EMERGENCY MEDICAL SERVICES (EMS) 2 - 5532
***EMERGENCY MEDICAL RESPONDER (EMR)**

Course Description: Emergency Medical Services (EMS) 2 is the second course in a sequence of courses. Emergency Medical Services (EMS) 2 is a continuation of EMS 1. The course includes content and skills that first responders need, to provide appropriate initial care, regardless of the type of emergency. EMS 2 stresses the steps to follow in an emergency until more advanced medical personnel arrive. The skills and content taught at this level become more specific and rigorous. Students in this course will be certified in FA/CPR/AED if not certified before course attendance. Recertification may take place as needed. *Successful completion of this course *may* result in First Responder certification available through various national certifying bodies.

General Requirements: This course is recommended for students in grades 10-12. Students must have been successful in EMS 1 to proceed to EMS 2. A recommendation of 75% or higher for the minimum grade.

Prerequisite(s): EMS 1

Credit: CP - 1 unit = (120 hours) or 2 units = (240 hours) **Concentrator:** Completes EMS 1 and EMS 2.
Completers:
Three Course: EMS 1, EMS 2, EMS 3 (Or it's approved replacements – see Student Reporting Guide)

Four or more courses: EMS 1, EMS 2, Plus any other two units in the Health Science Cluster

Industry Aligned Credentials: 1. BLS Healthcare Providers CPR/AED 3. OSHA Healthcare 4. Emergency Medical Responder (EMR) or any others applicable listed in the Student Reporting Guide.

Stackable Credentials: 1. Heartsaver CPR/AED 2. First-Aid 3. Community Emergency Response Team (CERT) 4. Precision Exams – Emergency Medical Technician (EMT) end of program assessment, or any others applicable as listed in the Student Reporting Guide

Foundation Standard 1: Academic Foundation

Healthcare professionals will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. The following accountability criteria are considered essential for students in a health science program of study.

1. **Analyze** structure and function based on medical illness or traumatic injuries.
2. **Apply** mathematical computations related to healthcare procedures (metric and household, conversions and measurements).
3. **Describe** assessment and management of special patient populations.
4. **Understand** the concepts of EMS operations. (See Topics for Review.)

Foundation Standard 2: Communications

Healthcare professionals will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

1. **Reinforce** concepts of effective communication throughout patient care as discussed in EMS 1.
2. **Apply** procedures for accurate documentation and record keeping (see Topics for Review).

Foundation Standard 3: Systems

Healthcare professionals will understand how their role fits into their department, their organization and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

1. **Reinforce** concepts of health care systems as discussed in EMS 1.
2. **Assess** the impact of emerging issues on healthcare delivery systems, e.g., Affordable Health Care Act, advanced directives, SC Do Not Resuscitate (DNR) order.

Foundation Standard 4: Employability Skills

Healthcare professionals will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

1. **Reinforce** concepts of employability discussed in EMS 1.
2. **Develop** components of a personal portfolio.
3. **Identify** innovative strategies for obtaining employment.
4. **Reinforce** the benefits of student organizations like HOSA.

Foundation Standard 5: Legal Responsibilities

Healthcare professionals will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according

to regulations, policies, laws and legislated rights of clients.

1. **Reinforce** concepts of legal responsibilities discussed in EMS 1.

Foundation Standard 6: Ethics

Healthcare professionals will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

1. **Reinforce** concepts of ethics discussed in EMS 1.
2. **Research** religious and cultural values as they impact healthcare an develop plans/guidelines for addressing cultural diversity.

Foundation Standard 7: Safety Practices

Healthcare professionals will understand the existing and potential hazards to clients, co- workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

1. **Reinforce** safety practices discussed in EMS 1.
2. **Research** methods of controlling the spread and growth of microorganisms.
3. **Apply** principles of basic emergency response in natural disasters and other emergencies.

Foundation Standard 8: Teamwork

Healthcare professionals will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

1. **Reinforce** and implement teamwork skills as discussed in EMS 1.

Foundation Standard 9: Health Maintenance Practices

Healthcare professionals will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

1. **Reinforce** health maintenance practices discussed in EMS 1.
2. **Investigate** complementary and alternative health practices as they relate to wellness and disease prevention.

*Foundation Standard 10: Technical Skills

Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

1. **Reinforce** technical skills discussed in EMS 1.

