

# Course Outline

## Public Services

**REVISED: July/2021**

## Job Title

## Emergency Medical Technician

### Career Pathway:

## Emergency Response

**Industry Sector:**

## Public Services

**O\*NET-SOC CODE:**

29-2041.00

**CBEDS Title:**

# Introduction to Emergency Services

**CBEDS No.:**

5810

**77-50-50**

## Emergency Medical Technician

**Credits: 10**

**Hours: 180**

### Course Description:

This competency-based course contains the training requirement for Emergency Medical Technician (EMT) certification. This includes basic EMT sciences such as anatomy and physiology, emergency medical and trauma care, obstetrics, pediatrics, and behavioral emergencies. The course is based on the Los Angeles County Core Curriculum. Upon successful completion the student will have the knowledge and training required for EMT certification. 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:**

Enrollment requires a 9.0 reading level and math skills equivalent to Basic Math–Intermediate (53-03-72), successful completion of First Responder EMR (76-35-70) course, or an equivalent combination of education and experience, at least 18 years of age, evidence of good health and tuberculosis screening.

**NOTE 1:** For Perkins purposes this course has been designated as a **concentrator/capstone** course.

**NOTE 2:** During orientation, students will be notified that an employer or externship facility may require a background check and a drug screening.

THE STUDENT MUST PRESENT A CURRENT CERTIFICATE SHOWING COMPLETION OF AN AHA OR BLS HEALTHCARE PROVIDERS CARDIOPULMONARY RESUSCITATION (CPR) CLASS PRIOR TO CLINICAL ROTATION.

This course can be repeated, two years after 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. 7-33

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)**

<b>COURSE OUTLINE COMPONENTS</b>	<b>LOCATION</b>
<b>INSTRUCTIONAL STRATEGIES</b>  Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.  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. 35
<b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b>  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.  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.	Cover  pp. 7-33
<b>EVALUATION PROCEDURES</b>  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.  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.	pp. 35-38
<b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b>  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.	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**

## **Health Science and Medical Technology 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 Health Science and Medical Technology academic alignment matrix for identification of standards.

#### **2.0 Communications**

Acquire and accurately use Health Science and Medical Technology 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 Health Science and Medical Technology 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 Health Science and Medical Technology 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 Health Science and Medical Technology 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 Health Science and Medical Technology 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 career technical student organization.

#### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology 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 Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

## ***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 Emergency Medical Technician Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION TO MEDICAL SYSTEMS</p> <p>Identify the roles, responsibilities, and training requirements for an (Emergency Medical Technician-1 (EMT) in Los Angeles County.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Define EMT; EMT-Advanced; EMT-P.</li> <li>2. Describe the Emergency Medical Service (EMS).</li> <li>3. Identify six roles and responsibilities of the EMT.</li> <li>4. Identify requirements for certification/recertification as an EMT in California.</li> <li>5. Describe health care agencies by type, function, and funding.</li> <li>6. Describe duties and educational requirements of various health team members.</li> <li>7. Divide medical words into basic components.</li> <li>8. Find meanings for word elements.</li> <li>9. Define medical abbreviations.</li> <li>10. History of EMS.</li> <li>11. Pass safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 3, 5, 9</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> B1.1, B1.2, B1.4, B2.1, B2.2, B2.3, B2.4, B9.1, B9.2, B9.9, B9.10</p>
<p>B. SURFACE ANATOMY</p> <p>Identify and define standard anatomical references.</p>	<ol style="list-style-type: none"> <li>1. Identify the standard anatomic position.</li> <li>2. Identify the following planes dividing the body: <ol style="list-style-type: none"> <li>a. mid-sagittal</li> <li>b. frontal</li> <li>c. transverse</li> </ol> </li> <li>3. Define the following: <ol style="list-style-type: none"> <li>a. anterior</li> <li>b. posterior</li> <li>c. superior</li> <li>d. inferior</li> <li>e. medial</li> <li>f. lateral</li> <li>g. distal</li> <li>h. proximal</li> <li>i. palmar</li> <li>j. plantar</li> <li>k. superficial</li> <li>l. deep</li> <li>m. apex</li> <li>n. bilateral</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>4. Identify patient positions and give one example of field use:               <ol style="list-style-type: none"> <li>a. supine</li> <li>b. prone</li> <li>c. Fowler's</li> <li>d. semi-Fowler's</li> <li>e. shock position</li> <li>f. left lateral</li> <li>g. stroke/neurologic</li> </ol> </li> <li>5. Identify five major body cavities.</li> <li>6. Identify the functions of the following body systems:               <ol style="list-style-type: none"> <li>a. musculoskeletal</li> <li>b. cardiovascular</li> <li>c. gastrointestinal</li> <li>d. respiratory</li> <li>e. genitourinary</li> <li>f. integumentary system</li> <li>g. nervous system</li> </ol> </li> <li>7. Locate each of the following bones:               <ol style="list-style-type: none"> <li>a. clavicle</li> <li>b. scapula</li> <li>c. sternum</li> <li>d. ribs</li> <li>e. humerus</li> <li>f. ulna</li> <li>g. radius</li> <li>h. pelvis</li> <li>i. femur</li> <li>j. tibia</li> <li>k. fibula</li> <li>l. frontal</li> <li>m. parietal</li> <li>n. temporal</li> <li>o. occipital</li> <li>p. carpal</li> <li>q. metacarpal</li> <li>r. tarsal</li> <li>s. metatarsal</li> <li>t. calcaneous</li> </ol> </li> <li>8. Locate each of the following landmarks:               <ol style="list-style-type: none"> <li>a. skull:                   <ol style="list-style-type: none"> <li>i. frontal</li> <li>ii. parietal</li> <li>iii. temporal</li> <li>iv. occipital</li> </ol> </li> <li>b. facial:                   <ol style="list-style-type: none"> <li>i. zygomatic arch</li> <li>ii. nasal</li> <li>iii. maxilla</li> <li>iv. mandible</li> </ol> </li> </ol> </li> </ol>	



