the reason for performing a focused history and physical exam.(C-1)

FOCUSED HISTORY AND PHYSICAL EXAM - MEDICAL PATIENTS

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 3-4.1 Describe the unique needs for assessing an individual with a specific chief complaint with no known prior history.(C-1)
- 3-4.2 Differentiate between the history and physical exam that is performed for responsive patients with no known prior history and patients responsive with a known prior history.(C-3)
- 3-4.3 Describe the unique needs for assessing an individual who is unresponsive or has an altered mental status.(C-1)
- 3-4.4 Differentiate between the assessment that is performed for a patient who is unresponsive or has an altered mental status and other medical patients requiring assessment.(C-3)

DETAILED PHYSICAL EXAM

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 3-5.1 Discuss the components of the detailed physical exam.(C-1)
- 3-5.2 State the areas of the body that are evaluated during the detailed physical exam.(C-1)
- 3-5.3 Explain what additional care should be provided while performing the detailed physical exam.(C-1)
- 3-5.4 Distinguish between the detailed physical exam that is performed on a trauma patient and that of the medical patient.(C-3)

ON-GOING ASSESSMENT

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 3-6.1 Discuss the reasons for repeating the initial assessment as part of the on-going assessment.(C-1)
- 3-6.2 Describe the components of the on-going assessment.(C-1)
- 3-6.3 Describe trending of assessment components.(C-1)

COMMUNICATIONS

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 3-7.1 List the proper methods of initiating and terminating a radio call.(C-1)
- 3-7.2 State the proper sequence for delivery of patient information.(C-1)
- 3-7.3 Explain the importance of effective communication of patient information in the verbal report.(C-1)
- 3-7.4 Identify the essential components of the verbal report.(C-1)
- 3-7.5 Describe the attributes for increasing effectiveness and efficiency of verbal communications.(C-1)
- 3-7.6 State legal aspects to consider in verbal communication.(C-1)
- 3-7.7 Discuss the communication skills that should be used to interact with the patient.(C-1)
- 3-7.8 Discuss the communication skills that should be used to interact with the family, bystanders, individuals from other agencies while providing patient care and the difference between skills used to interact with the patient and those used to interact with others.(C-1)
- 3-7.9 List the correct radio procedures in the following phases of a typical call:(C-1)
 - ! To the scene.
 - ! At the scene.

- ! To the facility.
- ! At the facility.
- ! To the station.
- ! At the station.

DOCUMENTATION

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 3-8.1 Explain the components of the written report and list the information that should be included on the written report.(C-1)
- 3-8.2 Identify the various sections of the written report.(C-1)
- 3-8.3 Describe what information is required in each section of the prehospital care report and how it should be entered.(C-1)
- 3-8.4 Define the special considerations concerning patient refusal. (C-1)
- 3-8.5 Describe the legal implications associated with the written report.(C-1)
- 3-8.6 Discuss all state and/or local record and reporting requirements.(C-1)

MODULE 4 EXAM: MEDICAL EMERGENCIES and previous content

GENERAL PHARMACOLOGY

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-B student will be able to:

- 4-1.1 Identify which medications will be carried on the unit.(C-1)
- 4-1.2 State the medications carried on the unit by the generic name. (C-1)
- 4-1.3 Identify the medications with which the EMT-B may assist the patient with administering. (C-1)
- 4-1.4 State the medications the EMT-B can assist the patient with by the generic name.(C-1)
- 4-1.5 Discuss the forms in which the medications may be found. (C-1)

RESPIRATORY EMERGENCIES

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 4-2.1 List the structure and function of the respiratory system.(C-1)
- 4-2.2 State the signs and symptoms of a patient with breathing difficulty.(C-1)
- 4-2.3 Describe the emergency medical care of the patient with breathing difficulty.(C-1)
- 4-2.4 Recognize the need for medical direction to assist in the emergency medical care of the patient with breathing difficulty.(C-3)
- 4-2.5 Describe the emergency medical care of the patient with breathing distress.(C-1)
- 4-2.6 Establish the relationship between airway management and the patient with breathing difficulty.(C-3)
- 4-2.7 List signs of adequate air exchange.(C-1)
- 4-2.8 State the generic name, medication forms, dose, administration, action, indications and contraindications for the prescribed inhaler.(C-1)
- 4-2.9 Distinguish between the emergency medical care of the infant, child and adult patient with breathing difficulty.(C-3)
- 4-2.10 Differentiate between upper airway obstruction and lower airway disease in the infant and child patient.(C-3)

