

Health Science Career Cluster
Emergency Medical Responder
Course Number: 25.45000

Course Description:

The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety; Incident Command; Blood-borne Pathogen Training; Basic Physical Assessment; and Treatment of Trauma and Medical Emergencies; Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators (AEDs). The course is a blend of lecture, hands on lab/learning, and practical scenario-based learning/testing.

The course will include Healthcare Provider CPR/AED Certification from a Nationally-Recognized Body (American Heart Association or Red Cross, etc.). If this course is also approved by the Georgia State Office of Emergency Medical Services and Trauma (SOEMST), successful completion will allow the student to be eligible to take the National Registry of Emergency Medical Technicians (NREMT) Emergency Medical Responder (EMR) certification. Topics include: Preparatory; Anatomy and Physiology; Medical Terminology; Pathophysiology; Life Span Development; Public Health; Pharmacology; Airway; Management; Respiration and Artificial Ventilation; Assessment; Medicine; Shock and Resuscitation; Trauma; Special Patient Populations; EMS Operations; and Integration of Patient Assessment and Management.

Link for teacher qualifications: <http://ems.ga.gov/programs/ems/emsdocs/FORM%20C-11-A%20EMS%20Instructor%20Application%201-2013.pdf>

Link for national standards NHTSA: <http://www.ems.gov/EducationStandards.htm>

Link for the required equipment: <http://dph.georgia.gov/sites/dph.georgia.gov/files/R-T-11-EMR-C%20Minimum%20EquipmentRequired%20for%20an%20EMR%20Initial%20Education%20Program.pdf>

Link to become a training center: <http://ems.ga.gov/programs/ems/emsdocs/PRO-T-06%20Request%20for%20EMS%20Program%20Site%20Code%201-10-07-1.pdf>

The prerequisites for the Health Science Cluster are Introduction to Healthcare Science and Essentials of Healthcare. The prerequisites for the Law, Public Safety, Corrections and Security Cluster are Introduction to Law, Public Safety, Corrections & Security and Fire and Emergency Services.

Course Standard 1

HS-EMR-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Georgia Department of Education

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking

Georgia Department of Education

Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

Georgia Department of Education

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

HS-EMR-2

Examine the Emergency Medical Services (EMS) system and the role of Emergency Medical Responders within the system.

- 2.1 Examine the EMS system and the roles, responsibilities, and professionalism of EMS personnel.
- 2.2 Display appropriate professional interactions with other EMS personnel.
- 2.3 Demonstrate evaluating scope of practice for Emergency Medical Responders (EMR).
- 2.4 Explain quality improvement.
- 2.5 Identify and explain the impact of research on EMR care.

Course Standard 3

HS-EMR-3

Evaluate the necessity of scene safety, emotional and physical well-being, and stress management of the Emergency Medical Services provider.

- 3.1 Demonstrate the application of standard safety precautions.
- 3.2 Demonstrate the appropriate use of personal protective equipment (PPE).
- 3.3 Identify and describe stress-management techniques (particularly associated with death and dying).
- 3.4 Discuss the prevention of response-related injuries.
- 3.5 Demonstrate appropriate lifting and moving techniques.

Course Standard 4

HS-EMR-4

Follow appropriate protocol and regulations to document findings and data regarding patients.

- 4.1 Demonstrate following protocol to collect data.
- 4.2 Demonstrate performing a recording of patient findings.
- 4.3 Demonstrate the process of calling for additional resources.

Georgia Department of Education

- 4.4 Evaluate the process for the transfer of patient care.
- 4.5 Demonstrate teamwork and interagency cooperation.
- 4.6 Demonstrate principles of communicating with patients in a manner that achieves a positive relationship.
- 4.7 Demonstrate utilizing age-appropriate interviewing techniques when working with patients and bystanders at the scene regarding blood borne pathogen and safety practices of HIV (Human Immune Deficiency Virus), Hepatitis B & C.

Course Standard 5

HS-EMR-5

Analyze the legal and ethical issues of Emergency Medical Services providers including Emergency Medical Responders and all levels of Emergency Medical Technicians, and the medical and legal issues at the scene of an emergency, while awaiting a higher level of care.

- 5.1 Analyze legal/ethical issues that may impact the EMR including the following:
 - consent and refusal of care
 - confidentiality
 - advanced directives
 - tort and criminal actions
 - evidence preservation
 - statutory responsibilities
 - mandatory reporting
 - ethical principles and moral obligations
 - end-of-life issues.

