

Course Outline

Public Services

REVISED: July/2021

Job Title

First Responder

Career Pathway:

Emergency Response

Industry Sector:

Public Services

O*NET-SOC CODE:

29-2041.00

CBEDS Title:

First Responders Basic

CBEDS No.:

5809

76-35-70

**First Responder/EMR
(Emergency Medical Responder)**

Credits: 5

Hours: 90

Course Description:

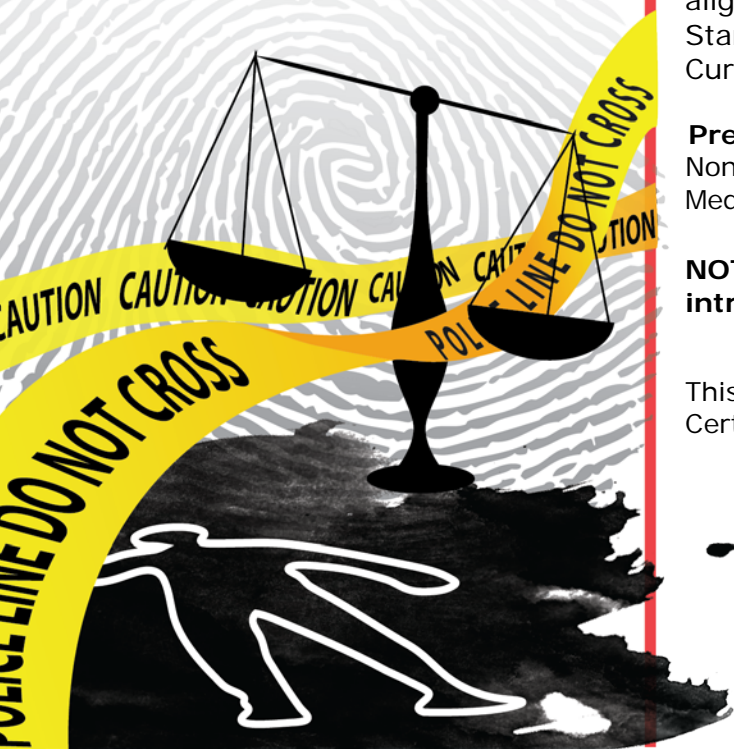
This competency-based course is designed to prepare students for emergency medical services (EMS) occupations. Technical instruction includes: an orientation and workplace safety policies and procedures, evaluation, and employability skills. Emphasis is placed on: introduction to the EMS systems; legal and ethical issues; wellbeing of the first responder; the human body; medical terminology; lifting, moving, and positioning patients; airway management; assessment of the patient; cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED); medical emergencies; bleeding, shock, and soft-tissue injuries; muscle and bone injuries; infants and children; gaining access and hazards on scene; multiple-casualty incidents, triage, and the incident management system; pharmacology; swimming and diving incidents; response to terrorism and weapons of mass destruction; and first responder skills. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

None. However, suggest/recommend completion of MOA/1: Medical Terminology (76-15-50) course.

NOTE: For Perkins purposes this course has been designated as an **introductory** course.

This course cannot be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-19

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
<p>INSTRUCTIONAL STRATEGIES</p> <p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	pp. 21
<p>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</p> <p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	Cover pp. 7-19
<p>EVALUATION PROCEDURES</p> <p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	pp. 21-22
<p>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</p> <p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	Cover

ACKNOWLEDGMENTS

Thanks to JOSHUA EFFLE-HOY and JONATHAN SCHAEFFER for developing and editing this course outline. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ
Specialist
Career Technical Education

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Public Services Industry Sector

Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Public Services sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Public Services sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Public Services sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA and SkillsUSA career technical student organizations.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Public Services sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Public Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the Cal-HOSA and SkillsUSA career technical student organizations.

Public Services Pathway Standards

B. Emergency Response Pathway

The Emergency Response pathway encompasses standards for designing student coursework in preparation for a number of careers in this field. The standards provide the foundation for further professional education and training at a postsecondary level, leading to certification and employment. By mastering these standards, students gain critical knowledge and skills through classroom and job-site experiences, simulations, and other learning modalities. Careers in this pathway include those in fire services, emergency medical services, wildland services, and emergency management.