CARDIOVASCULAR EMERGENCIES

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 4-3.1 Describe the structure and function of the cardiovascular system.(C-1)
- 4-3.2 Describe the emergency medical care of the patient experiencing chest pain/discomfort.(C-1)
- 4-3.3 List the indications for automated external defibrillation (AED).(C-1)

- 4-3.4 List the contraindications for automated external defibrillation.(C-1)
- 4-3.5 Define the role of EMT-B in the emergency cardiac care system.(C-1)
- 4-3.6 Explain the impact of age and weight on defibrillation.(C-1)
- 4-3.7 Discuss the position of comfort for patients with various cardiac emergencies.(C-1)
- 4-3.8 Establish the relationship between airway management and the patient with cardiovascular compromise.(C-3)
- 4-3.9 Predict the relationship between the patient experiencing cardiovascular compromise and basic life support.(C-2)
- 4-3.10 Discuss the fundamentals of early defibrillation. (C-1)
- 4-3.11 Explain the rationale for early defibrillation.(C-1)
- 4-3.12 Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator.(C-1)
- 4-3.13 Explain the importance of prehospital ACLS intervention if it is available.(C-1)
- 4-3.14 Explain the importance of urgent transport to a facility with Advanced Cardiac Life Support if it is not available in the prehospital setting.(C-1)
- 4-3.15 Discuss the various types of automated external defibrillators.(C-1)
- 4-3.16 Differentiate between the fully automated and the semiautomated defibrillator.(C-3)
- 4-3.17 Discuss the procedures that must be taken into consideration for standard operations of the various types of automated external defibrillators.(C-1)
- 4-3.18 State the reasons for assuring that the patient is pulseless and apneic when using the automated external defibrillator.(C-1)
- 4-3.19 Discuss the circumstances which may result in inappropriate shocks.(C-1)
- 4-3.20 Explain the considerations for interruption of CPR, when using the automated external defibrillator.(C-1)
- 4-3.21 Discuss the advantages and disadvantages of automated external defibrillators.(C-1)
- 4-3.22 Summarize the speed of operation of automated external defibrillation.
- 4-3.23 Discuss the use of remote defibrillation through adhesive pads.(C-1)
- 4-3.24 Discuss the special considerations for rhythm monitoring.(C-1)
- 4-3.25 List the steps in the operation of the automated external defibrillator.(C-1)
- 4-3.26 Discuss the standard of care that should be used to provide care to a patient with persistent ventricular fibrillation and no available ACLS.(C-1)
- 4-3.27 Discuss the standard of care that should be used to provide care to a patient with recurrent ventricular fibrillation and no available ACLS.(C-1)
- 4-3.28 Differentiate between the single rescuer and multi-rescuer care with an automated external defibrillator.(C-3)
- 4-3.29 Explain the reason for pulses not being checked between shocks with an automated external defibrillator.(C-1)
- 4-3.30 Discuss the importance of coordinating ACLS trained providers with personnel using automated external defibrillators.(C-1)
- 4-3.31 Discuss the importance of post-resuscitation care.(C-1)
- 4-3.32 List the components of post-resuscitation care.(C-1)
- 4-3.33 Explain the importance of frequent practice with the automated external defibrillator.(C-1)
- 4-3.34 Discuss the need to complete the Automated Defibrillator: Operator's Shift Checklist.(C-1)
- 4-3.35 Discuss the role of the American Heart Association (AHA) in the use of automated external defibrillation.(C-1)
- 4-3.36 Explain the role medical direction plays in the use of automated external defibrillation.(C-1)
- 4-3.37 State the reasons why a case review should be completed following the use of the automated external defibrillator.(C-1)
- 4-3.38 Discuss the components that should be included in a case review.(C-1)
- 4-3.39 Discuss the goal of quality improvement in automated external defibrillation.(C-1)
- 4-3.40 Recognize the need for medical direction of protocols to assist in the emergency medical care of the patient with chest pain.(C-3)
- 4-3.41 List the indications for the use of nitroglycerin.(C-1)
- 4-3.42 State the contraindications and side effects for the use of nitroglycerin.(C-1)