Course Standard 6

HS-EMR-6

Demonstrate the anatomy and function of the upper airway, heart, vessels, blood, lungs, skin, muscles, and bones as the foundation of emergency care. Illustrate the different systems of the body and how they relate to patient care.

- 6.1 Summarize the importance of the Emergency Medical Services provider's knowledge of the body's anatomy and physiology in relation to providing competent care and accurate communication to other health care providers.
- 6.2 Demonstrate providing competent patient care and accurate communication to other health care providers using knowledge of anatomy and physiology.

Course Standard 7

HS-EMR-7

Utilize appropriate medical and anatomical terminology.

- 7.1 Recognize simple medical prefixes, suffixes, and combining words pertaining to Emergency Medical Responders.

Course Standard 8

HS-EMR-8

Respond to life threats using knowledge of shock and respiratory compromise.

- 8.1 Demonstrate analyzing respiratory compromise.
- 8.2 Demonstrate evaluating and treating a patient with impaired airway, respiration, or ventilation.
- 8.3 Demonstrate recognizing the signs and symptoms of shock.

Course Standard 9

HS-EMR-9

Recognize local public health resources and the role EMS personnel play in public health emergencies.

- 9.1 Recognize and distinguish how EMS serves as a public health system.
 - a. Examine how EMS provides critical public health functions.
 - b. Research and describe how EMS collaborates with other public health agencies.
- 9.2 Compare and contrast the roles of EMS in public health.
 - a. Interpret and classify health prevention and promotion strategies.
 - i. Cite primary prevention—preventing disease development through the use of vaccination and education practices.
 - ii. Cite secondary prevention—preventing the complications and/or progression of disease.
 - iii. Cite the importance and education for health screenings.
 - b. Research and summarize the role of EMS providers as first-line care givers for disease surveillance, and providing patient care report information on epidemics of disease.
- 9.3 Formulate the EMS personnel's role in injury prevention, providing training for safety equipment, and conducting educational trainings for car-seat safety, seat belt use, and helmet use, driving under the influence, falls and fires.

Course Standard 10

HS-EMR-10

Demonstrate the medications that EMR may self-administer or administer to a peer in an emergency.

- 10.1 Identify and demonstrate using the names, effects, indications, routes of administration, and dosages for the medications administered within the scope of practice of the Emergency Medical Responder (EMR).

Course Standard 11

HS-EMR-11

Demonstrate fundamental depth and foundational breadth of anatomy and physiology to assure a patent airway, adequate mechanical ventilation, and respiration while awaiting EMS response for patients of all ages.

- 11.1 Demonstrate utilizing scene information and patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR.
- 11.2 Demonstrate promoting the need for crew members to evaluate scene safety prior to approach.
- 11.3 Demonstrate scene management, including the following: impact of the environment on patient care; addressing hazards; violence; and the need for additional or specialized resources and standard precautions.
- 11.4 Demonstrate performing the primary assessment for all patient situations including the following: general impression; level of consciousness; ABCs; identifying life threats; and assessment of vital functions.
- 11.5 Demonstrate displaying sensitivity toward patients when performing a primary assessment.
- 11.6 Identify and demonstrate the appropriate treatment/procedures needed to preserve life.
- 11.7 Analyze the method for determining the chief complaint and determining the mechanism of injury/nature of illness.
- 11.8 Identify and describe signs and symptoms for various chief complaints.

Georgia Department of Education

- 11.9 Demonstrate history-taking techniques, including the following: determining the chief complaint, determining the mechanism of injury/nature of illness; and assessing for associated signs and symptoms.
- 11.10 Demonstrate displaying sensitivity toward patients during history taking by using affective responding.
- 11.11 Demonstrate performing a rapid full body scan, a focused assessment of pain, and an assessment of vital signs.
- 11.12 Demonstrate determining when to reassess patients.

Course Standard 12

HS-EMR-12

Identify and manage immediate life threats and injuries using scene information and simple patient assessment findings, within the scope of practice of the EMR.

- 12.1 Demonstrate utilizing scene information and patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR.
- 12.2 Promote the need for crew members to evaluate scene safety prior to approach.
- 12.3 Demonstrate scene management including the following: impact of the environment on patient care; addressing hazards; violence; need for additional or specialized resources; and standard precautions.