**Additional technical skills may be included.(See the topics for review list to help with teaching strategies.) Also refer to the* EMS Portal https://www.scemsportal.org

Foundation Standard 11: Information Technology Applications

Healthcare professionals will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

1. **Reinforce** information technology applications discussed in EMS 1.
2. **Practice** privacy and confidentiality of health information.
3. **Implement** basic computer literacy skills.
4. **Describe** appropriate methods to correct inaccurate information/errors personally entered into an electronic medical record (EMR).
5. **Adhere** to information systems policies and procedures as required by national, state, local, and organizational levels.

Objectives for EMR here.

EMS 2 – Topics for Review

Communication

1. List the proper methods of initiating and terminating a radio call.
2. State the proper sequence for delivery of patient information.
3. Explain the importance of effective communication of patient information in the verbal report.
4. Identify the essential components of the verbal report.
5. Describe the attributes for increasing effectiveness and efficiency of verbal communications.
6. State legal aspects to consider in verbal communication.
7. Discuss the communication skills that should be used to interact with the patient.
8. Discuss the communication skills that should be used to interact with the family, bystanders, and individuals from other agencies while providing patient care and the difference between skills used to interact with the patient and those used to interact with others.
9. List the correct radio procedures in the following phases of a typical call: to the scene, at the scene, to the facility, at the facility, to the station, and at the station.
10. Explain the rationale for providing efficient and effective radio communications and patient reports.
11. Perform a simulated organized, concise radio transmission.
12. Perform an organized, concise patient report that would be given to the staff at a receiving facility.
13. Perform a brief organized report that would be given to an ALS provider arriving at an incident scene at which the EMT-Basic was already providing care.
14. Explain the components of the written report and list the information that should be included on the written report.
15. Identify the various sections of the written report.
16. Describe what information is required in each section of the pre-hospital care report and how it should be entered.

17. Define the special considerations concerning patient refusal.
18. Describe the legal implications associated with the written report.
19. Discuss all state and/or local record and reporting requirements.
20. Explain the rationale for patient care documentation.
21. Explain the rationale for the EMS system gathering data.
22. Explain the rationale for using medical terminology correctly.
23. Explain the rationale for using an accurate and synchronous clock so that information can be used in trending.
24. Complete a pre-hospital care report.

Systems

1. Explain the factors influencing healthcare delivery systems.
2. Understand the healthcare delivery system (public, private, government, and non-profit).
3. Define emergency medical services (EMS) systems.
4. Differentiate the roles and responsibilities of EMS professionals from other healthcare professionals.
5. Define quality improvement and discuss the EMS professional's role in the process.
6. Define medical direction, and discuss the EMS professional's role in the process.
7. Characterize the various methods used to access the EMS system in your community.

Employability Skills

1. Classify the personal traits and attitudes desirable in a member of the healthcare team.
2. Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.
3. Apply employability skills in healthcare (attendance policy and time management).
4. Discuss levels of education, credentialing requirements, and employment trends in healthcare.
5. Compare careers in the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, and biotechnology research and development).
6. Observe and participate in service learning/work-based learning (virtual, guest speakers, etc.) and HOSA activities.

Legal Responsibilities

1. Define terms and standards related to legal responsibilities.
2. Define the EMS professional's scope of practice.
3. Discuss advance directives and local or state provisions regarding EMS application.
4. Define types of consent.
5. Discuss the methods of obtaining consent.
6. Discuss the issues of abandonment, negligence, and battery and their implications for EMS professionals.

7. Explain the importance, necessity, and legality of patient confidentiality (e.g., Health Insurance Portability and Accountability Act [HIPAA] and Family Education Rights and Privacy Act [FERPA]).
8. Differentiate the actions and responsibilities of EMS professionals when interacting with law enforcement.
9. Identify forms of unsafe or hostile work environments.

Ethics

1. Define basic terms and standards related to ethical practices.
2. Identify code of ethics.
3. Differentiate between ethics and morals.
4. Differentiate between ethical and legal issues impacting healthcare.
5. Recognize ethical issues and their implications related to healthcare.
6. Apply procedures for reporting activities and behaviors that affect the health, safety, and welfare of others.
7. Understand cultural diversity as it impacts healthcare.
8. Demonstrate respectful and empathetic treatment of ALL patients/clients (customer service).
9. Evaluate the cultural use of verbal and nonverbal language in a variety of healthcare scenarios.