Sample occupations associated with this pathway:

- ◆ Firefighter I, Firefighter II, Wildland Firefighter
- ◆ Emergency Medical Technician (EMT)
- ◆ Fire Prevention Technician
- ◆ Emergency Response Dispatcher
- ◆ Fire Management Officer

- B1.0 Analyze the characteristics of different career fields within the Emergency Response pathway to develop a perspective on the nature of the work, entry-level requirements, career options, and expectations.
- B2.0 Understand the processes by which emergency management organizations and emergency managers exert command and control over an emergency response and recovery operation.
- B3.0 Demonstrate necessary leadership qualities, team concepts, and personal integrity for emergency response personnel.
- B4.0 Execute safety procedures and protocols associated with local, state, and federal regulations in order to effectively and safely conduct duties within fire and emergency services.
- B5.0 Develop the level of nutrition, fitness, strength, agility, and psychological health and well-being required for safely working in emergency response career fields.
- B6.0 Understand the roles of federal, state, and local agencies in catastrophic event planning, preparation, response, and recovery.
- B7.0 Research and define what is considered to be hazardous materials incidents and threats.
- B8.0 Understand the fundamental mission of fire services occupations and the responsibility to preserve life and property, promote public safety, and reduce fire deaths.
- B9.0 Demonstrate the immediate basic life support and interim medical care for a sick, injured, or compromised person until advanced medical care is provided or transport is initiated.
- B10.0 Analyze and describe the functions and responsibilities of federal, state, and local wildland services.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the First Responder/EMR (Emergency Medical Responder) Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Describe the scope and purpose of the course. 2. Describe the roles and responsibilities of the first responder. 3. Define: <ol style="list-style-type: none"> a. emergency response system b. first responder c. dispatcher d. Public Safety Access Point (PSAP) e. Emergency Medical Responder (EMR) f. Emergency Medical Technician (EMT) g. Paramedic (EMT-P) h. nurse i. physician 4. Describe the overall course content as a part of the Linked Learning Initiative. 5. Describe classroom policies, procedures, and safety issues. 6. List the different occupations in the Health Science and Medical Technology Industry Sector that have an impact on first responders. 7. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations as first responders. 8. Explain the purpose of the National Highway Traffic Safety Administration (NHTSA) and California Occupational Safety and Health Administration (Cal/OSHA) governing first responders. 9. Evaluate the impact of Environmental Protection Agency (EPA) legislation on the Health Science and Medical Technology Industry Sector practices. 10. Pass the safety test with 100% accuracy. 	<p>Career Ready Practice: 1, 3</p> <p>CTE Anchor: Career Planning and Management: 3.4, 3.5 Health and Safety: 6.2, 6.7 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B1.1, B1.2, B1.4, B1.5, B4.2, B4.3, B9.3</p>
<p>B. INTRODUCTION TO EMS SYSTEMS</p> <p>Understand and evaluate the responsibilities of a first responder and the components of the EMS activation.</p>	<ol style="list-style-type: none"> 1. Define emergency medical services (EMS). 2. Identify the components of the EMS System. 3. Identify the steps necessary to activate the EMS system. 4. Describe the in-hospital care system and medical oversight. 5. State roles and responsibilities of the first responder. 6. Describe traits and skills required for a first responder. 7. Identify the use, care, and maintenance of equipment, tools, and supplies used by the first responders. 	<p>Career Ready Practice: 1, 3, 5</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1, 10.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		Demonstration and Application: 11.1 CTE Pathway: B1.1, B1.2, B1.4, B2.1, B2.2, B2.3, B2.4, B9.3