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)	<ul style="list-style-type: none"> <li>c. neck:               <ul style="list-style-type: none"> <li>i. thyroid cartilage</li> <li>ii. C7 prominence</li> </ul> </li> <li>d. thorax:               <ul style="list-style-type: none"> <li>i. sternal notch</li> <li>ii. xyphoid process</li> <li>iii. mid-sternal line</li> </ul> </li> <li>e. abdomen:               <ul style="list-style-type: none"> <li>i. epigastrium</li> <li>ii. four abdominal quadrants</li> <li>iii. umbilicus</li> <li>iv. flanks</li> <li>v. iliac crests</li> <li>vi. suprapubic</li> </ul> </li> <li>f. extremities:               <ul style="list-style-type: none"> <li>i. arm</li> <li>ii. elbow</li> <li>iii. forearm</li> <li>iv. hand</li> <li>v. fingers</li> <li>vi. thigh</li> <li>vii. patella</li> <li>viii. leg</li> <li>ix. foot</li> <li>x. toes</li> </ul> </li> </ul> <p>9. Locate and identify the functions of the following eye structures:</p> <ul style="list-style-type: none"> <li>a. sclera</li> <li>b. pupil</li> <li>c. iris</li> <li>d. retina</li> <li>e. cornea</li> <li>f. lens</li> </ul> <p>10. Locate and identify the functions of the following ear structures:</p> <ul style="list-style-type: none"> <li>a. pinna</li> <li>b. external auditory canal</li> <li>c. tympanic membrane (eardrum)</li> <li>d. eustachian tube</li> </ul>	
<p>C. PRINCIPLES OF PHYSIOLOGY</p> <p>Understand and evaluate basic human physiology with reference to metabolism, body fluids and gases.</p>	<ul style="list-style-type: none"> <li>1. Identify major body fluids that determine tissue perfusion and blood pressure.</li> <li>2. Describe how fluid moves across fluid compartments.</li> <li>3. Describe the initial compensatory response to acute volume loss.</li> <li>4. Identify signs/symptoms which can be used to determine hydration.</li> <li>5. Identify four electrolytes and their functions.</li> <li>6. Define homeostasis.</li> </ul>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ol style="list-style-type: none"> <li>Name the two substances vital to brain function.</li> <li>Identify the basic function of the following blood components: <ol style="list-style-type: none"> <li>white blood cells</li> <li>red blood cells</li> <li>platelets</li> <li>plasma</li> </ol> </li> <li>Differentiate between biological and clinical death.</li> <li>Identify the composition of the following gases on the environment: <ol style="list-style-type: none"> <li>oxygen</li> <li>carbon dioxide</li> <li>other</li> </ol> </li> <li>Effects of inadequate perfusion: <ol style="list-style-type: none"> <li>brain</li> <li>heart</li> <li>kidneys</li> <li>muscles</li> </ol> </li> </ol>	<b>CTE Pathway:</b> B9.3
<b>D. NERVOUS SYSTEM</b>  Identify and define basic neurovascular anatomy and physiology.	<ol style="list-style-type: none"> <li>Identify the primary functions of the nervous system and its components.</li> <li>Identify the primary functions of the lobes of the brain.</li> <li>Define meningitis.</li> <li>Identify the blood vessels that supply the brain.</li> <li>Identify the signs/symptoms of neurological dysfunction.</li> </ol>	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B9.3
<b>E. CARDIOVASCULAR SYSTEM</b>  Understand basic cardiovascular anatomy and physiology.	<ol style="list-style-type: none"> <li>Locate the heart with reference to surface landmarks.</li> <li>Identify the primary function of the heart.</li> <li>Identify the path of blood flow within the cardiovascular system.</li> <li>Define myocardium and pericardium.</li> <li>Locate and identify the functions of the atria and ventricles (right and left), coronary arteries, aorta, vena cava (superior and inferior), pulmonary arteries, and pulmonary veins.</li> <li>Describe the primary function of the arteries, veins, and capillaries.</li> <li>Identify electrical conduction system of the heart</li> <li>Basic electrocardiogram (EKG) interpretation.</li> </ol>	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B9.3