Safety Practices

1. Discuss the principles of infection control, personal protective equipment (PPE), and body substance isolation (BSI).
2. Apply principles of body mechanics.
3. Apply safety techniques in the work environment.
4. Recognize basic safety labels and placards (biohazards, poisons, etc.).
5. Understand implications of hazardous materials.
6. Describe fire safety in a healthcare setting.
7. Discuss principles of basic emergency response in natural disasters and other emergencies.
8. Explain the need to determine scene safety.

Teamwork

1. Understand roles and responsibilities of team members.
2. Recognize characteristics of effective teams.
3. Recognize methods for building positive team relationships.
4. Analyze attributes and attitudes of an effective leader.
5. Apply effective techniques for managing team conflict.

Health Maintenance Practices

1. Discuss possible emotional reactions that EMS professionals, patient, and family may experience when faced with trauma, illness, death, and dying.
2. Recognize the signs and symptoms of critical incident stress.
3. Explain how to recognize the causes and signals of personal stress.
4. Discuss positive steps that the EMS professional takes to help reduce/alleviate stress and promote health and wellness.
5. Identify behaviors and factors affecting the EMS professional's health and well-being negatively.
6. Discuss the relationship between health, lifestyles, and personal risk factors.
7. Demonstrate proper body mechanics.

Technical Skills

1. Review understanding of technical skills in previous sequences.

Shock, Bleeding, and Soft Tissue

1. Differentiate between arterial, venous, and capillary bleeding.
2. State the emergency medical care for external bleeding.
3. Establish the relationship between body substance isolation (BSI) and bleeding.
4. List the signs of internal bleeding.
5. List the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding.
6. Establish the relationship between body substance isolation (BSI) and soft tissue injuries.
7. State the types of open soft tissue injuries.
8. Describe the emergency medical care of the patient with a soft tissue injury.
9. Discuss the emergency medical care considerations for a patient with a penetrating chest injury.
10. Discuss the emergency medical care considerations for a patient with an open wound to the abdomen.
11. Describe the emergency medical care for a patient with an impaled object.
12. State the emergency medical care for an amputation.
13. Describe the emergency medical care for burns.
14. List the functions of dressing and bandaging.
15. Explain the rationale for body substance isolation when dealing with bleeding and soft tissue injuries.
16. Demonstrate direct pressure as a method of emergency medical care for external bleeding.
17. Demonstrate the use of diffuse pressure as a method of emergency medical care for external bleeding.
18. Demonstrate the use of pressure points as a method of emergency medical care for external bleeding.
19. Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding.
20. Demonstrate the steps in the emergency medical care of a patient with open soft tissue injuries.
21. Demonstrate the steps in the emergency medical care of a patient with an open chest wound.
22. Demonstrate the steps in the emergency medical care of a patient with open abdominal wounds.

23. Demonstrate the steps in the emergency medical care of a patient with an impaled object.
24. Demonstrate the steps in the emergency medical care of a patient with amputation.
25. Demonstrate the steps in the emergency medical care of an amputated part.
26. List signs and symptoms of shock (hypoperfusion).
27. State the steps in the emergency medical care of the patient with signs and symptoms of shock (hypoperfusion).
28. Explain the sense of urgency to transport patients who are bleeding and who show signs of shock (hypoperfusion).
29. Demonstrate how to document bleeding and/or shock (hypoperfusion) emergencies.
30. List the types of closed soft tissue injuries.
31. Describe the emergency medical care of the patient with a closed soft tissue injury.
32. State the types of open soft tissue injuries.
33. Describe the emergency medical care of the patient with an open soft tissue injury.
34. List the classifications of burns.
35. Define superficial burn.
36. List the characteristics of a superficial burn.
37. Define partial thickness burn.
38. List the characteristics of a partial thickness burn.
39. Define full thickness burn.
40. List the characteristics of a full thickness burn.
41. Describe the emergency medical care of the patient with a superficial burn.
42. Describe the emergency medical care of the patient with a partial thickness burn.
43. Describe the emergency medical care of the patient with a full thickness burn.
44. Describe the emergency care for a chemical burn.
45. Describe the emergency care for an electrical burn.
46. Demonstrate the steps in the emergency medical care of a patient with superficial burns.
47. Demonstrate the steps in the emergency medical care of a patient with partial thickness burns.
48. Demonstrate the steps in the emergency medical care of a patient with full thickness burns.
49. Demonstrate the steps in the emergency medical care of a patient with a chemical burn.
50. Demonstrate how to document patients with soft tissue emergencies.