C. LEGAL AND ETHICAL ISSUES Understand and evaluate the legal and ethical issues directly related to the first responder's duties.	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. abandonment b. advance directives c. consent directives d. crime scene e. duty to act f. expressed consent g. factors in crime scenes h. implied consent i. medical identification devices j. negligence k. organ donor l. privacy/confidentiality m. refusal of care n. scope of practice o. security p. standard of care q. Good Samaritan law r. underage minor s. emancipated minor 2. State the scope of practice and standard of care for a first responder. 3. Describe the Health Insurance Portability and Accountability Act (HIPAA) and its importance in terms of the following: <ol style="list-style-type: none"> a. security b. privacy/confidentiality c. duty to act d. factors in crime scenes 4. State the ethical responsibilities of a first responder. 5. Describe the implications of: <ol style="list-style-type: none"> a. negligence b. abandonment c. refusal of care 6. Explain the importance of: <ol style="list-style-type: none"> a. competence b. refusal of care c. expressed consent d. implied consent 	Career Ready Practice: 1 CTE Anchor: Technical Knowledge and Skills: 10.1 CTE Pathway: B1.1, B3.6, B9.3, B9.4, B9.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)	<ol style="list-style-type: none"> 7. Describe the different components and implications of: <ol style="list-style-type: none"> a. advance directives b. consent documents c. Good Samaritan laws d. emancipated minors 8. Describe special situations such as: <ol style="list-style-type: none"> a. organ donor b. medical identification devices c. crime scene 	
<p>D. WELL-BEING OF THE FIRST RESPONDER</p> <p>Understand and evaluate the personal, emotional, and physical safety requirements for a first responder.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Define: <ol style="list-style-type: none"> a. airborne pathogen b. bloodborne pathogen c. body substance isolation (BSI) d. personal protective equipment (PPE) e. safety system f. stress g. stress management h. critical incident stress debriefing i. cumulative stress reaction j. Post-Traumatic Stress Disorder (PTSD) 2. State precautions to be taken prior to performing roles of a first responder. 3. Describe the emotional and mental aspects of emergency medical care. 4. Describe the stages of death and dying. 5. Demonstrate the following: <ol style="list-style-type: none"> a. signs and symptoms of stress b. stress management techniques c. scene safety and protection d. body substance isolation (BSI) e. personal protective equipment (PPE) f. safety systems 6. Explain the dangers of bloodborne and airborne pathogens. 7. Describe employee responsibilities for maintaining her/his well-being. 8. Discuss mental health treatment resources available to first responders. 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B5.1, B5.4, B5.5, B9.3</p>
<p>E. THE HUMAN BODY</p> <p>Understand and evaluate the basic structure and function of the human body.</p>	<ol style="list-style-type: none"> 1. Identify the eleven systems of the body. 2. Describe the function of each of the eleven systems of the body. 3. Describe positional and directional terms. 4. Identify body regions and cavities. 5. Define, spell, and pronounce general medical terms related to each body system. 6. Describe medical disorders common to each body system. 7. Describe the effects of aging on each body system. 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> 8. Describe how the function of each system is interrelated. 9. Describe and identify each of the human stages of growth and development. <ol style="list-style-type: none"> a. physical traits b. mental traits c. Maslow’s Hierarchy of Needs 	CTE Pathway: B9.3
<p>F. MEDICAL TERMINOLOGY</p> <p>Understand and apply the definitions, abbreviations, symbols, and terminology rules that are used in emergency medical care.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Define basic medical terms. 2. Demonstrate the correct application of medical terminology rules for: <ol style="list-style-type: none"> a. prefixes b. word roots c. suffixes 3. List and define the medical abbreviations most frequently used by first responders. 4. List and identify various medical symbols commonly used by first responders. 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B9.3</p>
<p>G. LIFTING, MOVING, AND POSITIONING PATIENTS</p> <p>Understand, apply, and evaluate techniques used to lift, move, and position patients.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Define body mechanics. 2. Identify when and how to move a patient. 3. Describe the body mechanics and lifting techniques. 4. Explain the difference between emergency and nonemergency moves. <ol style="list-style-type: none"> a. Supine b. Fowler’s position c. lateral (recovery) position d. prone 5. Identify and demonstrate the steps necessary to: <ol style="list-style-type: none"> a. transfer a patient from bed to stretcher b. position a patient 6. State appropriate communication strategies between first responder and client who is being lifted, moved, or positioned. 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B9.3</p>