<b>F. RESPIRATORY SYSTEM</b>  Identify basic respiratory anatomy as well as signs and	<ol style="list-style-type: none"> <li>Identify the location and function of the upper airway and lower airway.</li> <li>Identify the location and respiratory function of the pharynx, trachea, bronchi, lungs, alveoli, and pleura.</li> </ol>	<b>Career Ready Practice:</b> 1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>symptoms involving respiratory dysfunction.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>Identify the structures that protect the respiratory system.</li> <li>Identify the location of the lungs within the thoracic cavity during inspiration and expiration.</li> <li>Identify signs of adequate oxygenation/perfusion.</li> <li>Identify the physiology of alveolar respiration.</li> <li>Identify the physiology of cellular respiration.</li> </ol>	<p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>
<p>G. SHOCK</p> <p>Understand perfusion and identify the signs, symptoms, and types of shock. Demonstrate treating for shock in the field.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>Define perfusion.</li> <li>State the amount of blood in an average adult.</li> <li>Define shock.</li> <li>Identify the signs/symptoms of shock.</li> <li>Identify the underlying problem in the four major categories of shock: <ol style="list-style-type: none"> <li>hypovolemic</li> <li>cardiogenic</li> <li>obstructive</li> <li>distributive</li> </ol> </li> <li>Identify how the body attempts to compensate for shock.</li> <li>Identify the common causes for each category of shock.</li> <li>Identify the general treatment of shock.</li> <li>Identify changes which affect blood pressure/perfusion of cells.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>
<p>H. PATIENT ASSESSMENT AND VITAL FUNCTIONS</p> <p>Understand patient assessment, normal and abnormal findings.</p>	<ol style="list-style-type: none"> <li>Identify the difference between a sign and a symptom.</li> <li>Define the following: <ol style="list-style-type: none"> <li>bradycardia</li> <li>tachycardia</li> <li>hypertension</li> <li>hypotension</li> </ol> </li> <li>Identify the purpose of: <ol style="list-style-type: none"> <li>primary patient assessment</li> <li>secondary patient assessment</li> </ol> </li> <li>Identify the elements included in a primary patient assessment.</li> <li>Identify the observations which should be made when assessing: <ol style="list-style-type: none"> <li>environment</li> <li>ABCs (Airway, Breathing, Compression)</li> <li>level of consciousness (LOC)</li> <li>skin signs</li> <li>capillary refill</li> <li>history</li> <li>respirations</li> <li>pulse</li> <li>pupils</li> <li>blood pressure</li> <li>pulse pressure</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3, B9.8</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ul style="list-style-type: none"> <li>l. head to toe exam</li> <li>m. distal pulse</li> <li>n. pulse oxymetry/capnography</li> </ul> <p>6. Locate the following major pulses:</p> <ul style="list-style-type: none"> <li>a. Carotid</li> <li>b. femoral</li> <li>c. radial</li> <li>d. brachial</li> <li>e. pedal</li> <li>f. apical</li> </ul> <p>7. Demonstrate measuring the pulse rate.</p> <p>8. Report a patient's level of consciousness.</p> <p>9. Assess skin signs.</p> <p>10. Assess respirations to include auscultation.</p> <p>11. Assess pulses.</p> <p>12. Assess pupil status.