

## New Educational Standards Modules Numbering System and Minimum Objectives

**Module I Preparatory** - Applies fundamental knowledge of the EMS system, safety/well-being of the EMT, and medical/legal and ethical issues to the provisions of emergency care.

**Lesson 1-1 EMS Systems** Describe the history and evolution of the EMS system. – The students will be able to:

### Cognitive Learning Objectives

- 1-1.1 Define Emergency Medical Services (EMS) systems.
- 1-1.2 Discuss the historical background of the development of the EMS system.
- 1-1.3 Identify the four levels of national EMS providers (EMR, EMT, AEMT & PM) as well as the three levels in the State of Florida.
- 1-1.4 State the specific statutes and regulations regarding the EMS system in Florida.
- 1-1.5 Discuss vehicle & equipment readiness
- 1-1.6 Characterize the EMS system's role in prevention and public education.
- 1-1.7 Discuss the roles and responsibilities of the EMT related to personal safety of the crew, patient and by standers.
- 1-1.8 Discuss the roles and responsibilities of the EMT to operate emergency vehicles, provide scene leadership and perform patient assessment and administer emergency care.
- 1-1.9 Discuss the maintenance of certification & licensure for the EMT in the State of Florida and NREMT.
- 1-1.10 Define quality improvement and discuss the EMT's role in the process.

### Affective Objectives

No affective objectives identified

### Psychomotor Objectives

No psychomotor skills identified

**Lesson 1-2 Research** Describe the importance of EMS research and evidence based decision making. The student will able to:

### Cognitive Learning Objective

- 1-2.1 Discuss EMS research & evidence based decision making
- 1-2.2 Conduct scientific literature searches
- 1-2.3 Read, interpret and extract information from journal articles relevant to a project
- 1-2.4 Interpret results, reach conclusions, and generate new ideas based on results

### Affective Objectives

- 1-2.1 Value the importance to assess and treat patients based on evidence based decision making.

### Psychomotor Objectives

No psychomotor objectives identified

**Lesson 1-3 Workforce Safety and Wellness** Discuss the significance of using the correct safety procedures and precautions to ensure the safety of the patient, the EMT and the EMS team. The student will be able to:

**Cognitive Learning Objectives**

- 1-3.1 Explain the need to determine scene safety
- 1-3.2 Discuss the importance of body substance isolation (BSI)
- 1-3.3 Describe the steps the EMT should take for personal protection from airborne and blood borne pathogens as well as communicable diseases
- 1-3.4 List the personal protective equipment necessary to protect oneself in common emergency situations
- 1-3.5 List the possible emotional reactions that an individual (EMT and EMT family, patient and patient family) may experience when faced with trauma, illness, death and dying
- 1-3.6 State the steps the EMT should take when approaching a family confronted with death and dying
- 1-3.7 Recognize the warning signs of personal stress and discuss the strategies EMTs can apply to manage it.
- 1-3.8 Identify good body mechanics while using a stretcher and other patient moving devices.
- 1-3.9 Discuss the guidelines and safety precautions that need to be followed when lifting a patient.
- 1-3.10 Describe the guidelines and safety precautions for carrying patients and/or equipment
- 1-3.11 State the guidelines for reaching and their application
- 1-3.12 State the guidelines for pushing and pulling
- 1-3.12 Discuss patient positioning in common emergency situations
- 1-3.13 Discuss situations that may require the use of medical restraints on the patient & explain guidelines and safety considerations for their use.
- 1-3.14 Define “infectious disease” and “communicable disease”
- 1-3.15 Describe the routes of transmission for infectious disease
- 1-3.16 Explain the mode of transmission and the steps to prevent/deal with an exposure of hepatitis, meningitis, tuberculosis & HIV
- 1-3.17 Explain how immunity to infectious disease is acquired
- 1-3.18 Explain post exposure management of exposure to patient blood or body fluids, including completing a post exposure report.
- 1-3.19 Describe the components of physical fitness & mental wellbeing

**Affective Objectives**

- 1-3.1 Explain the rationale for serving as an advocate for the use of appropriate protective equipment.

**Psychomotor Objectives**

- 1-3.1 Demonstrate good body mechanics while using a stretcher and other patient moving devices.
- 1-3.2 Given a scenario with potential infectious exposure, the EMT will use appropriate personal protective equipment. At the completion of the scenario, the EMT will properly remove and discard the protective garments.
- 1-3.3 Given the above scenario, the EMT will complete disinfection/cleaning and all reporting documentation.

**Lesson 1-4 Documentation** Describe the principles of medical documentation and report writing. – The students will be able to:

**Cognitive Learning Objectives**

- 1-4.1 Describe the use of written communication and documentation.
- 1-4.2 Explain the legal implication of the patient care report.
- 1-4.3 Identify the minimum dataset reference patient information and administrative information on the patient care report.
- 1-4.4 Understand how to document refusal of care, including legal implications.

**Affective Objectives**

- 1-4.1 Explain the rationale for patient care documentation.
- 1-4.2 Explain the rationale for the EMS system gathering data.
- 1-4.3 Explain the rationale for using medical terminology correctly.
- 1-4.4 Explain the rationale for using an accurate and synchronous clock so that information can be used in trending.

**Psychomotor Objectives**

- 1-4.1 Complete a prehospital care report for a medical and trauma patient.

**Lesson 1-5 EMS System Communication** Describe the components of the EMS Communication system. – The students will be able to:

**Cognitive Learning Objectives**

- 1-5.1 Understand the basic principles of the various types of communications equipment used in EMS
- 1-5.2 Describe the use of radio communication and correct radio procedures, including the proper methods of initiating and terminating the radio call/transmission
- 1-5.3 State the proper procedures and sequence for delivery of patient information to other healthcare professionals.
- 1-5.4 Identify the essential components of the verbal report and legal aspects that need to be considered.

**Affective Objectives**

- 1-5.1 Explain the rationale for providing efficient and effective radio communications and patient reports.

**Psychomotor Objectives**

- 1-5.1 Perform a simulated, organized, concise radio transmission.
- 1-5.2 Perform an organized, concise patient report that would be given to the staff at a receiving facility.
- 1-5.3 Perform a brief, organized report that would be given to an ALS provider arriving at an incident scene at which the EMT was already providing care.

**Lesson 1-6 Therapeutic Communication** Describe the significance of communication techniques for the EMT – The students will be able to:

**Cognitive Learning Objectives**

- 1-6.1 Describe principles of therapeutic and effective communication with patients in a manner that achieves a positive relationship.
- 1-6.2 Discuss adjusting communication strategies to effectively communicate to differing age groups, developmental stages, patients with special needs, and differing cultures, including language barriers.
- 1-6.3 Discuss the communication techniques that should be used to interact with the patient, patient family, bystanders, and individuals from other agencies including verbal diffusion and interview techniques.
- 1-6.4 Respond to verbal and non-verbal cues.
- 1-6.5 Analyze elements of communication using a sender-receiver model.

**Affective Objectives**

- 1-6.1 Value the importance of using effective therapeutic communications with patients.

**Psychomotor Objectives**

- 1-6.1 Perform an effective and therapeutic interview with a patient during simulation.

**Lesson 1-7 Medical/Legal and Ethics** Discuss the medical, legal and ethical issues to the provision of emergency care. – The students will be able to:

**Cognitive Learning Objectives**

- 1-7.1 Differentiate between expressed, implied and involuntary consent
- 1-7.2 Discuss the methods of obtaining consent and procedures for minors.
- 1-7.3 Discuss the issues of abandonment, negligence, false imprisonment and battery and their implications to the EMT.
- 1-7.4 Discuss the implications for the EMT in patient refusal of care and/or transport.
- 1-7.5 Explain the importance, necessity and legality of patient confidentiality.
- 1-7.6 Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or Florida provisions regarding EMS application.
- 1-7.7 Discuss State of Florida & Federal special reporting situations such as abuse, sexual assault, gunshots & knife wounds, communicable disease, etc
- 1-7.8 Differentiate between civil tort & criminal actions
- 1-7.9 List the elements of negligence and defenses/protections from liability.
- 1-7.10 Discuss the role of the EMT at crime scenes and preservation of evidence.
- 1-7.11 Define ethics & morality and discuss their implication for the EMT.