Injuries to Muscles and Bones

1. Describe the function of the musculoskeletal system.
2. Differentiate between an open and a closed painful, swollen, deformed extremity.
3. List the emergency medical care for a patient with a painful, swollen, deformed extremity.
4. Relate the mechanism of injury to potential injuries of the head and spine.
5. State the signs and symptoms of a potential spine injury.
6. Describe the methods of determining whether or not a responsive patient may have a spine injury.
7. List the signs and symptoms of injury to the head.

8. Describe the emergency medical care for injuries to the head.
9. Explain the rationale for the patient's feeling a need for immobilization of the painful, swollen, deformed extremity.
10. Demonstrate a caring attitude toward a patient with a musculoskeletal injury who requested emergency medical services.
11. Place the interests of the patient with a musculoskeletal injury as the foremost consideration when making any and all patient care decisions.
12. Communicate with empathy to a patient with a musculoskeletal injury, as well as with family members and friends of the patient.
13. Demonstrate the steps in the emergency medical care of a patient with a painful, swollen, deformed extremity.
14. List the major bones or bone groupings of the spinal column, the thorax, the upper extremities, and the lower extremities.
15. State the reasons for splinting.
16. List the general rules of splinting.
17. List the complications of splinting.
18. Demonstrate how to document patients with musculoskeletal injuries.

Injuries to the Head and Spine

1. State the components of the nervous system.
2. List the functions of the central nervous system.
3. Define the structure of the skeletal system as it relates to the nervous system.
4. Relate mechanism of injury to potential injuries of the head and spine.
5. Describe the implications of not properly caring for potential spine injuries.
6. State the signs and symptoms of a potential spine injury.
7. Describe the method of determining if a responsive patient may have a spine injury.
8. Relate the airway emergency medical care techniques to the patient with a suspected spine injury.
9. Describe how to stabilize the cervical spine.
10. Discuss indications for sizing and using a cervical spine immobilization device.
11. Establish the relationship between airway management and the patient with head and spine injuries.
12. Describe a method for sizing a cervical spine immobilization device.
13. Describe how to log roll a patient with a suspected spine injury.
14. Describe how to secure a patient to a long spine board.
15. List instances when a short spine board should be used.
16. Describe how to immobilize a patient using a short spine board.
17. Describe the indications for the use of rapid extrication.
18. List steps in performing rapid extrication.
19. State the circumstances when a helmet should be left on the patient.
20. Discuss the circumstances when a helmet should be removed.
21. Identify different types of helmets.
22. Explain the preferred methods to remove a helmet.
23. Discuss alternative methods for removal of a helmet.
24. Describe how the patient's head is stabilized to remove the helmet.
25. Differentiate how the head is stabilized with a helmet compared to without a helmet.
26. Explain the rationale for immobilization of the entire spine when a cervical spine injury

is suspected.
27. Explain the rationale for utilizing immobilization methods apart from the straps on the cots.
28. Explain the rationale for utilizing a short spine immobilization device when moving a patient from the sitting to the supine position.
29. Recognize reasons for different protocol in helmet removal (e.g., football helmet versus motorcycle helmet).
30. Demonstrate the four-person log roll for a patient with a suspected spinal cord injury.
31. Demonstrate how to log roll a patient with a suspected spinal cord injury using two people.
32. Demonstrate securing a patient to a long spine board.
33. Demonstrate using spinal mobilization restriction (SMR).
34. Demonstrate procedure for rapid extrication.
35. Demonstrate preferred methods for stabilization of a helmet.
36. Demonstrate helmet removal techniques.
37. Demonstrate alternative methods for stabilization of a helmet.
38. Demonstrate how to document patients with head and spinal injuries.

Infants and Children

1. Identify the developmental considerations for the following age groups:
   a. infant,
   b. toddler,
   c. pre-school,
   d. school age, and
   e. adolescent.
2. Describe differences in anatomy and physiology of the infant, child, and adult patient.
3. Differentiate the response of the ill or injured infant or child (age specific) from that of an adult.
4. Indicate various causes of respiratory emergencies.
5. Differentiate between respiratory distress and respiratory failure.
6. List the steps in the management of foreign body airway obstruction.
7. Summarize emergency medical care strategies for respiratory distress and respiratory failure.
8. Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient.
9. Describe the methods of determining organ perfusion in the infant and child patient.
10. State the usual cause of cardiac arrest in infants and children versus adults.
11. List the common causes of seizures in the infant and child patient.
12. Describe the management of seizures in the infant and child patient.
13. Differentiate between the injury patterns in adults, infants, and children.
14. Differentiate between the critically ill/injured and non-critically ill/injured infant or child.
15. Discuss the field management of the infant and child trauma patient.
16. Summarize the indicators of possible child abuse and neglect.
17. Describe the medical legal responsibilities in suspected child abuse.
18. Explain the rationale for having knowledge and skills appropriate for dealing with the infant and child patient.
19. Attend to the feelings of the family when dealing with an ill or injured infant or child.