<p>H. AIRWAY MANAGEMENT</p> <p>Understand and apply the techniques for proper airway management.</p>	<ol style="list-style-type: none"> 1. Define: <ol style="list-style-type: none"> a. airway b. nasopharyngeal c. oropharyngeal d. suctioning e. ventilation f. dyspnea g. apnea 2. Understand why and how we breathe. 3. Identify the steps necessary for patient assessment. 4. Identify the proper techniques to open the airway. 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)	<ol style="list-style-type: none"> 5. Demonstrate the following: <ol style="list-style-type: none"> a. Bag-mask device (BVM) ventilation b. mouth-to-mask ventilation c. airway obstruction d. suctioning techniques 6. Identify and demonstrate the aids to resuscitate: <ol style="list-style-type: none"> a. oropharyngeal airway b. nasopharyngeal airway 7. State the appropriate communication strategies between first responder and client undergoing oxygen and airway therapy. 	CTE Pathway: B9.3
<p>I. ASSESSMENT OF THE PATIENT</p> <p>Understand, apply, and evaluate patient assessment techniques.</p>	<ol style="list-style-type: none"> 1. Define: <ol style="list-style-type: none"> a. assessment b. focused history c. physical exam d. stable patient e. unstable patient 2. Identify the assessment components. 3. Identify stable vs. unstable patient. 4. Identify the trauma patient vs. the medical patient. 5. Define and describe the importance of the following vital signs: <ol style="list-style-type: none"> a. pulse b. respiration c. skin color, temperature, and moisture d. blood pressure e. pupil dilation f. level of consciousness g. altered mental status (ALOC) 6. Describe the following in sizing-up a scene: <ol style="list-style-type: none"> a. take BSI precautions b. ensure scene safety c. identify the mechanism of injury or nature of illness d. determine the number of patients e. requesting additional resources 7. Describe and demonstrate the following elements of an initial assessment: <ol style="list-style-type: none"> a. forming a general impression b. assessing the mental status c. assessing the airway and breathing d. assessing the circulation e. determining the patient priority 8. Describe and demonstrate the following elements of the focused history and physical exam: <ol style="list-style-type: none"> a. assessing the trauma patient b. assessing the medical patient c. taking the patient's history d. taking the vital signs e. conducting a physical exam 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B4.3, B9.3, B9.8</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	9. Describe how to perform a detailed examination. 10. Describe the ongoing assessment. 11. State the appropriate communication strategies between first responder and client undergoing an assessment.	
J. CARDIOPULMONARY RESUSCITATION (CPR) AND AUTOMATED EXTERNAL DEFIBRILLATORS (AED) Understand, apply, and evaluate basic CPR and AED procedures.	1. Define: <ol style="list-style-type: none"> automatic external defibrillator cardiopulmonary defibrillation resuscitation 2. Identify the American Heart Association’s Chain of Survival. 3. Explain the relationship between circulation and CPR. 4. Explain the three basic elements of CPR. 5. Describe and demonstrate the CPR techniques used on the following patients: <ol style="list-style-type: none"> adult child infant 6. Describe and demonstrate the steps in using an AED. 7. Describe and demonstrate the techniques that insure effective CPR for all patients. 8. Identify special CPR/AED situations. 9. Identify the responsibilities of the first responder in giving CPR and/or using the AED.	Career Ready Practice: 1 CTE Anchor: Technical Knowledge and Skills: 10.1 CTE Pathway: B4.6, B9.3
K. MEDICAL EMERGENCIES Understand basic medical emergencies.	1. Define: <ol style="list-style-type: none"> heart attack hypertension angina congestive heart failure (CHF) heartburn 2. Identify the signs, symptoms, and steps necessary for patient assessment of the following medical emergencies: <ol style="list-style-type: none"> chest pain and possible heart attack hypertension angina congestive heart failure (CHF) respiratory emergencies altered mental status abdominal pain 3. Identify the signs, symptoms and treatments for the following medical emergencies: <ol style="list-style-type: none"> poisoning, bites, and stings heat emergencies cold emergencies behavioral emergencies alcohol and other drugs asthma 	Career Ready Practice: 1 CTE Anchor: Technical Knowledge and Skills: 10.1 CTE Pathway: B9.3, B9.8