**Affective Objectives**

- 1-7.1 Explain the role of EMS and the EMT regarding patients with DNR orders.
- 1-7.2 Explain the rationale for the needs, benefits and usage of advance directives.
- 1-7.3 Explain the rationale for the concept of varying degrees of DNR.

### **Psychomotor Objectives**

No psychomotor objectives identified

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**Module II Anatomy and Physiology-** Applies fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.

**Lesson 2-1 Human Anatomy and Physiology.** Applies fundamental knowledge of the anatomy and function of all human systems to the practice of EMS. The student will be able to:

#### **Cognitive Learning Objectives**

- 2-1.1 Label the following topographic terms: Medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, mid-axillary.
- 2-1.2 Describe& identify the anatomy and function of the following major body systems: Respiratory, circulatory, musculoskeletal, nervous, integumentary, digestive, urinary, genital and endocrine.
- 2-1.3 Chart the life support chain, aerobic metabolism and anaerobic metabolism.

#### **Affective Objectives**

No affective objectives identified

#### **Psychomotor Objectives**

No psychomotor skills identified

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**Module III Medical Terminology-** Uses foundational anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals

**Lesson 3-1 Medical Terminology** Applies fundamental knowledge in the use of medical terminology and medical terms. The student will be able to:

#### **Cognitive Learning Objectives**

- 3-1.1 Define the medical terminology & medical terms associated with the EMT level.
- 3-1.2 Define a root word
- 3-1.3 Define a combining form.
- 3-1.4 Define a prefix
- 3-1.5 Identify common medical abbreviations.

#### **Affective Objectives**

No affective objectives identified

#### **Psychomotor Objectives**

No psychomotor objectives identified

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**Module IV Pathophysiology**-Applies fundamental knowledge of the pathophysiology of respiration and perfusion to patient assessment and management

**Lesson 4-1 Pathophysiology of Respiration and Perfusion** Apply a fundamental knowledge of the causes, pathophysiology and management of shock and the components of resuscitation–The students will be able to:

**Cognitive Learning Objectives**

- 4-4.1 Discuss withholding resuscitation if irreversible death is obvious or if a “Do Not Resuscitate” (DNR) is present.
- 4-4.2 Review the anatomy & physiology of the respiratory & cardiovascular systems.
- 4-4.3 Discuss, identify pathophysiologies & medical care for respiratory failure as well as respiratory and cardiac arrest.
- 4-4.4 Explain the system components of CPR, the four links in the AHA chain of survival & how each one relates to maximizing the survival of the patient.
- 4-4.5 Show Provider (AHA guidelines) certification required prior to EMT program competition as per FS 401.27.
- 4-4.6 Understand shock, including the pathophysiology, causes, and its signs and symptoms associated with the various types of shock.
- 4-4.7 Discuss patient assessment and steps to the emergency care of the patient with signs & symptoms of shock.
- 4-4.8 Discuss and distinguish the variations & causes between the emergency medical care of the infant, child, adult and geriatric patient experiencing shock.

**Affective Objectives**

No psychomotor skills identified

**Psychomotor Objectives**

No psychomotor skills identified

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**Module V Life Span Development**- Applies fundamental knowledge of life span development to patient assessment and management. The student will be able to:

**Lesson 5-1 Human Life Span Development Fundamentals.** Uses fundamental knowledge of life span development to patient assessment and management.

**Cognitive Learning Objectives**

- 5-1.1 Understand the terms used to designate the following stages of life: infants, toddlers, preschoolers, school-age children, adolescents (teenagers), early adults, middle adults & late adults.
- 5-1.2 Describe the major physiologic & psychosocial characteristics of:
  - a. an infant’s life
  - b. a toddler’ and preschooler’s life
  - c. a school age child’s life
  - d. an adolescent’s life
  - e. an early adults life
  - f. a middle adult’s life
  - g. a late adult’s life

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

No psychomotor objectives identified.

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**Module VI Public Health-** Uses simple knowledge of the principles of illness and injury prevention in emergency care. The student will be able to:

**Lesson 6-1 Principles of Illness and Injury Care****Cognitive Learning Objectives**

- 6-1.1 Define “Public Health”
- 6-1.2 Identify local and state agencies responsible for the health and welfare of it’s citizens
- 6-1.3 Understand the role that local and state agencies play in protecting the public heath.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

No psychomotor objectives identified

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**Module VII Pharmacology** – Applies fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency

**Lesson 7-1 Principles of Pharmacology** Discuss the principles of pharmacology as they are related to emergency care. – The students will be able to:

**Cognitive Learning Objectives**

- 7-1.1 Explain the “six rights” of medication administration and describe how each one related to EMS.
- 7-1.2 Discuss the forms in which the medications may be found and provide examples of each and discuss how the form of a medication dictates its route of administration.
- 7-1.3 Describe the difference between a generic medication name and trade name, and provide an example of each.
- 7-1.4 Discuss the components and elements of a drug profile including, actions, contraindications, side effects, dose and route.
- 7-1.5 Describe the role of medical direction in medication administration and explain the difference between direct orders (online) and standing orders (off-line).

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

No psychomotor skills identified

**Lesson 7-2 Medication Administration.** Applies fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency. The student will be able to

**Cognitive Learning Objectives**

- 7-2.1 Discuss the difference between administration versus assistance of medications
- 7-2.2 Understand the different techniques of medication administration by the following routes; oral, sublingual and auto- injector.

**Affective Objectives**

- 7-2.1 Explain the rationale for the administration of medications.

**Psychomotor Objectives**

No psychomotor objectives identified

**Lesson 7-3 Emergency Medications** Applies fundamental knowledge of the medications that an EMT may assist/administer to a patient during an emergency. The student will be able to

**Cognitive Learning Objectives**

- 7-3.1 Identify which medications will be carried on the unit.
- 7-3.2 State the medications carried on the unit by the generic name.
- 7-3.3 Give the generic and trade names, actions, indication, contraindications, routes of administration, side effects, interactions & doses of medications that may be administered by and EMT in an emergency as dictated by the State of Florida & local medical direction.
- 7-3.4 Discuss the forms in which the medications may be found.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

- 7-3.1 Read the labels and inspect each type of medication.
- 7-3.2 Demonstrate how to administer authorized medications by the following routes; oral, sublingual and auto-injector.

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**Module VIII Airway Management, Respirations, and Artificial Ventilations** – Applies knowledge (fundamental depth, foundational breadth) of anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages

**Lesson 8-1 Airway Management** Demonstrate an understanding and proficiency in Airway Management techniques – The students will be able to:

**Cognitive Learning Objectives**

- 8-1.1 Name & label the structures of the respiratory system
- 8-1.2 State what care should be provided for a patient with or without adequate breathing.
- 8-1.3 Describe the steps for relief of FBAO in the infant, child and adult.



- 8-1.4 Describe the steps in performing the head-tilt chin-lift.
- 8-1.5 Relate mechanism of injury to opening the airway.
- 8-1.6 Describe the steps in performing the jaw thrust.
- 8-1.7 Describe the differences for airway opening in the infant, child and adult.
- 8-1.8 Describe the techniques of suctioning and its importance.
- 8-1.9 Describe the steps for insertion of an NPA and OPA airway adjunct

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

- 8-1.1 Demonstrate the steps in performing the head-tilt chin-lift in the infant, child and adult
- 8-1.2 Demonstrate the steps in performing the jaw thrust in the infant, Child and adult.
- 8-1.3 Demonstrate the techniques of suctioning and its importance.
- 8-1.4 Demonstrate relief of FBAO in the infant, child and adult.
- 8-1.4 Demonstrate how to insert an oropharyngeal (oral) airway in the infant, child and adult.
- 8-1.5 Demonstrate how to insert a nasopharyngeal (nasal) airway in the infant, child and adult.