20. Understand the provider's own response (emotional) to caring for infants or children.
21. Demonstrate the techniques of foreign body airway obstruction removal in the infant.
22. Demonstrate the techniques of foreign body airway obstruction removal in the child.
23. Demonstrate the assessment of the infant and child.
24. Demonstrate bag-valve-mask artificial ventilations for the infant.
25. Demonstrate bag-valve-mask artificial ventilations for the child.
26. Demonstrate oxygen delivery for the infant and child.

Diabetes/Altered Mental Status

1. Identify the patient with altered mental status taking diabetic medications and the implications of a diabetes history.
2. State the steps in the emergency medical care of the patient with an altered mental status and a history of diabetes taking diabetic medicine.
3. Establish the relationship between airway management and the patient with altered mental status.
4. State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose.
5. Explain the rationale for patient self-administering oral glucose.
6. Demonstrate the steps in the emergency medical care for the patient with an altered mental status and a history of diabetes taking diabetic medicine.
7. Demonstrate the assessment and documentation of patient response to oral glucose.
8. Demonstrate how to document diabetic emergencies.

Allergies

1. Recognize the patient experiencing an allergic reaction.
2. Describe the emergency medical care of the patient with an allergic reaction.
3. Establish the relationship between the patient with an allergic reaction and airway management.
4. Describe the mechanisms of allergic response and the implications for airway management.
5. State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector.
6. Differentiate between the general category of those patients having an allergic reaction and those patients having a severe allergic reaction requiring immediate medical care, including immediate use of epinephrine auto-injector.
7. Explain the rationale for patient self-administering epinephrine using an auto-injector.
8. Demonstrate the emergency medical care of the patient experiencing an allergic reaction.
9. Demonstrate familiarity with use and types of epinephrine auto- injectors.
10. Demonstrate the assessment and documentation of patient response to an epinephrine injection.
11. Demonstrate proper disposal of equipment.
12. Demonstrate how to document allergic reaction emergencies.

Poisoning/Overdose

1. List various ways that poisons enter the body.

2. List signs/symptoms associated with poisoning.
3. Discuss the emergency medical care for the patient with possible overdose.
4. Describe the steps in the emergency medical care for the patient with suspected poisoning.
5. Establish the relationship between the patient suffering from poisoning or overdose and airway management.
6. Recognize the need for definitive medical care for the patient with poisoning or overdose.
7. Demonstrate the steps in emergency medical care of the patient with possible overdose or suspected poisoning.
8. Demonstrate completing pre-hospital care reports for patients with poisoning/overdose emergencies.
9. Demonstrate how to document poisoning/overdose emergencies.

Environmental Emergencies

1. Describe the various ways that the body loses heat.
2. List the signs and symptoms of exposure to cold.
3. Explain the steps in providing emergency medical care to a patient exposed to cold.
4. List the signs and symptoms of exposure to heat.
5. Explain the steps in providing emergency care to a patient exposed to heat.
6. Recognize the signs and symptoms of water-related emergencies.
7. Describe the complications of near drowning.
8. Discuss the emergency medical care of bites and stings (land and marine).
9. Demonstrate the assessment and emergency medical care of a patient with exposure to cold.
10. Demonstrate the assessment and emergency medical care of a patient with exposure to heat.
11. Demonstrate the assessment and emergency medical care of a near drowning patient.
12. Demonstrate how to document environmental emergencies.

Behavioral Emergencies

1. Define behavioral emergencies.
2. Discuss the general factors that may cause an alteration in a patient's behavior.
3. State the various reasons for psychological crises.
4. Discuss the characteristics of an individual's behavior that suggest that the patient is at risk for suicide.
5. Discuss special medical/legal considerations for managing behavioral emergencies.
6. Discuss the special considerations for assessing a patient with behavioral problems.
7. Discuss the general principles of an individual's behavior that suggest that he or she is at risk for violence.
8. Discuss methods to calm behavioral emergency patients.
9. Explain the rationale for learning how to modify your behavior toward the patient experiencing a behavioral emergency.
10. Demonstrate the assessment and emergency medical care of the patient experiencing a behavioral emergency.

