| Student's Name / Initials | / | Date | Teacher's Initials | Date |
|---|---|---|---|---|

# Introduction to Emergency Medical Services (EMS)
## Activity Code 5530

DIRECTIONS: Evaluate the student using the applicable rating scales below and check the appropriate box to indicate the degree of competency. The ratings 3, 2, 1, and N are not intended to represent the traditional school grading system of A, B, C, and D. The description associated with each of the ratings focuses on the level of student performance or cognition for each of the competencies listed below.

PERFORMANCE RATING
3 - Skilled--can perform task independently with no supervision
2 - Moderately skilled--can perform task completely with limited supervision
1 - Limitedly skilled--requires instruction and close supervision
N - No exposure--has no experience or knowledge of this task

COGNITIVE RATING
3 - Knowledgeable--can apply the concept to solve problems
2 - Moderately knowledgeable--understands the concept
1 - Limitedly knowledgeable--requires additional instruction
N - No exposure--has not received instruction in this area

**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.**

| 3 | 2 | 1 | N | |
|---|---|---|---|---|
| __ | __ | __ | __ | 1. Identify basic structure of the human body. |
| __ | __ | __ | __ | 2. Recognize body planes, directional terms, quadrants, and cavities. |
| __ | __ | __ | __ | 3. Apply mathematical computations related to healthcare procedures (metric and household, conversions and measurements). |
| __ | __ | __ | __ | 4. Record time using the 24-hour clock. |
| __ | __ | __ | __ | 5. Demonstrate sound study skills, test taking skills, and note taking skills. |
| __ | __ | __ | __ | 7. Investigate biomedical therapies as they relate to the prevention, pathology, and treatment of disease. |

**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.**

| 3 | 2 | 1 | N | |
|---|---|---|---|---|
| __ | __ | __ | __ | 1. Interpret verbal and nonverbal communication. |
| __ | __ | __ | __ | 2. Recognize barriers to communication. |
| __ | __ | __ | __ | 3. Distinguish subjective and objective information. |
| __ | __ | __ | __ | 4. Recognize the elements of communication using a sender-receiver model. |
| __ | __ | __ | __ | 5. Apply speaking and active listening skills. |
| __ | __ | __ | __ | 6. Recognize elements of written and electronic communication (spelling, grammar, and formatting). |
| __ | __ | __ | __ | 7. Apply procedures for accurate documentation and record keeping. |

**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.**

| 3 | 2 | 1 | N | |
|---|---|---|---|---|
| __ | __ | __ | __ | 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 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. |

**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.**

| 3 | 2 | 1 | N | |
|---|---|---|---|---|
| __ | __ | __ | __ | 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 within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development). |
| __ | __ | __ | __ | 6. Observe and participate in service learning/work-based learning (virtual, guest speakers, etc.) and HOSA activities. |

**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.**

| 3 | 2 | 1 | N | |
|---|---|---|---|---|
| __ | __ | __ | __ | 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. |

**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.**

| 3 | 2 | 1 | N | |
|---|---|---|---|---|
| __ | __ | __ | __ | 1. Define basic terms and standards related to ethical practices. |
| __ | __ | __ | __ | 2. Identify code of ethics (e.g., National Registry of Emergency Medical Technicians [NREMT] Code of Ethics, National Association of Emergency Medical Technicians [NAEMT] 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. |

**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.**

| 3 | 2 | 1 | N | |
|---|---|---|---|---|
| __ | __ | __ | __ | 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. |

**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.**

| 3 | 2 | 1 | N | |
|---|---|---|---|---|
| __ | __ | __ | __ | 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. |

**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.**

| 3 | 2 | 1 | N | |
|---|---|---|---|---|
| __ | __ | __ | __ | 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, lifestyle, and personal risk factors. |
| __ | __ | __ | __ | 7. Demonstrate proper body mechanics. |

**Foundation Standard 10: Technical Skills: Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.**

| 3 | 2 | 1 | N | |
|---|---|---|---|---|
| __ | __ | __ | __ | 1. Demonstrate proper use of personal protective equipment (PPE and SBI). |
| __ | __ | __ | __ | 2. Demonstrate use of visual aids (binoculars, telescopes, night vision goggles (NVG), thermal imaging, etc.) including verbalizing the objects or people that visual aids are being used to identify. |
| __ | __ | __ | __ | 3. Demonstrate hand washing techniques. |
| __ | __ | __ | __ | 4. Demonstrate use of navigation skills (maps, GPS units, Google Earth, etc.). |
| __ | __ | __ | __ | 5. Demonstrate proper training techniques to prevent physical injury (stretching, strengthening, conditioning, etc.). |
| __ | __ | __ | __ | 6. Demonstrate proper lifting and carrying techniques to prevent physical injury. |
| __ | __ | __ | __ | 7. Demonstrate the use of the Recognize, Assess/Avoid, Identify, and Notify (RAIN) method in a hazardous materials (hazmat) situation. |

**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.**

| 3 | 2 | 1 | N | |
|---|---|---|---|---|
| __ | __ | __ | __ | 1. Communicate using technology to access and distribute data and other information. |
| __ | __ | __ | __ | 2. Recognize technology applications available/used in EMS. |