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(13 hours)	<ul style="list-style-type: none"> g. COPD/emphysema h. diabetes i. seizures j. CVA/stroke k. allergic reactions & anaphylaxis 	
<p>L. BLEEDING, SHOCK, AND SOFT-TISSUE INJURIES</p> <p>Understand and apply techniques for different types of bleeding, shock, and soft tissue injuries.</p> <p>(8 hours)</p>	<ol style="list-style-type: none"> 1. Define: <ul style="list-style-type: none"> a. circulatory system b. epidermis c. dermis d. subcutaneous e. shock f. arteries g. veins h. capillaries i. oxygenated blood j. deoxygenated blood k. concussion l. hematoma m. deformity n. contusion 2. Describe the functions of the following components of the circulatory system: <ul style="list-style-type: none"> a. heart b. blood c. blood vessels 3. Identify types of bleeding. 4. Identify the following: <ul style="list-style-type: none"> a. types of shock b. signs and symptoms of shock c. preventing and caring for shock d. fainting 5. Describe various types of soft-tissue injuries. 6. Use the pneumonic DCAP-BTLS to identify various types of soft tissue injuries. 7. Identify different types of soft-tissue injuries. 8. Describe basic emergency care for soft-tissue injuries. 9. Describe specific care for the following injuries: <ul style="list-style-type: none"> a. bleeding neck wound b. impaled object c. eye injury d. burns e. lacerations f. uncontrolled bleeding g. amputations h. internal bleeding 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B9.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>M. MUSCLE AND BONE INJURIES</p> <p>Understand the functions and anatomy of the musculoskeletal system and apply techniques for the treatment of injuries.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Define: <ol style="list-style-type: none"> a. extremity b. musculoskeletal system c. cartilage d. joint e. tendon f. ligament g. strain h. sprain i. fracture j. open fracture k. crush injury l. dislocation 2. Identify the parts of the musculoskeletal system. 3. Identify the signs and symptoms of extremity injuries. 4. Identify the types and causes of extremity injuries. 5. Describe and demonstrate patient care for musculoskeletal injuries. 6. Describe and demonstrate the rules for splinting an injury. 7. Identify the types of splints. 8. Describe and demonstrate the management of various extremity injuries. 9. Describe injuries to the head, spine, and chest. 10. State the first responder's responsibilities in caring for musculoskeletal injuries. 11. State appropriate communication strategies between first responder and client with musculoskeletal injuries. 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B9.3</p>
<p>N. PREGNANCY AND CHILDBIRTH</p> <p>Understand and evaluate childbirth, anatomy of pregnancy, and the stages of labor.</p>	<ol style="list-style-type: none"> 1. Describe the anatomy of pregnancy. 2. Define: <ol style="list-style-type: none"> a. egg/ovum b. ovulation c. sperm d. fertilization e. embryo f. fetus g. prenatal h. neonate i. obstetrics j. miscarriage k. abortion l. breech 3. Describe the steps required to prepare for delivery. 4. Describe the following types of delivery: <ol style="list-style-type: none"> a. normal b. breech presentation 5. Identify complications and emergency situations that may arise during pregnancy and childbirth: 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B9.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ul style="list-style-type: none"> a. eclampsia b. pre-term labor c. miscarriage d. fetal demise e. multiple births 	
<p>O. INFANTS AND CHILDREN</p> <p>Understand the assessment and treatment of infants and children.</p> <p>(5 hours)</p>	<ul style="list-style-type: none"> 1. Identify the stages of child development. 2. Describe the assessment of infants and children. 3. Identify and describe the care of the following emergencies: <ul style="list-style-type: none"> a. respiratory emergencies b. seizures c. altered mental status d. shock e. Sudden Infant Death Syndrome (SIDS) f. fever g. hypothermia h. diarrhea and vomiting i. poisoning j. near-drowning 4. Identify and describe the care of the following trauma emergencies: <ul style="list-style-type: none"> a. burns b. falls c. sports injuries d. bicycles/skateboards/scooters e. motor vehicle collisions f. suspected neglect and abuse g. child abuse reporting responsibilities 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B9.3</p>