Obstetrics/Gynecology

1. Identify the following structures: uterus, vagina, fetus, placenta, umbilical cord, amniotic sac, and perineum.
2. Identify and explain the use of the contents of an obstetrics kit.
3. Identify pre-delivery emergencies.
4. State indications of an imminent delivery.
5. Differentiate the emergency medical care provided to a patient with pre-delivery emergencies and a normal delivery.
6. State the steps in the pre-delivery preparation of the mother.
7. Establish the relationship between body substance isolation and childbirth.
8. State the steps to assist in the delivery.
9. Describe care of the baby as the head appears.
10. Describe how and when to cut the umbilical cord.
11. Discuss the steps in the delivery of the placenta.
12. List the steps in the emergency medical care of the mother post- delivery.
13. Summarize neonatal resuscitation procedures.
14. Recognize signs and symptoms of a birthing emergency.
15. Differentiate a normal birth and an abnormal birth.
16. Discuss the emergency medical care of a patient with a gynecological emergency.
17. Explain the rationale for understanding the implications of treating two patients (mother and baby).
18. Demonstrate the steps to assist in the normal cephalic delivery.
19. Demonstrate necessary care procedures of the fetus as the head appears.
20. Demonstrate infant neonatal procedures.
21. Demonstrate post-delivery care of infant.
22. Demonstrate how and when to cut the umbilical cord.
23. Attend to the steps in the delivery of the placenta.
24. Demonstrate the post-delivery care of the mother.
25. Demonstrate the steps in the emergency medical care of the mother with excessive bleeding.
26. Demonstrate how to document obstetric/gynecological emergencies.

Gaining Access

1. Describe the purpose of gaining access.
2. Discuss the role of the First Responder in gaining access.
3. Identify what equipment for personal safety is required for the First Responder.
4. Evaluate various methods of gaining access to the patient.
5. Distinguish between simple and complex access.

Overviews

1. Explain the First Responder's role during a call involving hazardous materials.
2. Describe what the First Responder should do if there is reason to believe that there is a hazard at the scene.
3. Describe the actions that a First Responder should take to ensure bystander safety.
4. State the role the First Responder should perform until appropriately trained personnel arrive at the scene of a hazardous materials situation.
5. Break down the steps to approaching a hazardous situation.

6. Discuss the various environmental hazards that affect EMS.
7. Describe the criteria for a multiple-casualty situation.
8. Evaluate the role of the First Responder in the multiple-casualty situation.
9. Summarize the components of basic triage.
10. Define the role of the First Responder in a disaster operation.
11. Describe basic concepts of incident management.
12. Explain the methods for preventing contamination of self, equipment, and facilities.
13. Review the local mass casualty incident plan.
14. Perform triage given a scenario of a mass casualty incident.

Resources:

National Registry of Emergency Medical Technicians, www.nremt.org; EMT-Basic/EMT Psychomotor Exam
www.nremt.org/nremt/about/psychomotor_exam_emt.asp;

South Carolina Department of Health and Environmental Control (DHEC), EMS Training, Requirements, Protocols,
www.dhec.sc.gov/Health/FHPF/EMS_TrainingProtocolsRequirements/;
SC Approved Skills by Certification Level, www.dhec.sc.gov/Health/docs/cskills.pdf

www.mysctextbooks.com, for state-adopted materials, go to Browse Catalog or What's New.

National Certifying Agencies:
National Institutes of Health (NIH), National Safety Council, National Registry of EMT (NREMT), American Safety and Health Institute (ASHI), American Academy of Orthopedic Surgeons (AAOS), and American Heart Association

Bergeron, J. David. First Responder, Latest Edition. Pearson Education.

Goold, Grant B. and Scott Vahradian. Basic First Response, Latest Edition. Brady Books. www.bradybooks.com

Mistovich, Joseph. Review Manual for the First Responder, Latest Edition. Pearson Education. http://vig.prenhall.com/catalog.

National Health Care Skills Standards,
http://www.healthscienceconsortium.org/standards.php

National Safety Council, http://www.nsc.org/train/ec/. First Responder, Latest Edition.

Stoy, Walt. Mosby's First Responder Textbook. Latest Edition.
www.us.elsevierhealth.com.