- 4-3.43 Define the function of all controls on an automated external defibrillator, and describe event documentation and battery defibrillator maintenance.(C-1)

DIABETES/ALTERED MENTAL STATUS

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 4-4.1 Identify the patient taking diabetic medications with altered mental status and the implications of a diabetes history.(C-1)
- 4-4.2 State the steps in the emergency medical care of the patient taking diabetic medicine with an altered mental status and a history of diabetes.(C-1)
- 4-4.3 Establish the relationship between airway management and the patient with altered mental status.(C-3)
- 4-4.4 State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose.(C-1)
- 4-4.5 Evaluate the need for medical direction in the emergency medical care of the diabetic patient.(C-3)

ALLERGIES

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 4-5.1 Recognize the patient experiencing an allergic reaction.(C-1)
- 4-5.2 Describe the emergency medical care of the patient with an allergic reaction.(C-1)
- 4-5.3 Establish the relationship between the patient with an allergic reaction and airway management.(C-3)
- 4-5.4 Describe the mechanisms of allergic response and the implications for airway management.(C-1)
- 4-5.5 State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector.(C-1)
- 4-5.6 Evaluate the need for medical direction in the emergency medical care of the patient with an allergic reaction.(C-3)
- 4-5.7 Differentiate between the general category of those patients having an allergic reaction and those patients having an allergic reaction and requiring immediate medical care, including immediate use of epinephrine auto-injector.(C-3)

POISONING/OVERDOSE

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 4-6.1 List various ways that poisons enter the body.(C-1)
- 4-6.2 List signs/symptoms associated with poisoning.(C-1)
- 4-6.3 Discuss the emergency medical care for the patient with possible overdose.(C-1)
- 4-6.4 Describe the steps in the emergency medical care for the patient with suspected poisoning.(C-1)
- 4-6.5 Establish the relationship between the patient suffering from poisoning or overdose and airway management.(C-3)
- 4-6.6 State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects and re-assessment strategies for activated charcoal.(C-1)
- 4-6.7 Recognize the need for medical direction in caring for the patient with poisoning or overdose.(C-3)

ENVIRONMENTAL EMERGENCIES

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 4-7.1 Describe the various ways that the body loses heat.(C-1)
- 4-7.2 List the signs and symptoms of exposure to cold.(C-1)

- 4-7.3 Explain the steps in providing emergency medical care to a patient exposed to cold.(C-1)
- 4-7.4 List the signs and symptoms of exposure to heat.(C-1)
- 4-7.5 Explain the steps in providing emergency care to a patient exposed to heat.(C-1)
- 4-7.6 Recognize the signs and symptoms of water-related emergencies.(C-1)
- 4-7.7 Describe the complications of near drowning.(C-1)
- 4-7.8 Discuss the emergency medical care of bites and stings.(C-1)

BEHAVIORAL EMERGENCIES

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 4-8.1 Define behavioral emergencies.(C-1)
- 4-8.2 Discuss the general factors that may cause an alteration in a patient's behavior.(C-1)
- 4-8.3 State the various reasons for psychological crises.(C-1)
- 4-8.4 Discuss the characteristics of an individual's behavior which suggests that the patient is at risk for suicide.(C-1)
- 4-8.5 Discuss special medical/legal considerations for managing behavioral emergencies.(C-1)
- 4-8.6 Discuss the special considerations for assessing a patient with behavioral problems. (C-1)
- 4-8.7 Discuss the general principles of an individual's behavior which suggests that he is at risk for violence.(C-1)
- 4-8.8 Discuss methods to calm behavioral emergency patients.(C-1)