</p> <p>13. Assess skin signs</p> <p>14. Evaluate capillary refill.</p> <p>15. Measure a blood pressure two ways.</p> <p>16. Measure an orthostatic blood pressure.</p> <p>17. Assess neurological status protocols.</p> <p>18. Assess the abdomen.</p> <p>19. Assess extremities</p> <p>20. Assess genitourinary</p> <p>21. Perform a primary and secondary patient assessment.</p> <p>22. Monitor and assess a patient with indwelling devices.</p> <p>23. Demonstrate knowledge of the Los Angeles County EMS policy for the following procedures:</p> <ul style="list-style-type: none"> <li>a. defibrillation of an unconscious, pulseless patient who is apneic or has agonal respirations, using an AED.</li> <li>b. endotracheal intubation for adult apneic patients in respiratory or cardiac arrest.</li> <li>c. managing an intubated patient experiencing respiratory and/or cardiac insufficiency.</li> </ul>	
<p>I. OXYGEN THERAPY AND AIRWAY ADJUNCTS</p> <p>Understand the role and apply procedures for oxygen therapy by the EMT, including safety precautions, methods of administration/disposal of oxygen and airway adjunctive equipment.</p>	<ul style="list-style-type: none"> <li>1. Identify equipment used for supplemental oxygen therapy: <ul style="list-style-type: none"> <li>a. oxygen cylinders</li> <li>b. pressure regulators</li> </ul> </li> <li>2. Identify the safety precautions used when working with administration equipment.</li> <li>3. Identify the rationale for the use of oxygen in a patient with an altered level of consciousness.</li> <li>4. Identify the most appropriate airway adjunct for a patient with suspected head and/or neck trauma.</li> <li>5. Demonstrate administration of oxygen using a flow meter, with: <ul style="list-style-type: none"> <li>a. nasal cannula</li> <li>b. face mask</li> </ul> </li> </ul>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3, B9.8</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> <li>6. Demonstrate the use of an oropharyngeal and/or nasopharyngeal airway.</li> <li>7. Identify the use of a continuous positive airway pressure (CPAP) to provide ventilatory assistance to a conscious patient.</li> <li>8. Demonstrate ventilation of an adult using the mouth-to-rescue mask method.</li> <li>9. Demonstrate the use of a bag-valve-mask device for an adult.</li> <li>10. Demonstrate ventilation utilizing airway adjuncts.</li> <li>11. Demonstrate ventilation through an endotracheal tube using a bag-valve device with and without CO2 detector.</li> <li>12. Demonstrate the use of airway adjuncts for children and neonates.</li> <li>13. Demonstrate the techniques for oropharyngeal and tracheostomy suctioning.</li> <li>14. Demonstrate the procedure for connecting a regulator to an oxygen cylinder and correcting any seal leaks that occur.</li> <li>15. Identify the procedure for changing an empty oxygen tank.</li> <li>16. Demonstrate placement and use of an oxygen regulator.</li> <li>17. Demonstrate oxygen administration</li> <li>18. Identify the most important criteria in any bag-valve-mask device.</li> <li>19. Identify the possible complications of oropharyngeal suctioning.</li> <li>20. Define stridor and state its significance.</li> <li>21. Define the following terms and identify the most frequent cause of each: <ol style="list-style-type: none"> <li>a. anatomical obstruction</li> <li>b. mechanical obstruction</li> </ol> </li> <li>22. Define the following terms and identify the signs/symptoms for: <ol style="list-style-type: none"> <li>a. partial airway obstruction</li> <li>b. complete airway obstruction</li> </ol> </li> <li>23. Define the pre-hospital treatment of partial airway obstruction.</li> <li>24. Identify indications for blow-by oxygen therapy and flow rates appropriate for patient age.</li> <li>25. Demonstrate the pre-hospital treatment of complete airway obstruction in: <ol style="list-style-type: none"> <li>a. adult</li> <li>b. infant/child</li> </ol> </li> </ol>	