<p>P. GAINING ACCESS AND HAZARDS ON SCENE</p> <p>Understand, apply, and evaluate access techniques and hazard awareness.</p>	<ul style="list-style-type: none"> 1. Describe techniques used to prepare for the emergency call. 2. Explain the importance of practicing the following safety techniques when approaching the scene: <ul style="list-style-type: none"> a. evaluation of the scene b. Identification of the proper protective gear 3. Describe and demonstrate the following protocol for motor-vehicle collisions: <ul style="list-style-type: none"> a. make the scene safe c. evaluate the situation d. gain access to patients e. free trapped patients f. evaluate patients g. move patients 4. State techniques for the recognizing the following hazards in buildings: <ul style="list-style-type: none"> a. fire b. natural gas c. electrical hazards d. hazardous materials 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B4.3, B9.3, B9.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ol style="list-style-type: none"> 5. Describe the necessary awareness during helicopter operations/air medical transport. 6. State appropriate communication strategies between first responder, client, and other emergency personnel during access procedures. 	
<p>Q. MULTIPLE-CASUALTY INCIDENTS, TRIAGE, AND THE INCIDENT MANAGEMENT SYSTEM</p> <p>Understand and apply basic disaster medical operations and multi-casualty incident management.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Describe a proper head-to-toe evaluation. 2. Describe appropriate treatment for non-life threatening emergencies. 3. Demonstrate Simple Triage and Rapid Treatment (S.T.A.R.T.). 4. Demonstrate effective treatment area management. 5. Identify the steps in developing a response team. 6. Identify the components of the local Incident Command System (ICS) and the Standardized Emergency Management System (SEMS). 7. State the duties of the ICS team members. 8. Describe the following components of the National Incident Management System (NIMS) established by the Department of Homeland Security (DHS): <ol style="list-style-type: none"> a. preparedness b. mutual aid c. resource management d. standard command e. management structures f. incident management 9. State appropriate communication strategies between first responder, client, and other emergency personnel during multiple-casualty incident. 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B2.2, B2.4, B2.5, B9.3</p>
<p>R. PHARMACOLOGY</p> <p>Understand and evaluate the use of medications by a first responder.</p>	<ol style="list-style-type: none"> 1. Define <ol style="list-style-type: none"> a. pharmacology b. prescribed medication c. over-the-counter d. street drug e. indication f. contraindication g. side effect h. advise reaction i. The six medication “rights” 2. Identify and describe side effects, indications, and contraindications for medications that EMTs and first responders may use in the field. 3. Describe the use of the following carried on a first responder unit: <ol style="list-style-type: none"> a. oral glucose b. oxygen c. naloxone 4. Recognize prescribed medications: <ol style="list-style-type: none"> a. inhalers 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B9.3, B9.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> b. nitroglycerin c. epinephrine auto-injector 5. Demonstrate administration of the medications within the First Responder scope of practice administering different medications. 6. Define and identify the routes for administering medications.	
S. SWIMMING AND DIVING INCIDENTS Understand the treatment for swimming and diving incidents. (1 hour)	1. Define: <ul style="list-style-type: none"> a. submersion b. near-drowning c. drowning d. pulmonary edema 2. Identify water-related incidents. 3. Describe the steps in reaching the victim. 4. Identify the care for the patients in water-related incidents. 5. Identify the following diving incidents: <ul style="list-style-type: none"> a. diving-board incidents b. scuba-diving incidents 	Career Ready Practice: 1 CTE Anchor: Technical Knowledge and Skills: 10.1 CTE Pathway: B9.3
T. RESPONSE TO TERRORISM AND WEAPONS OF MASS DESTRUCTION Understand the threat of terrorism and the role of homeland defense. (1 hour)	1. Define the following: <ul style="list-style-type: none"> a. terrorism b. Weapons of Mass Destruction (WMDs) c. international terrorism d. domestic terrorism e. active shooter 2. Describe the history of terrorism. 3. Identify the roles and responsibilities of a First Responder when responding to a suspected terrorist incident. 4. Describe the use of the Incident Command System (ICS) and START triage system in a terrorist incident. 5. Discuss the importance of a critical incident stress debriefing (CISD) after a terrorist incident.	Career Ready Practice: 1 CTE Anchor: Technical Knowledge and Skills: 10.1 CTE Pathway: B4.1, B4.2, B4.3, B4.4, B4.5, B4.6