**Lesson 8-2 Respirations** Demonstrate an understanding and proficiency in Respiration techniques. –

The students will be able to:

**Cognitive Learning Objectives**

- 8-2.1 Describe the pulmonary ventilation process to include mechanics of ventilation & alveolar ventilation (tidal volumes, dead space, etc)
- 8-2.2 Describe the oxygenation process
- 8-2.3 Explain both external & internal respiration process
- 8-2.4 Discuss the various pathophysiologies of the respiratory system.
- 8-2.5 Describe how to assess for adequate and inadequate respiration, including the use of pulse oximetry.
- 8-2.6 List the components, purpose, indications, contraindications, complications and procedures for oxygen delivery devices.
- 8-2.7 Describe the steps in performing the skill of assisting ventilations in the conscious patient in respiratory distress using a bag-valve-mask (BVM), and continuous positive airway pressure (CPAP).

**Affective Objectives**

- 8-2.1 Explain the rationale for providing adequate oxygenation through high inspired oxygen concentrations to patients who, in the past, may have received low concentrations.

**Psychomotor Objectives**

- 8-2.1 Demonstrate the correct operation of oxygen tanks and regulators.
- 8-2.2 Demonstrate the use of a nonrebreather face mask and state the oxygen flow requirements needed for its use.
- 8-2.3 Demonstrate the use of a partial rebreather face mask and state the oxygen flow requirements needed for its use.
- 8-2.4 Demonstrate the use of a trach mask and state the oxygen flow requirements needed for its use.

- 8-2.5 Demonstrate the use of a venturi face mask and state the oxygen flow requirements needed for its use.
- 8-2.6 Demonstrate the use of a oxygen humidifier and the requirements needed for its use.
- 8-2.7 Demonstrate the use of a nasal cannula and state the flow requirements needed for its use.
- 8-2.8 Demonstrate oxygen administration for the pediatric and geriatric patient.
- 8-2.9 Demonstrate the steps in performing the skill of assisting ventilations in the conscious patient in respiratory distress using a bag-valve-mask (BVM), and continuous positive airway pressure (CPAP).

**Lesson 8-3 Artificial Ventilations** Demonstrate an understanding and proficiency in Artificial Ventilation techniques. – The students will be able to:

**Cognitive Learning Objectives**

- 8-3.1 Describe how to artificially ventilate a patient with a pocket mask.
- 8-3.2 Describe the steps in performing the skill of artificially ventilating a patient with a BVM for one or two rescuers.
- 8-3.3 Describe signs of adequate & inadequate artificial ventilation using the BVM.
- 8-3.4 Describe the steps in artificially ventilating a patient with a manually triggered ventilation device.
- 8-3.5 Demonstrate how to artificially ventilate the pediatric and geriatric patient.
- 8-3.6 Describe how to perform the Sellick maneuver (cricoid pressure).
- 8-3.7 Recognize the differences between normal and positive pressure ventilation.

**Affective Objectives**

- 8-3.1 Explain the rationale for basic life support artificial ventilation and airway protective skills taking priority over most other basic life support skills.

**Psychomotor Objectives**

- 8-3.1 Demonstrate the steps in providing mouth-to-mouth artificial ventilation with body substance isolation (barrier shields).
- 8-3.2 Demonstrate how to use a pocket mask to artificially ventilate a patient.
- 8-3.3 Demonstrate the assembly of a bag-valve-mask unit.
- 8-3.4 Demonstrate the steps in performing the skill of artificially ventilating a patient with a bag valve-mask for one and two rescuers.
- 8-3.5 Demonstrate the steps in performing the skill of artificially ventilating a patient with a bag valve-mask while using the jaw thrust.
- 8-3.6 Demonstrate artificial ventilation of a patient with a flow restricted, oxygen- powered ventilation device.
- 8-3.7 Demonstrate how to artificially ventilate a patient with a stoma.
- 8-3.8 Demonstrate how to artificially ventilate the infant and child patient.
- 8-3.9 Demonstrate how to perform the Sellick maneuver (cricoid pressure).

**Module IX Patient Assessment** – Applies information and patient assessment findings (scene size-up, primary and secondary assessment, patient history, reassessment) to guide emergency management.

**Lesson 9-1 Scene Size-Up** Discuss and demonstrate scene size up and management in an emergency situation. – The students will be able to:

**Cognitive Learning Objectives**

- 9-1.1 Recognize and describe hazards/potential hazards at the scene.
- 9-1.2 Determine if the scene is safe to enter.
- 9-1.3 Discuss common mechanisms of injury/nature of illness.
- 9-1.4 Discuss the procedures for multiple-patient situations.
- 9-1.5 Explain why it is important for the EMT to determine the need for additional or specialized resources.
- 9-1.6 List the minimum standard precautions that should be followed and PPE that should be worn at the emergency scene.

**Affective Objectives**

- 9-1.1 Explain the rationale for crew members to evaluate scene safety prior to entering.
- 9-1.2 Serve as a model for others explaining how patient situations affect your evaluation of mechanism of injury or illness.

**Psychomotor Objectives**

- 9-1.1 Observe various scenarios and identify potential hazards.

**Lesson 9-2 Primary Assessment** Discuss and demonstrate primary patient assessment procedures for all patient age levels. – The student will be able to:

**Cognitive Learning Objectives**

- 9-2.1 Summarize the elements of a general impression of the patient.
- 9-2.2 Discuss methods of assessing altered mental status using assess for level of consciousness (AVPU).
- 9-2.3 Discuss methods of assessing the airway and providing airway care.
- 9-2.4 Describe methods used for assessing if a patient is breathing
- 9-2.5 Differentiate between a patient with adequate and inadequate breathing.
- 9-2.6 Distinguish between methods of assessing breathing.
- 9-2.7 Describe the methods used to obtain a pulse.
- 9-2.8 Discuss the need for assessing the patient for external bleeding.
- 9-2.9 Describe normal and abnormal findings when assessing skin color, temperature, moisture & capillary refill in adult, child & infant.
- 9-2.10 Explain the reason for prioritizing a patient for care and transport.

**Affective Objectives**

- 9-2.1 Explain the importance of forming a general impression of the patient.
- 9-2.2 Explain the value of performing an initial assessment.

### **Psychomotor Objectives**

- 9-2.1 Demonstrate the techniques for assessing mental status.
- 9-2.2 Demonstrate the techniques for assessing the airway.
- 9-2.3 Demonstrate the techniques for assessing if the patient is breathing.
- 9-2.4 Demonstrate the techniques for assessing if the patient has a pulse.
- 9-2.5 Demonstrate the techniques for assessing the patient for external bleeding.
- 9-2.6 Demonstrate the techniques for assessing the patient's skin color, temperature, condition and capillary refill (infants and children only).
- 9-2.7 Demonstrate the ability to prioritize patients.

### **Lesson 9-3 History-Taking** Discuss and demonstrate the procedures for taking the history of a patient.

– The students will be able to:

#### **Cognitive Learning Objectives**

- 9-3.1 Discuss the process of taking a history, its key components and its relationship to the primary assessment process.
- 9-3.2 Explain the importance of obtaining a SAMPLE & OPQRST history.
- 9-3.3 Recognize and respond to the feelings patients experience during assessment.
- 9-3.4 Describe examples of different techniques the EMT may use to obtain information from patients, family or bystanders during the history taking process.

#### **Affective Objectives**

No affective objectives identified

#### **Psychomotor Objectives**

- 9-3.1 Demonstrate the technique for history-taking on an adult, child and infant with:
  - a. a medical complaint
  - b. a trauma complaint

### **Lesson 9-4 Secondary Assessment** Discuss and demonstrate secondary patient assessment procedures for all patient age levels. – The students will be able to:

#### **Cognitive Learning Objectives**

- 9-4.1 Describe the unique needs assessing an individual with a specific chief complaint with no known prior history.
- 9-4.2 Discuss the components of the physical exam and skills involved.
- 9-4.3 Differentiate between the history and physical exam that are performed for responsive patients with no known prior history, responsive patients with a known prior history and unresponsive patients.

#### **Affective Objectives**

No affective objectives identified

#### **Psychomotor Objectives**

- 9-4.1 Demonstrate a physical exam for a patient with a specific chief complaint.
- 9-4.1 Demonstrate a physical exam performed for a responsive patient with no known prior history.
- 9-4.2 Demonstrate a physical exam performed for a responsive patient with a known history.
- 9-4.3 Demonstrate a physical exam performed for an unresponsive patient.