Course Standard 13

HS-EMR-13

Describe the primary assessment for all patient situations including the following: general impression; level of consciousness; ABCs; identifying life threats; and assessing vital functions.

- 13.1 Demonstrate performing the primary assessment for various patient situations including the following: general impression; level of consciousness; ABCs; identifying life threats; and assessing vital functions.
- 13.2 Demonstrate displaying sensitivity toward patients when performing a primary assessment.
- 13.3 Describe and demonstrate the appropriate treatment/procedures needed to preserve life.

Course Standard 14

HS-EMR-14

Demonstrate utilizing subjective and objective observations and age-appropriate interview techniques to identify and manage immediate life threats and injuries within the scope of practice of the EMR.

- 14.1 Demonstrate displaying appropriate sensitivity for age-related differences in the assessment and care of patients.
- 14.2 Perform the following history taking techniques:
 - method for determining the chief complaint
 - method for determining the mechanism of injury/nature of illness
 - assessing associated signs and symptoms for various chief complaints
- 14.3 Demonstrate displaying sensitivity toward patients during history taking.

Course Standard 15

HS-EMR-15

Demonstrate performing various assessment techniques to identify and manage immediate life threats and injuries within the scope of practice of the EMR.

- 15.1 Demonstrate performing the following:
 - rapid full body scan
 - focused assessment of pain
 - assessment of vital signs
- 15.2 Describe how and when to reassess patients.

Course Standard 16

HS-EMR-16

Recognize and manage life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

- 16.1 Demonstrate the assessment and management of a medical complaint.
- 16.2 Identify and describe the anatomy, signs, symptoms, and management of the following conditions: decreased level of responsiveness; seizure; and stroke.
- 16.3 Recognize the anatomy, signs, symptoms, and management of shock associated with abdominal emergencies including gastrointestinal bleeding.
- 16.4 Evaluate and manage shock and difficulty breathing related to anaphylactic reactions.
- 16.5 Analyze the signs and symptoms of a patient who may have an infectious disease.
- 16.6 Anticipate the need for decontamination of equipment after treating a patient.
- 16.7 Recognize that diabetic emergencies can cause altered mental status.
- 16.8 Identify and describe behaviors that pose a risk to the EMR, patient or others.
- 16.9 Identify and describe the anatomy involved and the signs, symptoms and management for chest pain and cardiac arrest.
- 16.10 Identify and describe how and when to contact a poison control center.
- 16.11 Recognize and manage patients with possible carbon monoxide poisoning and nerve agent poisoning.
- 16.12 Identify and describe the anatomy, signs, symptoms and management of respiratory emergencies, including those that affect the upper airway and lower airway.
- 16.13 Demonstrate analyzing blood pressure assessment in hemodialysis patients.
- 16.14 Recognize and manage shock associated with vaginal bleeding.
- 16.15 Recognize and manage a nose bleed.
- 16.16 Demonstrate the assessment and management of the following types of medical complaints:
 - neurological
 - abdominal/gastrointestinal
 - immunologic
 - infectious diseases
 - endocrine disorders
 - psychiatric
 - cardiovascular
 - toxicological
 - respiratory
 - genitourinary/renal
 - gynecological
 - diseases of the eyes, ears, nose, and throat

Course Standard 17

HS-EMR-17

Use assessment information to recognize shock, respiratory failure or arrest, and cardiac arrest based on assessment findings and manage the emergency while awaiting additional emergency response.

- 17.1 Establish certification in CPR consistent with the AHA Healthcare Provider level (refer to the current American Heart Association guidelines).

Course Standard 18

HS-EMR-18

Recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

- 18.1 Demonstrate the management of bleeding.
- 18.2 Recognize and manage the following types of chest trauma: blunt versus penetrating mechanisms; open chest wound; and impaled object.
- 18.3 Evaluate and manage the following types of abdominal and genitourinary trauma: blunt versus penetrating mechanisms; evisceration; and impaled object.
- 18.4 Identify and manage the following types of orthopedic trauma: open fractures; closed fractures; dislocations; and amputations.
- 18.5 Assess and provide management for the following types of soft tissue trauma: wounds; burns (electrical, chemical, thermal); and chemicals in the eye and on the skin.
- 18.6 Recognize and manage life threats as they relate to head, facial, neck and spinal trauma.
- 18.7 Identify and manage spinal trauma.
- 18.8 Evaluate and manage trauma in the following: the pregnant patient; pediatric patient; and geriatric patient.
- 18.9 Recognize and manage the following: submersion incidents and temperature-related illness.
- 18.10 Identify and manage multi-system trauma.
- 18.11 Assess and provide management for the following types of injuries in all patients (including pregnant, pediatric, and geriatric): bleeding; chest trauma; abdominal and genitourinary trauma; orthopedic trauma; soft tissue trauma; head, facial, neck and spine trauma; environmental emergencies; and multi-system trauma.