MODULE 5 EXAM: TRAUMA and previous content

BLEEDING AND SHOCK

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 5-1.1 List the structure and function of the circulatory system.(C-1)
- 5-1.2 Differentiate between arterial, venous and capillary bleeding.(C-3)
- 5-1.3 State methods of emergency medical care of external bleeding.(C-1)
- 5-1.4 Establish the relationship between body substance isolation and bleeding.(C-3)
- 5-1.5 Establish the relationship between airway management and the trauma patient.(C-3)
- 5-1.6 Establish the relationship between mechanism of injury and internal bleeding.(C-3)
- 5-1.7 List the signs of internal bleeding.(C-1)
- 5-1.8 List the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding.(C-1)
- 5-1.9 List signs and symptoms of shock (hypoperfusion).(C-1)
- 5-1.10 State the steps in the emergency medical care of the patient with signs and symptoms of shock (hypoperfusion).(C-1)

SOFT TISSUE INJURIES

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 5-2.1 State the major functions of the skin.(C-1)
- 5-2.2 List the layers of the skin. (C-1)
- 5-2.3 Establish the relationship between body substance isolation (BSI) and soft tissue injuries.(C-3)
- 5-2.4 List the types of closed soft tissue injuries.(C-1)
- 5-2.5 Describe the emergency medical care of the patient with a closed soft tissue injury.(C-1)
- 5-2.6 State the types of open soft tissue injuries.(C-1)
- 5-2.7 Describe the emergency medical care of the patient with an open soft tissue injury.(C-1)

- 5-2.8 Discuss the emergency medical care considerations for a patient with a penetrating chest injury.(C-1)
- 5-2.9 State the emergency medical care considerations for a patient with an open wound to the abdomen.(C-1)
- 5-2.10 Differentiate the care of an open wound to the chest from an open wound to the abdomen.(C-3)
- 5-2.11 List the classifications of burns.(C-1)
- 5-2.12 Define superficial burn.(C-1)
- 5-2.13 List the characteristics of a superficial burn.(C-1)
- 5-2.14 List the characteristics of a full thickness burn.(C-1)
- 5-2.18 Describe the emergency medical care of the patient with a superficial burn.(C-1)
- 5-2.19 Describe the emergency medical care of the patient with a partial thickness burn.(C-1)
- 5-2.20 Describe the emergency medical care of the patient with a full thickness burn.(C-1)
- 5-2.21 List the functions of dressing and bandaging.(C-1)
- 5-2.22 Describe the purpose of a bandage.(C-1)
- 5-2.23 Describe the steps in applying a pressure dressing.(C-1)
- 5-2.24 Establish the relationship between airway management and the patient with chest injury, burns, blunt and penetrating injuries.(C-1)
- 5-2.25 Describe the effects of improperly applied dressings, splints and tourniquets.(C-1)
- 5-2.26 Describe the emergency medical care of a patient with an impaled object.(C-1)
- 5-2.27 Describe the emergency medical care of a patient with an amputation.
- 5-2.28 Describe the emergency care for a chemical burn.(C-1)
- 5-2.29 Describe the emergency care for an electrical burn.(C-1)

MUSCULOSKELETAL CARE

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 5-3.1 Describe the function of the muscular system.(C-1)
- 5-3.2 Describe the function of the skeletal system.(C-1)
- 5-3.3 List the major bones or bone groupings of the spinal column; the thorax; the upper extremities; the lower extremities.(C-1)
- 5-3.4 Differentiate between an open and a closed painful, swollen, deformed extremity.(C-1)
- 5-3.5 State the reasons for splinting.(C-1)
- 5-3.6 List the general rules of splinting.(C-1)
- 5-3.7 List the complications of splinting.(C-1)
- 5-3.8 List the emergency medical care for a patient with a painful, swollen, deformed extremity.(C-1)

INJURIES TO THE HEAD AND SPINE

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 5-4.1 State the components of the nervous system.(C-1)
- 5-4.2 List the functions of the central nervous system.(C-1)
- 5-4.3 Define the structure of the skeletal system as it relates to the nervous system.(C-1)
- 5-4.4 Relate mechanism of injury to potential injuries of the head and spine.(C-3)
- 5-4.5 Describe the implications of not properly caring for potential spine injuries.(C-1)
- 5-4.6 State the signs and symptoms of a potential spine injury.(C-1)
- 5-4.7 Describe the method of determining if a responsive patient may have a spine injury.(C-1)
- 5-4.8 Relate the airway emergency medical care techniques to the patient with a suspected spine injury.(C-3)
- 5-4.9 Describe how to stabilize the cervical spine.(C-1)
- 5-4.10 Discuss indications for sizing and using a cervical spine immobilization device.(C-1)