**Lesson 9-5 Monitoring Devices** Describe the significance of monitoring devices in patient assessment.

– The students will be able to:

**Cognitive Learning Objectives**

- 9-5.1 Explain the use and interpretation of pulse oximetry device readings.
- 9-5.2 List normal blood pressure ranges for adults, children & infants.
- 9-5.3 Understand the findings of a blood pressure by palpation, auscultation and electronic devices while in the field.
- 9-5.4 Understand the findings during assessment of pupils.
- 9-5.5 Understand the findings during assessment of skin condition for various age groups.
- 9-5.6 Understand the findings during assessment of the pulse in various age groups.

**Affective Objectives**

- 9-5.1 Explain the value of performing the baseline vital signs.
- 9-5.2 Recognize and respond to the feelings patients experience during assessment.
- 9-5.3 Defend the need for obtaining and recording an accurate set of vital signs.
- 9-5.4 Explain the rationale of recording additional sets of vital signs.

**Psychomotor Objectives**

- 9-5.1 Demonstrate the skills involved in assessment of breathing.
- 9-5.2 Demonstrate the skills associated with obtaining a pulse.
- 9-5.3 Demonstrate the skills associated with assessing the skin color, temperature, condition, and capillary refill in adults, infants and children.
- 9-5.4 Demonstrate the skills associated with assessing the pupils.
- 9-5.5 Demonstrate the skills associated with obtaining blood pressure by palpation, auscultation and electronic devices.
- 9-5.6 Demonstrate the use and interpretation of pulse oximetry device readings.

**Lesson 9-6 Reassessment** Discuss the components and factors of reassessment and its significance in patient assessment. – The students will be able to:

**Cognitive Learning Objectives**

- 9-6.1 Describe the components of the skills involved in the patient reassessment.
- 9-6.2 Discuss the reasons for repeating the primary assessment as part of the reassessment.
- 9-6.3 Explain trending assessment components and its value to other health professionals who assume care of the patient.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

- 9-6.1 Demonstrate the steps for performing the reassessment of patients in various age groups.

**Module X Medicine** – Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

**Lesson 10-1 Medical Overview** Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. The student will be able to:

**Cognitive Learning Objectives**

- 10-1.1 Describe the evaluation of the “nature of illness”.
- 10-1.2 Discuss the importance of an evaluation of a patient with a medical emergency.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

No psychomotor skills identified

**Lesson 10-2 Neurology** Apply knowledge to provide care for patients with a neurological emergency–The students will be able to:

**Cognitive Learning Objectives**

- 10-2.1 Discuss & review the anatomy, physiology & pathophysiology of the brain & spinal cord.
- 10-2.2 Discuss & identify the causes of ischemic strokes, hemorrhagic strokes & transient ischemic attacks and their similarities & differences.
- 10-2.3 Discuss how to use the stroke assessment tool accepted by the State of Florida to identify a stroke patient rapidly.
- 10-2.4 Define and differentiate generalize seizure, partial seizure & status epilepticus and list their possible causes.
- 10-2.5 Describe the assessment & medical care of the infant, child, adult and geriatric patient with neurological emergencies.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

- 10-2.1 Demonstrate how to use the stroke assessment tool accepted by the State of Florida to identify a stroke patient rapidly.
- 10-2.2 Demonstrate how to use the stroke assessment tool accepted by the State of Florida to identify a stroke patient rapidly.
- 10-2.3 Demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with neurological emergencies.

**Lesson 10-3 Abdominal and Gastrointestinal Disorder** Apply knowledge to provide care for patients with an Abdominal/Gastrointestinal emergency–The students will be able to:

**Cognitive Learning Objectives**

- 10-3.1 Discuss and review the basic anatomy physiology & pathophysiology of the gastrointestinal, genital & urinary systems.
- 10-3.2 Define the term, “ acute abdomen.”
- 10-3.3 Identify the signs & symptoms, and common causes of an acute abdomen.

10-3.4 Describe & demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with gastrointestinal emergencies.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

10-3.1 Demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with gastrointestinal emergencies.

**Lesson 10-4 Immunology** Apply knowledge to provide care for patients with an Immunologic emergency–The students will be able to:

**Cognitive Learning Objectives**

10-4.1 Understand and define the terms allergic reaction and anaphylaxis

10-4.2 Describe the emergency medical care of the infant, child, adult and geriatric patient experiencing an allergic reaction.

10-4.3 State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

10-4.1 Demonstrate the emergency medical care of the infant, child, adult and geriatric patient experiencing an allergic reaction.

10-4.2 Demonstrate the use of epinephrine auto-injector.

**Lesson 10-5 Infectious Disease** Apply knowledge to provide care for a patient experiencing an infectious disease–The students will be able to:

**Cognitive Learning Objectives**

10-5.1 List the causes of infectious diseases.

10-5.2 Describe & demonstrate the emergency medical care of the infant, child, adult and geriatric patient experiencing an infectious disease.

10-5.3 Discuss mandatory notification to State or Federal agencies of various diseases.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

10-5.1 Demonstrate the emergency medical care of the infant, child, adult and geriatric patient experiencing an infectious disease.

**Lesson 10-6 Endocrine Disorders** Apply knowledge to provide care for a patient with an endocrine disorder—The students will be able to:

**Cognitive Learning Objectives**

- 10-6.1 Review the anatomy, physiology & pathophysiology of the endocrine system and its main function in the body.
- 10-6.2 Define diabetes (type I & II), Hypoglycemia, Hyperglycemia & Diabetic Ketoacidosis.
- 10-6.3 Identify & demonstrate the steps in the emergency medical care of the patient taking diabetic medicine with an altered mental status and a history of diabetes.
- 10-6.4 State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose.
- 10-6.5 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a diabetic emergency.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

- 10-6.1 Demonstrate the steps in the emergency medical care of the patient taking diabetic medicine with an altered mental status and a history of diabetes.
- 10-6.2 Demonstrate the steps of using a glucometer device and administering oral glucose.

**Lesson 10-7 Psychiatric** Apply knowledge to provide care for a patient with a psychiatric emergency—The students will be able to:

**Cognitive Learning Objectives**

- 10-7.1 Define behavior, psychiatric disorders & behavioral emergencies.
- 10-7.2 Discuss the general factors that may cause an alteration in a patient's behavior.
- 10-7.3 Discuss the risk factors/signs or symptoms of various psychiatric emergencies.
- 10-7.4 Discuss special medical/legal considerations for managing behavioral emergencies to include Florida statutes:
  - a. Baker Act (FS 394.451)
  - b. Marchman Act (FS 397.601 & FS 397.675)
  - c. Emergency examination & treatment of incapacitated (FS401.445)
- 10-7.5 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a behavioral or psychiatric emergency.

**Affective Objectives**

- 10-7.1 Explain the rationale for learning how to modify your behavior toward the patient with a behavioral emergency.

**Psychomotor Objectives**

- 10-7.1 Demonstrate the assessment and emergency medical care of the patient experiencing a behavioral emergency.
- 10-7.2 Demonstrate various techniques to safely restrain a patient with a behavioral problem.



**Lesson 10-8 Cardiovascular** Apply knowledge to provide care for patients with a cardiovascular emergency—The students will be able to:

**Cognitive Learning Objectives**

- 10-8.1 Review the basic anatomy, physiology and pathophysiology of the cardiovascular system.
- 10-8.2 Describe the anatomy, physiology, pathophysiology and demonstrate the assessment & management of :
  - a. Angina pectoris
  - b. Thromboembolism
  - c. Myocardial infarction
  - d. Hypertensive emergencies
  - e. Aortic aneurysm/dissection
  - f. Heart Failure
- 10-8.3 Discuss the ability to assess and treat a patient with signs and symptoms of cardiac issues, including airway, medication administration, position of comfort and life span considerations.
- 10-8.4 List the indications & contraindications for automated external defibrillation (AED).
- 10-8.5 Explain the impact of age and weight on defibrillation.
- 10-8.6 Discuss the position of comfort for patients with various cardiac emergencies.
- 10-8.7 Explain the rationale for early defibrillation.
- 10-8.8 Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator.
- 10-8.9 Discuss the various types of automated external defibrillators.
- 10-8.10 Differentiate between the fully automated and the semi-automated defibrillator.
- 10-8.11 Understand the importance of maintenance and operators check list for AED's.
- 10-8.12 Explain the role medical direction plays in the use of automated external defibrillation.