U. EVALUATION Review the previous lessons and pass the course exam. (3 hours)	1. Review highlights of the previous lessons. 2. Pass tests based on the previous lessons with 80% accuracy.	Career Ready Practice: 1 CTE Anchor: Technical Knowledge and Skills: 10.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>V. FIRST RESPONDER SKILLS</p> <p>Understand, apply, and evaluate the skills, knowledge, and attitudes needed to care for the sick and injured and the skills that will be performed throughout the First Responder curriculum sections.</p> <p>(Section hours are determined by type of practical application)</p>	<ol style="list-style-type: none"> 1. Describe and demonstrate the following as applicable to the particular section of the course: <ol style="list-style-type: none"> a. emergency moves: <ol style="list-style-type: none"> i. one-rescuer drags ii. one rescuer iii. two rescuers b. direct ground lift c. direct carry d. logrolling an injured patient e. patient carrying devices f. sizing and using a Cervical Spine Immobilization Collar (C – collar) g. applying a C – collar to a: <ol style="list-style-type: none"> i. sitting patient ii. supine patient h. Clearing the airway to an: <ol style="list-style-type: none"> i. unresponsive adult and child ii. unresponsive infant i. Inserting an: <ol style="list-style-type: none"> i. oropharyngeal airway ii. nasopharyngeal airway j. Patient assessment: <ol style="list-style-type: none"> i. responsive medical patient ii. unresponsive medical patient iii. responsive trauma patient iv. unresponsive trauma patient k. Scene size-up l. Assessment and care of: <ol style="list-style-type: none"> i. chest pain ii. respiratory distress iii. abdominal pain iv. heat emergencies v. shock 2. State appropriate communication strategies between first responder and client. 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B9.3</p>
<p>W. EMPLOYABILITY SKILLS</p> <p>Understand and evaluate the skills, knowledge, and attitudes needed to locate, obtain, and maintain employment as a first responder.</p>	<ol style="list-style-type: none"> 1. Describe career options available for first responders. 2. Develop a career plan that reflects the following: <ol style="list-style-type: none"> a. career interests b. pathways c. post-secondary options d. lifelong education/training 3. Establish goals for self-improvement and lifelong education/training. 4. List and discuss the function of professional first responder organizations. 	<p>Career Ready Practice: 3</p> <p>CTE Anchor: Career Planning and Management: 3.1, 3.3, 3.4, 3.5, 3.6, 3.9</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ol style="list-style-type: none"> 5. Summarize employer requirements for the following: <ol style="list-style-type: none"> a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork f. timeliness g. communication skills h. computer skills and software applications 6. Identify potential employers through traditional and internet sources. 7. Describe the role of social media in the job search. 8. Design sample résumés and cover letters. 9. State the importance of filling out a job application legibly, with accurate and complete information. 10. Complete sample job application forms correctly. 11. State the importance of enthusiasm on a job. 12. State the importance of appropriate appearance on a job. 13. State the importance of the continuous upgrading of job skills. 14. Identify customer service as a method of building permanent relationships between the organization and the customer. 15. Describe and demonstrate appropriate interviewing techniques. 16. Identify the informational materials and resources needed to be successful in an interview. 17. Design sample follow-up letters. 18. Describe and demonstrate appropriate follow-up procedures. 19. Describe volunteer opportunities at EMS agencies and companies. 	<p>CTE Pathway: B1.1, B1.2, B1.3, B1.4</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Shotke, David, Emergency Medical Responder: Your First Response in Emergency Care, 6th Edition, Jones and Bartlett Learning, 2016.