- 5-4.11 Establish the relationship between airway management and the patient with head and spine injuries.(C-1)
- 5-4.12 Describe a method for sizing a cervical spine immobilization device.(C-1)
- 5-4.13 Describe how to log roll a patient with a suspected spine injury.(C-1)
- 5-4.14 Describe how to secure a patient to a long spine board.(C-1)
- 5-4.15 List instances when a short spine board should be used.(C-1)
- 5-4.16 Describe how to immobilize a patient using a short spine board.(C-1)
- 5-4.17 Describe the indications for the use of rapid extrication.(C-1)
- 5-4.18 List steps in performing rapid extrication.(C-1)
- 5-4.19 State the circumstances when a helmet should be left on the patient.(C-1)
- 5-4.20 Discuss the circumstances when a helmet should be removed. (C-1)
- 5-4.21 Identify different types of helmets. (C-1)
- 5-4.22 Describe the unique characteristics of sports helmets. (C-1)
- 5-4.23 Explain the preferred methods to remove a helmet. (C-1)
- 5-4.24 Discuss alternative methods for removal of a helmet. (C-1)
- 5-4.25 Describe how the patient's head is stabilized to remove the helmet.(C-1)
- 5-4.26 Differentiate how the head is stabilized with a helmet compared to without a helmet. (C-3)

MODULE 6 EXAM: OB / PEDS and previous content

OBSTETRICS/GYNECOLOGY

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 4-9.1 Identify the following structures: Uterus, vagina, fetus, placenta, umbilical cord, amniotic sac, perineum.(C-1)
- 4-9.2 Identify and explain the use of the contents of an obstetrics kit.(C-1)
- 4-9.3 Identify predelivery emergencies.(C-1)
- 4-9.4 State indications of an imminent delivery.(C-1)
- 4-9.5 Differentiate the emergency medical care provided to a patient with predelivery emergencies from a normal delivery.(C-3)
- 4-9.6 State the steps in the predelivery preparation of the mother.(C-1)
- 4-9.7 Establish the relationship between body substance isolation and childbirth.(C-3)
- 4-9.8 State the steps to assist in the delivery.(C-1)
- 4-9.9 Describe care of the baby as the head appears.(C-1)
- 4-9.10 Describe how and when to cut the umbilical cord.(C-1)
- 4-9.11 Discuss the steps in the delivery of the placenta.(C-1)
- 4-9.12 List the steps in the emergency medical care of the mother post-delivery.(C-3)
- 4-9.13 Summarize neonatal resuscitation procedures.(C-1)
- 4-9.14 Describe the procedures for the following abnormal deliveries: Breech birth, prolapsed cord, limb presentation.(C-1)
- 4-9.15 Differentiate the special considerations for multiple births.(C-3)
- 4-9.16 Describe special considerations of meconium.(C-1)
- 4-9.17 Describe special considerations of a premature baby.(C-1)
- 4-9.18 Discuss the emergency medical care of a patient with a gynecological emergency.(C-1)

INFANTS AND CHILDREN

COGNITIVE OBJECTIVES

- 6-1.1 Identify the developmental considerations for the following age groups:(C-1)
 - ! infants
 - ! toddlers
 - ! pre-school
 - ! school age
 - ! adolescent
- 6-1.2 Describe differences in anatomy and physiology of the infant, child and adult patient.(C-1)
- 6-1.3 Differentiate the response of the ill or injured infant or child (age specific) from that of an adult.(C-3)
- 6-1.4 Indicate various causes of respiratory emergencies.(C-1)