**Affective Objectives**

- 10-8.1 Defend the reasons for obtaining initial training in automated external defibrillation and the importance of continuing education.
- 10-8.2 Defend the reason for maintenance of automated external defibrillators.
- 10-8.3 Explain the rationale for administering nitroglycerin to a patient with chest pain or discomfort.

**Psychomotor Objectives**

- 10-8.1 Demonstrate the ability to assess and treat a patient with signs and symptoms of cardiac issues, including airway, medication administration, position of comfort and life span considerations.
- 10-8.2 Demonstrate the application and operation of the automated external defibrillator.
- 10-8.3 Demonstrate the maintenance of an automated external defibrillator.
- 10-8.4 Demonstrate the assessment and documentation of patient response to the automated external defibrillator.
- 10-8.5 Demonstrate the skills necessary to complete the Automated Defibrillator: Operator's Shift Checklist.
- 10-8.6 Perform the steps in facilitating the use of nitroglycerin for chest pain or discomfort.
- 10-8.7 Demonstrate the assessment and documentation of patient response to nitroglycerin.
- 10-8.8 Practice completing a prehospital care report for patients with cardiac emergencies.

**Lesson 10-9 Toxicology** Apply knowledge of toxicology to provide care for a patient with a poisoning or overdose emergency—The students will be able to:

**Cognitive Learning Objectives**

- 10-9.1 Define toxicology, poisoning & overdose.
- 10-9.2 List various ways that poisons enter the body.
- 10-9.3 List signs/symptoms associated with poisoning.
- 10-9.4 Discuss the emergency medical care for the infant, child, adult and geriatric patient with poisoning or overdose.
- 10-9.5 State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects and re-assessment strategies for activated charcoal.

**Affective Objectives**

- 10-9.1 Explain the rationale for administering activated charcoal.
- 10-9.2 Explain the rationale for contacting medical direction early in the prehospital management of the poisoning or overdose patient.

**Psychomotor Objectives**

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

- 10-9.1 Discuss & demonstrate the emergency medical care for the infant, child, adult and geriatric patient with poisoning or overdose.
- 10-9.2 Perform the necessary steps required to provide a patient with activated charcoal.
- 10-9.3 Demonstrate the assessment and documentation of patient response.
- 10-9.4 Demonstrate proper disposal of administration of activated charcoal equipment.
- 10-9.5 Demonstrate completing a prehospital care report for patients with a poisoning/overdose emergency.

**Lesson 10-10 Respiratory** Apply knowledge to provide care for a patient with a respiratory emergency—The students will be able to:

**Cognitive Learning Objectives**

- 10-10.1 List the structure, function and pathophysiology of the respiratory system.
- 10-10.2 List signs of adequate air exchange.
- 10-10.3 State the signs and symptoms of a patient with respiratory distress.
- 10-10.4 Describe the assessment & medical care of the infant, child, adult and geriatric patient with a respiratory emergency.
- 10-10.5 State the generic name, medication forms, dose, administration, action, indications and contraindications for the metered-dose inhaler.
- 10-10.6 Describe the steps in facilitating the use of an inhaler and small volume nebulizer.
- 10-10.7 Differentiate between upper airway obstruction and lower airway disease in the pediatric and geriatric patient.

**Affective Objectives**

- 10-10.1 Defend EMT treatment regimens for various respiratory emergencies.
- 10-10.2 Explain the rationale for administering an inhaler.

**Psychomotor Objectives**

- 10-10.1 Demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with a respiratory emergency.

- 10-10.2 Perform the steps in facilitating the use of a metered dose inhaler.
- 10-10.3 Perform the steps in facilitating the use of a small volume nebulizer.

**Lesson 10-11 Hematology** Apply knowledge of Hematology to provide care for patients with a clotting disorder or are experiencing a sickle cell disease crisis—The students will be able to:

**Cognitive Learning Objectives**

- 10-11.1 List the composition, physiology & pathophysiology of blood.
- 10-11.2 State the signs and symptoms of a patient with a Sickle Cell crisis or a clotting disorder.
- 10-11.3 Describe the emergency medical care of the patient with Sickle cell distress or clotting disorder.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

- 10-11.1 Demonstrate the emergency medical care of the patient with Sickle cell distress or clotting disorder.

**Lesson 10-12 Genitourinary /Renal** Apply knowledge to provide care for a patient with a genitourinary/renal emergency—The students will be able to:

**Cognitive Learning Objectives**

- 10-12.1 List the anatomy, physiology & pathophysiology of the renal system.
- 10-12.2 Understand the principles of kidney dialysis.
- 10-12.3 State the signs and symptoms of a patient with a dialysis emergency.
- 10-12.4 Describe the emergency medical care of the patient with a dialysis emergency.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

- 10-12.1 Demonstrate the emergency medical care of the patient with a dialysis emergency.

**Lesson 10-13 Gynecology** Apply knowledge to provide care for a patient with a gynecologic emergency—The students will be able to:

**Cognitive Learning Objectives**

- 10-13.1 Describe the basic anatomy, physiology and pathophysiology of the female reproductive system.
- 10-13.2 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a female reproductive system emergency.
- 10-13.3 Explain the general management of a gynecologic emergency in relation to patient privacy and communication.
- 10-13.4 Discuss the special consideration and precautions an EMT must observe when arriving at the scene of a suspected case of sexual assault or rape.

**Affective Objectives**

No affective objectives identified

### **Psychomotor Objectives**

10-13.1 Demonstrate the emergency medical care of the patient with a gynecologic emergency.

**Lesson 10-14 Non-Traumatic Musculoskeletal Disorders** Apply knowledge to provide care for a patient with a Non-Traumatic Musculoskeletal emergency–The students will be able to:

### **Cognitive Learning Objectives**

10-14.1 Describe the basic anatomy, physiology and pathophysiology of the skeletal system (i.e. cancer or osteoporosis).

10-14.2 Discuss the emergency medical care of the patient with a non-traumatic musculoskeletal emergency.

### **Affective Objectives**

No affective objectives identified

### **Psychomotor Objectives**

10-14.1 Demonstrate the emergency medical care of the patient with a non-traumatic musculoskeletal emergency.

**Lesson 10-15 Diseases of the Eyes, ears, Nose, and Throat** Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. The student will be able to :

### **Cognitive Learning Objectives**

10-15.1 Describe the basic anatomy of the eye, ears, nose and throat.

10-15.2 Discuss the emergency medical care of the patient with an injury or abnormal condition of the eyes, ears, nose and throat.

### **Affective Objectives**

No affective objectives identified

### **Psychomotor Objectives**

10-15.1 Demonstrate the assessment and treatment of injuries or abnormal conditions affecting the eyes, ears, nose and throat.

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**Module XI Shock and Resuscitation** – Applies a fundamental knowledge of the causes, pathophysiology, and management of shock, respiratory failure or arrest, cardiac failure or arrest, and post resuscitation management.

**Lesson 11-1 Shock and Resuscitation** Applies a fundamental knowledge of the causes, pathophysiology, and management of shock, respiratory failure or arrest, cardiac failure or arrest, and post resuscitation management. The student will be able to:

### **Cognitive Learning Objectives**

11-1.1 Discuss withholding resuscitation if irreversible death is obvious or if a “Do Not Resuscitate” (DNR) is present.

- 11-1.2 Review the anatomy & physiology of the respiratory & cardiovascular systems
- 11-1.3 Discuss, identify pathophysiologies & medical care for respiratory failure as well as respiratory and cardiac arrest.
- 11-1.4 Explain the system components of CPR, the four links in the AHA chain of survival & how each one relates to maximizing the survival of the patient.
- 11-1.5 Show Provider (AHA guidelines) certification required prior to EMT program competition as per FS 401.27.
- 11-1.6 Understand shock, including the pathophysiology, causes, and its signs and symptoms associated with the various types of shock.
- 11-1.7 Discuss patient assessment and steps to the emergency care of the patient with signs & symptoms of shock.
- 11-1.8 Discuss and distinguish the variations & causes between the emergency medical care of the infant, child, adult and geriatric patient experiencing shock.