Course Standard 19

HS-EMR-19

Recognize and manage life threats based on assessment findings for a pregnant patient while awaiting additional emergency response.

- 19.1 Display appropriate sensitivity for pregnant patients while awaiting response.
- 19.2 Recognize and manage the normal delivery of a newborn.
- 19.3 Evaluate and manage a pregnant patient with vaginal bleeding.

Course Standard 20

HS-EMR-20 (*Special Patient Populations: Neonatal Care*)

Recognize and manage life threats based on simple assessment findings for a neonatal patient while awaiting additional emergency response.

- 20.1 Demonstrate proper newborn care and neonatal resuscitation.

Course Standard 21

HS-EMR-21 (*Special Patient Populations: Pediatrics*)

Identify, assess, and treat infants and children with medical, traumatic, and environmental emergencies and recognize and manage life threats based on assessment findings for a pediatric patient while awaiting additional emergency response.

- 21.1 Discuss age-related assessment techniques and findings, and treatment modifications for pediatric specific major diseases and/or emergencies, including upper airway obstruction; lower airway reactive disease; respiratory distress/failure/arrest; shock; seizures; and Sudden Infant Death Syndrome.
- 21.2 Demonstrate age-related findings, and age-related assessment and treatment modifications for pediatric specific major diseases and/or emergencies.

Course Standard 22

HS-EMR-22 (*Special Patient Populations: Geriatrics*)

Recognize and manage life threats based on assessment findings for a geriatric patient while awaiting additional emergency response.

- 22.1 Identify the impact of age-related changes on assessment and care of a geriatric patient.
- 22.2 Recognize and report abuse and neglect.

Course Standard 23

HS-EMR-23

Identify and describe the operational roles and responsibilities of the EMS to ensure patient, public, and EMS personnel safety.

Does not prepare the entry-level student to be an experienced and competent driver.

Information related to the clinical management of the patient during emergency response is found in the clinical sections of the National EMS Education Standards and Instructional Guidelines for each personnel level.

- 23.1 Analyze the operational roles and responsibilities used to ensure safe patient, public, and personnel safety.
- 23.2 Identify the risks and responsibilities of emergency response.

Course Standard 24

HS-EMR-24

Establish and work within the Incident Management System.

Information related to the clinical management of the patient within components of the Incident Management System (IMS) is found in the clinical sections of the National EMS Education Standards and Instructional Guidelines for each personnel level.

- 24.1 Certify in ICS-100/200: Introduction to ICS, or equivalent and FEMA IS-700/800: NIMS.

Course Standard 25

HS-EMR-25

Perform necessary procedures during a multiple-casualty incident when a multiple-casualty incident plan is activated within EMR scope of practice.

Information related to the clinical management of the patients during a multiple casualty incident is found in the clinical sections of the National EMS Education Standards and Instructional Guidelines for each personnel level.

- 25.1 Demonstrate appropriate triage techniques.
- 25.2 Analyze resource management and how other resources can be utilized.

Course Standard 26

HS-EMR-26

Perform duties of EMR within scope of practice safely in and around a landing zone during air medical operations and transport.

Information related to the clinical management of the patient being cared for during air medical operations is found in the clinical sections of the National EMS Education Standards and Instructional Guidelines for each personnel level.

- 26.1 Analyze safe air medical operations.
- 26.2 Identify the criteria for utilizing air medical response.

Course Standard 27

HS-EMR-27

Analyze techniques used by appropriate personnel to ensure EMS personnel and patient safety during extrication operations.

Does not prepare the entry-level student to become a vehicle extrication expert or technician. Information related to the clinical management of the patient being cared for during vehicle extrication is found in the clinical sections of the National EMS Education Standards and Instructional Guidelines for each personnel level.

- 27.1 Analyze safe vehicle extrication.
- 27.2 Evaluate the use of hand tools utilized during vehicle extrication.