<p>J. ASSISTING WITH ADVANCED LIFE SUPPORT (ALS) PROCEDURES AND ASEPTIC TECHNIQUE</p> <p>Understand and apply the protocols used when working with paramedics.</p>	<ol style="list-style-type: none"> <li>1. Perform an initial safety check on IV equipment including: <ol style="list-style-type: none"> <li>a. correct solution</li> <li>b. expiration date</li> <li>c. clarity of fluid</li> <li>d. sterility of tubing</li> <li>e. integrity of bag</li> </ol> </li> <li>2. Set up an IV solution using aseptic technique.</li> <li>3. Monitor peripheral lines delivering IV solutions or isotonic balanced salt solutions, including Ringer's Lactate.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ol style="list-style-type: none"> <li>Identify the procedure for disposal of contaminated needles; equipment/supplies.</li> <li>Apply a sterile dressing using aseptic technique.</li> <li>Supplies/equipment necessary for IV therapy.</li> <li>Identify the signs/symptoms of: <ol style="list-style-type: none"> <li>infiltration</li> <li>hematoma</li> <li>thrombosis</li> </ol> </li> <li>Describe complications and interventions used with an intravenous flow.</li> <li>Identify the assessments that should be made when monitoring and transporting a patient with an intravenous line.</li> <li>Identify factors that may affect intravenous flow rate.</li> <li>Monitor and discontinue an intravenous line</li> </ol>	<b>CTE Pathway:</b> B9.3
<b>K. PHARMACOLOGY</b>  Understand, apply and evaluate knowledge of the implications, required procedures, and effects of prescribed medications.	<ol style="list-style-type: none"> <li>Identify and define the six rights for medication administration.</li> <li>Describe vascular access devices and peripheral lines delivering IV fluids with medications.</li> <li>Demonstrate technique to draw medications from a vial into a syringe.</li> <li>Demonstrate the administration of an intramuscular injection and proper disposal of a needle and syringe.</li> <li>Discuss listed medications and their side effects.</li> <li>Describe EMT to assist with the administration of emergency medications or devices as directed: <ol style="list-style-type: none"> <li>Sublingual nitroglycerin tablets or lingual aerosol (Nitrolingual)</li> <li>Broncho-dilator inhalers or nebulizers</li> <li>Epinephrine hydrochloride devices (EpiPen Auto-Injector)</li> <li>Auto injector</li> <li>Duo-Dote</li> <li>Oral glucose</li> <li>Naloxone (Narcan)</li> </ol> </li> <li>EMT'S role in monitoring an infusion pump</li> <li>Medications used in an emergency (Not LA County): Activated charcoal</li> </ol>	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B9.3, B9.5
<b>L. BASIC LIFE SUPPORT</b>  Identify the indications for CPR/BLS and the management of the cardiac arrest victim.	<ol style="list-style-type: none"> <li>Identify circumstances when Cardiopulmonary Resuscitation (CPR) should not be initiated.</li> <li>Identify the major signs of cardiopulmonary arrest.</li> <li>Identify complications of CPR when performed: correctly; incorrectly.</li> <li>Identify the maximum amount of time CPR can be interrupted.</li> <li>Identify circumstances when CPR may be discontinued.</li> <li>Identify the techniques for determining if CPR is effective.</li> <li>Identify the differences in the following for adults, children and infants: <ol style="list-style-type: none"> <li>CPR rates</li> <li>compression ratios</li> </ol> </li> </ol>	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B9.3, B9.8