### **Affective Objectives**

No affective objectives identified

### **Psychomotor Objectives**

- 11-1.1 Demonstrate a patient assessment and steps to the emergency care of the patient with signs & symptoms of shock.

**Module XII Trauma** – Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.

**Lesson 12-1 Trauma Overview** Describe an overview of the identification, categorization, pathophysiology and assessment of a trauma patient. – The students will be able to:

### **Cognitive Learning Objectives**

- 12-1.1 Discuss and define pathophysiology of the trauma patient
- 12-1.2 Discuss the assessment and management of the trauma patient.
- 12-1.3 Discuss and describe significant & non-significant Mechanism of Injury (MOI) & provide examples of each.
- 12-1.4 Discuss and describe State of Florida’s trauma scorecard methodologies as required in FS 401.2701 & 64J-2.004 & 2.005.
- 12-1.5 Discuss the National Trauma Triage Protocol of injured Patients (<http://cdc.gov/fieldtriage/> )
- 12-1.6 Describe and provide a general overview of multisystem trauma patient management.
- 12-1.7 Discuss the golden principle of out-of-hospital trauma care
- 12-1.8 Explain the relationship between mechanism of injury and potential energy, kinetic energy and work.
- 12-1.9 Define the term blunt & penetrating trauma and provide examples of the mechanism of injury (MOI) that would cause each to occur and include:
  - a. Affects of high, medium & low velocity penetrating trauma
  - b. Primary, secondary, tertiary and miscellaneous blast injuries

- c. Factors to consider of a patient injured in a fall
- d. Consider age (pediatric & geriatrics)

### **Affective Objectives**

No affective objectives identified

### **Psychomotor Objectives**

No psychomotor objectives identified

**Lesson 12-2 Bleeding** Demonstrate an understanding and the skills required for the management of a patient with traumatic bleeding. – The students will be able to:

### **Cognitive Learning Objectives**

12-2.1 Review the anatomy & physiology of the circulatory system

12-2.2 Differentiate between:

- a. Internal and external bleeding.
- b. Arterial, venous and capillary bleeding.

12-2.5 Explain and demonstrate emergency medical care of the patient with external & internal bleeding.

12-2.6 List signs and symptoms of shock (hypo-perfusion).

### **Affective Objectives**

12-2.1 Explain the sense of urgency to transport patients that are bleeding and show signs of shock (hypoperfusion).

### **Psychomotor Objectives**

12-2.1 Demonstrate direct pressure as a method of emergency medical care of external bleeding.

12-2.2 Demonstrate the use of diffuse pressure as a method of emergency medical care of external bleeding.

12-2.3 Demonstrate the use of pressure points and tourniquets as a method of emergency medical care of external bleeding.

12-2.4 Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding.

12-2.5 Demonstrate the care of the patient exhibiting signs and symptoms of shock (hypoperfusion).

12-2.6 Demonstrate completing a prehospital care report for patient with bleeding and/or shock (hypoperfusion).

**Lesson 12-3 Chest Trauma** Demonstrate an understanding and the skills required for the management of a patient with a chest trauma. – The students will be able to:

### **Cognitive Learning Objectives**

12-3.1 Discuss MOI for chest injury (blunt & penetrating, energy & injury).

12-3.2 List the anatomy, physiology & pathophysiology of the thoracic/chest cavity & respiratory system.

12-3.3 Differentiate between a pneumothorax (open, simple & tension) & hemothorax.

12-3.4 Describe the assessment & management of a patient with a suspected chest (open and closed) injury.

### **Affective Objectives**

No affective objectives identified

### **Psychomotor Objectives**

- 12-3.1 Demonstrate the assessment & management of a patient with a suspected chest (open and closed) injury.

**Lesson 12-4 Abdominal and Genitourinary Trauma** Demonstrate an understanding and the skills required for the management of a patient with an abdominal/genitourinary trauma. – The students will be able to:

### **Cognitive Learning Objectives**

- 12-4.1 Discuss MOI for abdominal injury (blunt & penetrating, energy & injury).
- 12-4.2 List the anatomy, physiology & pathophysiology of the abdominal cavity & genitourinary (both male & female) system.
- 12-4.3 Describe the abdominal quadrants
- 12-4.4 Describe the differences between hollow & solid organs.
- 12-4.5 Describe and demonstrate the assessment & management of a patient with a suspected abdominal (penetrating or blunt) or genitourinary injury.
- 12-4.6 Explain special consideration related to a patient who has experienced an injury by sexual assault/abuse.

### **Affective Objectives**

No affective objectives identified

### **Psychomotor Objectives**

- 12-4.1 Describe and demonstrate the assessment & management of a patient with a suspected abdominal (penetrating or blunt) or genitourinary injury.

**Lesson 12-5 Orthopedic Trauma** Demonstrate an understanding and the skills required for the management of a patient with an orthopedic trauma. – The students will be able to:

### **Cognitive Learning Objectives**

- 12-5.1 Discuss MOI for orthopedic injury (blunt & penetrating, energy & injury).
- 12-5.2 Review the anatomy, physiology & pathophysiology of the musculoskeletal system.
- 12-5.3 Describe the different types of musculoskeletal injuries including fractures, amputations, sprains, & strains.
- 12-5.4 Differentiate between an open and a closed painful, swollen, deformed extremity.
- 12-5.5 Describe the assessment & management of a patient with a suspected orthopedic injury.

### **Affective Objectives**

- 12-5.1 Explain the rationale for splinting at the scene versus load and go.
- 12-5.2 Explain the rationale for immobilization of the painful, swollen, deformed extremity.

### **Psychomotor Objectives**

- 12-5.1 Demonstrate the emergency medical care of a patient with a painful, swollen, deformed extremity.
- 12-5.2 Demonstrate completing a prehospital care report for patients with orthopedic injuries.

**Lesson 12-6 Soft Tissue Trauma** Demonstrate an understanding and the skills required for the management of a patient with a soft tissue trauma. – The students will be able to:

**Cognitive Learning Objectives**

- 12-6.1 Discuss & list the anatomy and physiology, to include the layers, of the skin.
- 12-6.2 Discuss and list the types of open & closed soft tissue injury.
- 12-6.3 Define and list characteristics of superficial, partial-thickness and full-thickness burns.
- 12-6.4 Explain how the seriousness of a burn is related to its depth and extent (percent of body surface area (BSA) involved or rule of 9s) for adult & pediatric patient.
- 12-6.5 Describe the assessment & management of a patient with a soft tissue injury.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives This needs work**

- 12-6.1 Demonstrate the steps in the emergency medical care of closed soft tissue injuries.
- 12-6.2 Demonstrate the steps in the emergency medical care of open soft tissue injuries.
- 12-6.3 Demonstrate the steps in the emergency medical care of a patient with an open chest wound.
- 12-6.4 Demonstrate the steps in the emergency medical care of a patient with open abdominal wounds.
- 12-6.5 Demonstrate the steps in the emergency medical care of a patient with an impaled object.
- 12-6.6 Demonstrate the steps in the emergency medical care of a patient with an amputation.
- 12-6.7 Demonstrate the steps in the emergency medical care of an amputated part.
- 12-6.8 Demonstrate the steps in the emergency medical care of a patient with superficial burns.
- 12-6.9 Demonstrate the steps in the emergency medical care of a patient with partial thickness burns.
- 12-6.10 Demonstrate the steps in the emergency medical care of a patient with full thickness burns.
- 12-6.11 Demonstrate the steps in the emergency medical care of a patient with a chemical burn.