Course Standard 28

HS-EMR-28

Evaluate clinical management of the patient exposed to hazardous materials.

Information related to the clinical management of the patient exposed to hazardous materials is found in the clinical sections of the National EMS Education Standards and Instructional Guidelines for each personnel level.

- 28.1 Describe the risks and responsibilities of operating in a cold zone at a hazardous material or other special incident.
- 28.2 Describe the risks and responsibilities of operating on the scene of a natural or man-made disaster.
- 28.3 Entry-Level Students Need to Be Certified in Hazardous Waste Operations and Emergency Response (HAZWOPER) standard, 29 CFR 1910.120 (q)(6)(i)-First Responder Awareness Level.

Course Standard 29

HS-EMR-29

Evaluate and observe clinical management of the patients exposed to a terrorist event or involved in a disaster.

Information related to the clinical management of patients exposed to a terrorist event or involved in a disaster is found in the clinical sections of the National EMS Education Standards and Instructional Guidelines for each personnel level.

- 29.1 Analyze risks and responsibilities of operating on the scene of a natural or man-made disaster.
- 29.2 Evaluate the need for additional resources.

Course Standard 30

HS-EMR-30

Prepare for the NREMT EMR Evaluation.

This section is to give an overview of the entire course and allow the students to apply the knowledge of patient assessment and management in various scenarios. In preparation of the NREMT EMR Evaluation, Practical and Written.

- 30.1 Display appropriate sensitivity for patients during assessment and management in various scenarios.
- 30.2 Demonstrate the knowledge of patient assessment and management in various scenarios.
- 30.3 Demonstrate performing an assessment to identify life threats, identify injuries requiring immobilization and conditions requiring treatment within the scope of practice of the EMR; including foreign substance in the eyes and nerve agent poisoning.
- 30.4 Demonstrate the communication necessary to obtain and clearly transmit information with an awareness of cultural differences.
- 30.5 Demonstrate performing safely and effectively all airway and breathing psychomotor skills within the National EMS Scope of Practice model and state scope of practice at the EMR level including basic airway maneuvers (including head-tilt, chin-lift; jaw thrust; modified chin lift; foreign body airway obstruction (FBAO) relief manual); oropharyngeal airway; Sellick's maneuver; positive pressure ventilation devices, such as bag valve mask (BVM); suction of the upper airway; and supplemental oxygen therapy (including nasal cannula and non-rebreather mask).
- 30.6 Demonstrate performing safely and effectively all assessment psychomotor skills within the National EMS Scope of Practice model and state scope of practice at the EMR level, including manually taking blood pressure checks.
- 30.7 Demonstrate performing safely and effectively all pharmacologic interventions psychomotor skills within the National EMS Scope of Practice model and state scope of practice at the EMR level including the following: unit-dose auto-injectors (lifesaving medications intended for self or peer rescue in hazardous materials situation and nerve agent antidote kit).
- 30.8 Demonstrate performing safely and effectively all medical/cardiac care psychomotor skills within the National EMS Scope of Practice Model and state scope of practice at the EMR level including the following: manual CPR; AED; and the assisted normal delivery of a newborn.
- 30.9 Demonstrate performing safely and effectively all trauma care psychomotor skills within the National EMS scope of practice model and state scope of Practice at the EMR level including the following: manual stabilization (c-spine injuries and extremity fractures); bleeding control; emergency moves; and eye irrigation.
- 30.10 Demonstrate professional behavior including, but not limited to integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time management, teamwork/diplomacy, respect, patient advocacy, and careful delivery of service.
- 30.11 Demonstrate the initiation of simple interventions based on assessment findings intended to mitigate the emergency and provide limited symptom relief while providing access to definitive care.
- 30.12 Demonstrate recording assessment findings and interventions.
- 30.13 Demonstrate performing a patient assessment and providing pre-hospital emergency care for the following patient complaints: abdominal pain, abuse/neglect, altered mental status/decreased level of consciousness, apnea, back pain, behavioral emergency, bleeding, cardiac arrest chest pain, cyanosis, dyspnea, eye pain, GI bleeding, hypotension, multiple trauma, pain, paralysis, poisoning, shock, and stridor/drooling.
- 30.14 Demonstrate management of the scene until care is transferred to an EMS team member licensed at a higher level.
- 30.15 Demonstrate how to ensure the safety of the rescuer and others during an emergency.