- 6-1.5 Differentiate between respiratory distress and respiratory failure.(C-3)
- 6-1.6 List the steps in the management of foreign body airway obstruction.(C-1)
- 6-1.7 Summarize emergency medical care strategies for respiratory distress and respiratory failure.(C-1)
- 6-1.8 Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient.(C-1)
- 6-1.9 Describe the methods of determining end organ perfusion in the infant and child patient.(C-1)
- 6-1.10 State the usual cause of cardiac arrest in infants and children versus adults.(C-1)
- 6-1.11 List the common causes of seizures in the infant and child patient.(C-1)
- 6-1.12 Describe the management of seizures in the infant and child patient.(C-1)
- 6-1.13 Differentiate between the injury patterns in adults, infants, and children.(C-3)
- 6-1.14 Discuss the field management of the infant and child trauma patient.(C-1)
- 6-1.15 Summarize the indicators of possible child abuse and neglect.(C-1)
- 6-1.16 Describe the medical legal responsibilities in suspected child abuse.(C-1)
- 6-1.17 Recognize need for EMT-Basic debriefing following a difficult infant or child transport.(C-1)

MODULE 7 EXAM: OPERATIONS and previous content

AMBULANCE OPERATIONS

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 7-1.1 Discuss the medical and non-medical equipment needed to respond to a call.(C-1)
- 7-1.2 List the phases of an ambulance call.(C-1)
- 7-1.3 Describe the general provisions of state laws relating to the operation of the ambulance and privileges in any or all of the following categories:(C-1)
 - ! Speed
 - ! Warning lights
 - ! Sirens
 - ! Right-of-way
 - ! Parking
 - ! Turning
- 7-1.4 List contributing factors to unsafe driving conditions.(C-1)
- 7-1.5 Describe the considerations that should be given to:
 - ! Request for escorts.
 - ! Following an escort vehicle.
 - ! Intersections.(C-1)
- 7-1.6 Discuss "Due Regard For Safety of All Others" while operating an emergency vehicle.(C-1)
- 7-1.7 State what information is essential in order to respond to a call. (C-1)
- 7-1.8 Discuss various situations that may affect response to a call.(C-1)
- 7-1.9 Differentiate between the various methods of moving a patient to the unit based upon injury or illness.(C-3)
- 7-1.10 Apply the components of the essential patient information in a written report.(C-2)
- 7-1.11 Summarize the importance of preparing the unit for the next response.(C-1)
- 7-1.12 Identify what is essential for completion of a call.(C-1)
- 7-1.13 Distinguish among the terms cleaning, disinfection, high-level disinfection, and sterilization.(C-3)
- 7-1.14 Describe how to clean or disinfect items following patient care.(C-1)

GAINING ACCESS

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 7-2.1 Describe the purpose of extrication.(C-1)
- 7-2.2 Discuss the role of the EMT-Basic in extrication.(C-1)
- 7-2.3 Identify what equipment for personal safety is required for the

- EMT-Basic.(C-1)
- 7-2.4 Define the fundamental components of extrication.(C-1)
- 7-2.5 State the steps that should be taken to protect the patient during extrication.(C-1)
- 7-2.6 Evaluate various methods of gaining access to the patient.(C-3)
- 7-2.7 Distinguish between simple and complex access.(C-3)

OVERVIEWS

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 7-3.1 Explain the EMT-Basic's role during a call involving hazardous materials.(C-1)
- 7-3.2 Describe what the EMT-Basic should do if there is reason to believe that there is a hazard at the scene.(C-1)
- 7-3.3 Describe the actions that an EMT-Basic should take to ensure bystander safety.(C-1)
- 7-3.4 State the role the EMT-Basic should perform until appropriately trained personnel arrive at the scene of a hazardous materials situation.(C-1)
- 7-3.5 Break down the steps to approaching a hazardous situation.(C-1)
- 7-3.6 Discuss the various environmental hazards that affect EMS.(C-1)
- 7-3.7 Describe the criteria for a multiple-casualty situation.(C-1)
- 7-3.8 Evaluate the role of the EMT-Basic in the multiple-casualty situation.(C-3)
- 7-3.9 Summarize the components of basic triage.(C-1)
- 7-3.10 Define the role of the EMT-Basic in a disaster operation.(C-1)
- 7-3.11 Describe basic concepts of incident management.(C-1)
- 7-3.12 Explain the methods for preventing contamination of self, equipment and facilities.(C-1)
- 7-3.13 Review the local mass casualty incident plan.(C-1)