National Association of Emergency Medical Technicians (NAEMT), Prehospital Trauma Life Support, 9th Edition, Jones and Bartlett Learning, 2019.

Bergeron, J., Gloria Bizjak, and Chris Le Baudour. First Responder, 8th Edition. Prentice Hall, 2008.

American Heart Association (AHA), BLS Provider Manual, American Heart Association, 2020.

American Heart Association (AHA), 2020 Handbook of Emergency Cardiovascular Care, American Heart Association, 2020.

TABER's Cyclopedia Medical Dictionary, 21st Edition. F.A. Davis Company, 2005

RESOURCES

Teacher prepared slides, films, transparencies, and instructional packages.

Employer Advisory Board members

CDE Model Curriculum Standards for Public Service

<http://www.cde.ca.gov/ci/ct/sf/documents/pubservices.pdf>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Demonstration and practice
- C. Multi-sensory presentation:

EVALUATION

The following evaluations are modeled after the Revised Bloom's Taxonomy (RBT):

SECTION A – Orientation – Pass the safety test with 100% accuracy.

SECTION B – Introduction to EMS Systems – Pass all assignments and exams on introduction to EMS systems with a minimum score of 80% or higher.

SECTION C – Legal and Ethical Issues – Pass all assignments and exams on legal and ethical issues with a minimum score of 80% or higher.

SECTION D – Well-being of the First Responder – Pass all assignments and exams on well-being of the first responder with a minimum score of 80% or higher.

SECTION E – The Human Body – Pass all assignments and exams on communication and interpersonal skills with a minimum score of 80% or higher.

SECTION F – Medical Terminology – Pass all assignments and exams on medical terminology with a minimum score of 80% or higher.

SECTION G – Lifting, Moving, and Positioning Patients – Pass all assignments and exams on lifting, moving, and positioning patients with a minimum score of 80% or higher.

SECTION H – Airway Management – Pass all assignments and exams on airway management with a minimum score of 80% or higher.

SECTION I – Assessment of the Patient – Pass all assignments and exams on assessment of the patient with a minimum score of 80% or higher.

SECTION J – Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillators (AED) – Pass all assignments and exams on cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) with a minimum score of 80% or higher.

SECTION K – Medical Emergencies – Pass all assignments and exams on medical emergencies with a minimum score of 80% or higher.

SECTION L – Bleeding, Shock, and Soft-tissue Injuries – Pass all assignments and exams on bleeding, shock, and soft-tissue injuries with a minimum score of 80% or higher.

SECTION M – Muscle and Bone Injuries – Pass all assignments and exams on muscle and bone injuries with a minimum score of 80% or higher.

SECTION N – Pregnancy and Childbirth – Pass all assignments and exams on pregnancy and childbirth with a minimum score of 80% or higher.

SECTION O – Infants and Children – Pass all assignments and exams on infants and children with a minimum score of 80% or higher.

SECTION P – Gaining Access and Hazards on Scene – Pass all assignments and exams on gaining access and hazards on scene with a minimum score of 80% or higher.

SECTION Q – Multiple-casualty Incidents, Triage, and the Incident Management System – Pass all assignments and exams on multiple-casualty incidents, triage, and the incident management system with a minimum score of 80% or higher.

SECTION R –Pharmacology – Pass all assignments and exams on pharmacology with a minimum score of 80% or higher.

SECTION S –Swimming and Diving Incidents – Pass all assignments and exams on swimming and diving incidents with a minimum score of 80% or higher.

SECTION T –Response to Terrorism and Weapons of Mass Destruction – Pass all assignments and exams on response to terrorism and weapons of mass destruction with a minimum score of 80% or higher.

SECTION U –Evaluation – Pass all assignments and exams on evaluation with a minimum score of 80% or higher.

SECTION V –First Responder Skills – Pass all assignments and exams on first responder skills with a minimum score of 80% or higher.

SECTION W –Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.



This copyrighted material is provided by the Los Angeles Unified School District ("District"), Division of Adult and Career Education solely for educational purposes. You may not reproduce, distribute, republish, transfer, upload, download, or post the material except as authorized, without prior written authorization of the District. You may not modify, adapt or create derivative works therefrom without express written