**Lesson 12-7 Head, Facial, Neck, and (non) Spine Trauma** Demonstrate an understanding and the skills required for the management of a patient with a head, facial, or neck (non-spinal) trauma. – The students will be able to:

**Cognitive Learning Objectives**

- 12-7.1 List the anatomy, physiology & pathophysiology of the head, face, & neck.
- 12-7.2 Discuss MOI for head, face, & neck (non-spinal) (blunt & penetrating, energy & injury).
- 12-7.3 Describe the assessment & management of a patient with an injury to the head, face & neck (non-spinal).

**Affective Objectives**

No affective objectives identified



### **Psychomotor Objectives**

- 12-7.1 Demonstrate treatment of an open and closed head injury
- 12-7.2 Demonstrate treatment of a facial injury
- 12-7.3 Demonstrate then treatment of an impaled object eye injury
- 12-7.4 Demonstrate treatment of a non-spinal open wound neck injury

**Lesson 12-8 Nervous System Trauma** Demonstrate an understanding and the skills required for the management of a patient with a nervous system trauma. – The students will be able to:

### **Cognitive Learning Objectives**

- 12-8.1 Review the anatomy, physiology & pathophysiology of the nervous system.
- 12-8.2 Explain functions of the somatic & autonomic nervous system
- 12-8.3 Discuss MOI for head (brain) & spinal (blunt & penetrating, energy & injury).
- 12-8.4 Discuss the different types of brain injuries and their corresponding signs and symptoms, including increased intracranial pressure (ICP), concussion, contusion & injuries caused my medical conditions.
- 12-8.5 Describe the assessment & management of a patient with a head (brain) and spinal injury.

### **Affective Objectives**

- 12-8.1 Explain the rationale for immobilization of the entire spine when a cervical spine injury is suspected.
- 12-8.2 Explain the rationale for utilizing immobilization methods apart from the straps on the cots.
- 12-8.3 Explain the rationale for utilizing a short spine immobilization device when moving a patient from the sitting to the supine position.
- 12-8.4 Explain the rationale for utilizing rapid extrication approaches only when they indeed will make the difference between life and death.
- 12-8.5 Defend the reasons for leaving a helmet in place for transport of a patient.
- 12-8.6 Defend the reasons for removal of a helmet prior to transport of a patient.

### **Psychomotor Objectives**

- 12-8.1 Demonstrate the assessment & management of a patient with a head (brain) and spinal injury.
- 12-8.2 Demonstrate opening the airway in a patient with suspected spinal cord injury.
- 12-8.3 Demonstrate evaluating a responsive patient with a suspected spinal cord injury.
- 12-8.4 Demonstrate stabilization of the cervical spine.
- 12-8.5 Demonstrate the four person log roll for a patient with a suspected spinal cord injury.
- 12-8.6 Demonstrate how to log roll a patient with a suspected spinal cord injury using two people.
- 12-8.7 Demonstrate securing a patient to a long spine board.
- 12-8.8 Demonstrate using the short board immobilization technique.
- 12-8.9 Demonstrate spinal immobilization for the standing pateint
- 12-8.10 Demonstrate procedure for rapid extrication.
- 12-8.11 Demonstrate preferred methods for stabilization of a helmet.
- 12-8.12 Demonstrate helmet removal techniques.
- 12-8.13 Demonstrate alternative methods for stabilization of a helmet.
- 12-8.14 Demonstrate completing a prehospital care report for patients with head and spinal injuries.

**Lesson 12-9 Special Considerations in Trauma** Demonstrate an understanding of the special considerations for the management of a patient with special considerations such as: pregnancy, pediatrics, geriatrics, cognitively impaired. The student will be able to:

### **Cognitive Learning Objectives**

- 12-9.1 Discuss anatomy, physiology & pathophysiology of the pregnant trauma patient.
- 12-9.2 Discuss MOI and fetal considerations for the pregnant trauma patient.
- 12-9.3 Discuss unique injuries and conditions along with assessment & management for the pregnant patient involved in trauma.
- 12-9.4 Discuss anatomy, physiology & pathophysiology of the pediatric trauma patient.
- 12-9.5 Discuss unique assessment & management considerations for the pediatric trauma patient.
- 12-9.6 Discuss anatomy, physiology & pathophysiology of the elderly trauma patient.
- 12-9.7 Discuss unique assessment & management considerations for the elderly trauma patient.
- 12-9.8 Discuss anatomy, physiology & pathophysiology of the cognitively impaired trauma patient.
- 12-9.9 Discuss unique assessment & management considerations for the cognitively impaired trauma patient.

### **Affective Objectives**

No affective objectives identified

### **Psychomotor Objectives**

- 12-9.1 Demonstrate unique injuries and conditions along with assessment & management for the pregnant patient involved in trauma.
- 12-9.2 Demonstrate unique assessment & management considerations for the pediatric trauma patient.
- 12-9.4 Demonstrate unique assessment & management considerations for the elderly trauma patient.
- 12-9.6 Demonstrate unique assessment & management considerations for the cognitively impaired trauma patient.

**Lesson 12-10 Environmental Emergencies** Discuss and demonstrate how to assess and manage environmental trauma emergencies. – The students will be able to:

### **Cognitive Learning Objectives**

- 12-10.1 Define drowning and discuss its incidence, risk factors & prevention.
- 12-10.2 List pathophysiologies of water related incidents
- 12-10.3 Describe submersion in salt and fresh water
- 12-10.4 Discuss & demonstrate assessment & management considerations for a patient of a submersion incident.
- 12-10.5 Describe the different types of diving emergencies and how they may occur.
- 12-10.6 List pathophysiologies of dysbarism incidents to include high altitudes and diving incidents.
- 12-10.7 Discuss assessment & management considerations for a patient of a dysbarism incident.
- 12-10.8 Discuss assessment & management considerations for a patient of a lightning incident
- 12-10.9 Explain the five ways a body can lose heat
- 12-10.10 List pathophysiologies of temperature related incidents to include both cold and heat related illness.
- 12-10.11 Discuss assessment & management considerations for a patient of a temperature related illness
- 12-10.12 Identify the species of insects, spiders & snakes in the US that may cause life threatening injuries.
- 12-10.13 Discuss assessment & management considerations for a patient of a bite or envenomation incident.

### **Affective Objectives**

No affective objectives identified

### **Psychomotor Objectives**

- 12-10.1 Demonstrate the assessment and emergency medical care of a patient with exposure to cold.
- 12-10.2 Demonstrate the assessment and emergency medical care of a patient with exposure to heat.
- 12-10.3 Demonstrate the assessment and emergency medical care of a near drowning patient.
- 12-10.4 Demonstrate completing a prehospital care report for patients with environmental emergencies.

**Lesson 12-11 Multi-Systems Trauma** Describe the components and procedures of a multi-system trauma. – The students will be able to:

### **Cognitive Learning Objectives**

- 12-11.1 Describe and provide a general overview of multisystem trauma patient management.
- 12-11.2 Discuss the golden principle of out-of-hospital trauma care
- 12-11.3 Discuss & demonstrate assessment & management considerations for a patient of multi system injuries.

### **Affective Objectives**

No affective objectives identified

### **Psychomotor Objectives**

- 12-11.1 Demonstrate assessment & management considerations for a patient of multi system injuries

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**Module XIII Special Patient Populations** – Applies a fundamental knowledge of growth, development, aging and assessment findings to provide basic emergency care and transportation for a patient with special needs.

**Lesson 13-1 Obstetrics** Apply knowledge of growth development, aging and assessment to the obstetric and neonatal populations. – The students will be able to:

### **Cognitive Learning Objectives**

- 13-1.1 Review the anatomy, physiology & pathophysiology of the female reproductive system.
- 13-1.2 Explain the normal changes that occur during pregnancy.
- 13-1.3 Differentiate between the stages of labor and delivery.
- 13-1.4 Discuss assessment & management considerations of a pregnancy
- 13-1.5 Discuss assessment & management considerations of complications of pregnancy.

### **Affective Objectives**

- 13-1.1 Explain the rationale for understanding the implications of treating two patients (mother and baby).

### **Psychomotor Objectives**

- 13-1.1 Demonstrate the steps to assist in the normal cephalic delivery.
- 13-1.2 Demonstrate necessary care procedures of the fetus as the head appears.

- 13-1.3 Demonstrate infant neonatal procedures.
- 13-1.4 Demonstrate post delivery care of infant.
- 13-1.5 Demonstrate how and when to cut the umbilical cord.
- 13-1.6 Attend to the steps in the delivery of the placenta.
- 13-1.7 Demonstrate the post-delivery care of the mother.
- 13-1.8 Demonstrate the procedures for the following abnormal deliveries: vaginal bleeding, breech birth, prolapsed cord, limb presentation.
- 13-1.9 Demonstrate the steps in the emergency medical care of the mother with excessive bleeding.
- 13-1.10 Demonstrate completing a prehospital care report for patients with obstetrical/gynecological emergencies.

## **Lesson 13-2 Neonatal Care**

### **Cognitive Learning Objectives**

- 13-2.1 Discuss assessment & management considerations of a neonate

### **Affective Objectives**

No affective objectives identified

### **Psychomotor Objectives**

- 13-2.1 Demonstrate assessment & management considerations of a neonate

**Lesson 13-3 Pediatrics** Apply knowledge of growth development, aging and assessment to the pediatric population. – The students will be able to:

### **Cognitive Learning Objectives**

- 13-3.1 List the anatomy, physiology & pathophysiology of the pediatric patient.
- 13-3.2 Describe the differences in anatomy when compared to the adult patient to
- 13-3.3 Discuss assessment & management considerations of a pediatric emergency.
- 13-3.4 The most common causes of the following conditions in the pediatric patient.
  - 13-3.4.a Shock
  - 13-3.4.b Altered mental status and seizures
  - 13-3.4.c Gastrointestinal emergencies
  - 13-3.4.d Poisonings
  - 13-3.4.e Drowning
  - 13-3.4.f Trauma
- 13-3.5 Discuss & demonstrate assessment & management considerations for Sudden Infant Death Syndrome (SIDS).

### **Affective Objectives**

- 13-3.1 Explain the rationale for having knowledge and skills appropriate for dealing with the infant and child patient.
- 13-3.2 Attend to the feelings of the family when dealing with an ill or injured infant or child.
- 13-3.3 Understand the provider's own response (emotional) to caring for infants or children.

### **Psychomotor Objectives**

- 13-3.1 Demonstrate the techniques of foreign body airway obstruction removal in the infant.
- 13-3.2 Demonstrate the techniques of foreign body airway obstruction removal in the child.
- 13-3.3 Demonstrate the assessment of the infant and child.
- 13-3.4 Demonstrate bag-valve-mask artificial ventilations for the infant.
- 13-3.5 Demonstrate bag-valve-mask artificial ventilations for the child.
- 13-3.6 Demonstrate oxygen delivery for the infant and child.
- 13-3.7 Demonstrate assessment & management considerations of a pediatric emergency.
- 13-3.8 Demonstrate assessment & management considerations for Sudden Infant Death Syndrome (SIDS).

**Lesson 13-4 Geriatrics** Apply knowledge of growth development, aging and assessment to the geriatric population. – The students will be able to:

### **Cognitive Learning Objectives**

- 13-4.1 Define and discuss the term “geriatrics.”
- 13-4.2 List the anatomy, physiology & pathophysiology of the Geriatric patient.
- 13-4.3 Discuss assessment & management considerations of a geriatric emergency.

### **Affective Objectives**

No affective objectives identified

### **Psychomotor Objectives**

- 13-4.1 Demonstrate assessment & management considerations of a geriatric emergency.

**Lesson 13-5 Patients with Special Challenges** Apply knowledge of growth development, aging and assessment to patients with special challenges. – The students will be able to:

### **Cognitive Learning Objectives**

- 13-5.1 Define and discuss child and elder abuse and neglect and possible indicators of each.
- 13-5.2 Discuss assessment & management considerations of a patient with special needs to include child and elder abuse and neglect, homelessness/poverty, etc.

### **Affective Objectives**

- 13-5.1 Explain the rationale for understanding the unique considerations in dealing with patients with Special Challenges

### **Psychomotor Objectives**

- 13-5.1 Demonstrate assessment and management of a patient with special challenges.

**Module XIV EMS Operations** – Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

**Lesson 14-1 Principles of Safely Operating a Ground Ambulance** Discuss and demonstrate the principles of safely operating a ground ambulance. – The students will be able to:

**Cognitive Learning Objectives**

- 14-1.1 Discuss the importance of performing regular vehicle & equipment inspection.
- 14-1.2 Describe the general provisions of Florida laws relating to the operation of the ambulance and privileges.
- 14-1.3 Discuss "Due Regard for Safety of All Others" while operating an emergency vehicle.
- 14-1.4 Provide examples of some high risk situations and hazards that may affect the safety of the ambulance and its passengers during both pre-transport & transport.

**Affective Objectives**

- 14-1.1 Explain the rationale for appropriate report of patient information.
- 14-1.2 Explain the rationale for having the unit prepared to respond.

**Psychomotor Objectives**

No affective objectives identified

**Lesson 14-2 Incident Management**

**Lesson 14-3 Multiple Casualty Incidents** Discuss an overview of EMS operations during a multiples casualty incident. – The students will be able to:

**Cognitive Learning Objectives**

- 14-3.1 Describe the specific condition that would define a mass-casualty incident (MCI) and give examples.
- 14-3.2 Describe primary and secondary triage, how the four triage categories are assigned and how destination decisions are made.
- 14-3.3 Describe how the techniques of triage are performed.
- 14-3.4 Demonstrate how to perform a triage based scenario that involves an MCI.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

- 14-3.1 Demonstrate how to perform a triage based scenario that involves an MCI.

**Lesson 14-4 Air Medical** Demonstrate knowledge and procedures involved in safely operating in and around an air medical operations landing zone. – The students will be able to:

**Cognitive Learning Objectives**

- 14-4.1 Discuss safe air medical operations
- 14-4.2 Describe key scene safety considerations when preparing for a helicopter medevac, including establishing a landing zone and approaching the aircraft.
- 14-4.3 Discuss the criteria for utilizing an air medical response

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

No affective objectives identified

**Lesson 14-5 Vehicle Extrication** Discuss correct procedures of extrication to ensure EMS personnel and patient safety during extrication operations.– The students will be able to:

**Cognitive Learning Objectives**

14-5.1 Describe the role of the EMT in patient rescue & vehicle extrication

14-5.2 Describe personal and patient safety during vehicle extrication.

14-5.3 Discuss the factors related to ensuring situational safety at the site of a vehicle extrication

14-5.4 Explain the difference between simple access and complex access in vehicle extrication

14-5.5 Discuss patient care consideration related to assisting with rapid extrication, providing emergency care to the trapped patient and removing and transferring a patient.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

No affective objectives identified

**Lesson 14-6 Hazardous Materials Awareness** Discuss correct procedures of extrication to ensure EMS personnel and patient safety during extrication operations. – The students will be able to:

**Cognitive Learning Objectives**

Describe the role of the EMT in patient rescue & vehicle extrication

14-6.1 Describe personal and patient safety during vehicle extrication.

14-6.2 Discuss the factors related to ensuring situational safety at the site of a vehicle extrication

14-6.3 Explain the difference between simple access and complex access in vehicle extrication

14-6.4 Discuss patient care consideration related to assisting with rapid extrication, providing emergency care to the trapped patient and removing and transferring a patient.

**Affective Objectives**

No affective objectives identified

**Psychomotor Objectives**

No psychomotor objectives identified

**Lesson 14-7 Mass Casualty Incidents Due to Terrorism and Disaster** Discuss the risks and responsibilities of operating during a terrorism event or during a natural or man-made disaster. – The students will be able to:

**Cognitive Learning Objectives**

- 14-7.1 Describe the role of the EMT on the scene of a natural or man-made disaster
- 14-7.2 Define the term international terrorism & domestic terrorism and provide examples of incidents of each.
- 14-7.3 Describe personal & patient safety during a natural or man-made disaster.
- 14-7.4 Describe the factors related to ensuring situational safety at the site of a disaster and the procedures required.

**Affective Objectives**

No affective objectives identified.

**Psychomotor Objectives**

- 14-7.1 Given a scenario of a mass casualty incident due to terrorism and disaster, perform triage.