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ul style="list-style-type: none"> <li>c. depth of compressions</li> <li>8. Demonstrate techniques for performing one rescuer CPR: adult, one rescuer CPR: infant, and two-rescuer CPR: adult.</li> </ul>	
<p>M. COMMUNICABLE DISEASES</p> <p>Define the roles and responsibilities of the EMT when dealing with suspected communicable disease including terminology, management, and safety precautions.</p> <p>(3 hours)</p>	<ul style="list-style-type: none"> <li>1. Define communicable diseases, common causes, and the factors which must be present for a disease to be communicable.</li> <li>2. Identify four categories of infection: <ul style="list-style-type: none"> <li>a. Bacterial</li> <li>b. Viral</li> <li>c. Fungi</li> <li>d. Helminth (worms)</li> </ul> </li> <li>3. Identify the responsibility of the EMT when assisting a patient with a communicable disease.</li> <li>4. Identify common risks of exposure to communicable disease.</li> <li>5. Identify precautions which should be taken to prevent transmission of disease.</li> <li>6. Define: <ul style="list-style-type: none"> <li>a. host</li> <li>b. incubation period</li> <li>c. disinfection</li> <li>d. exposure</li> <li>e. decontamination</li> <li>f. suspect</li> <li>g. universal precautions</li> </ul> </li> <li>7. Identify communicable diseases which are preventable by immunization.</li> <li>8. Identify and list: the mode of transmission, risk factors, symptoms, diagnosis, duration, treatment, prevention, management, and follow-up care, for the following communicable diseases: <ul style="list-style-type: none"> <li>a. hepatitis (A, B &amp; C)</li> <li>b. HIV Infection (AIDS) influenza</li> <li>c. meningitis (viral/meningococcal)</li> <li>d. tuberculosis (TB)</li> <li>e. herpes</li> <li>f. severe acute respiratory syndrome (SARS)</li> <li>g. Methicillin/Oxacillin-resistant Staphylococcus aureus (MRSA/ORSA)</li> <li>h. Vancomycin-resistant enterococci (VRE)</li> <li>i. West Nile virus</li> <li>j. influenza</li> <li>k. scabies</li> <li>l. lice</li> <li>m. coronavirus</li> <li>n. clostridioides difficile (C-DIFF)</li> </ul> </li> <li>9. Decontamination of equipment.</li> </ul>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>N. ALTERED LEVELS OF CONSCIOUSNESS</p> <p>Understand the causes and the associated signs and symptoms of altered level of consciousness.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify causes of altered level of consciousness.</li> <li>2. Identify the position for a patient with an altered level of consciousness.</li> <li>3. Identify assessment parameters for a patient with an altered level of consciousness using the mnemonic AVPU (<u>A</u>lert, responds to <u>V</u>erbal stimulus, responds to <u>P</u>ainful stimulus, <u>U</u>nresponsive).</li> <li>4. Describe the Glasgow Coma Scale.</li> <li>5. Identify the significance of fixed and dilated pupils in a patient with an altered level of consciousness.</li> <li>6. Identify the prehospital treatment of a patient with an altered level of consciousness.</li> <li>7. Perform a Cincinnati Prehospital Stroke Scale assessment.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>
<p>O. CVA/STROKE</p> <p>Understand the signs, symptoms, physiology and management of a patient with a cerebrovascular accident (CVA).</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe cerebrovascular accident (CVA/Stroke).</li> <li>2. Identify the signs/symptoms of CVA/Stroke.</li> <li>3. Identify the techniques for communication with an aphasic patient.</li> <li>4. Identify the prehospital treatment of a patient with hypertension and/or CVA.</li> <li>5. Identify the prehospital treatment of a patient with complaints of weakness, dizziness, or headache.</li> <li>6. Differentiate between CVA, transient ischemic attack (TIA), and Bell's palsy.</li> <li>7. Identify the appropriate destination for a patient experiencing the sign/s symptoms of a neurological emergency.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>
<p>P. SEIZURES</p> <p>Understand the types, causes, signs, and symptoms and the management of a patient having a grand-mal seizure including the post-ictal phase.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> <li>1. Identify and define the function of the endocrine system</li> <li>2. Define: <ol style="list-style-type: none"> <li>a. epilepsy</li> <li>b. seizure</li> <li>c. generalized seizure</li> <li>d. post-ictal</li> <li>e. status epilepticus</li> <li>f. focal seizure</li> </ol> </li> <li>3. Generalized vs. focal seizures.</li> <li>4. Identify common causes of seizures.</li> <li>5. Identify the significant information obtained from the past medical history of a seizure patient.</li> <li>6. Identify the signs/symptoms of a seizure.</li> <li>7. Identify prehospital treatment for a patient with active seizures.</li> <li>8. Identify the methods of maintaining an open airway during the post-ictal state.</li> <li>9. Identify the most common cause of death in a seizing patient.</li> <li>10. Identify complications of seizures.</li> <li>11. Identify the common medications prescribed to persons with a seizure disorder.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>Q. SYNCOPES</p> <p>Understand the cause and treatment for syncope.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> <li>Define: <ol style="list-style-type: none"> <li>syncope</li> <li>transient ischemic attack (TIA)</li> <li>vasovagal response</li> </ol> </li> <li>Identify the prehospital treatment for syncopal episodes.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>
<p>R. POISONING/OVERDOSE</p> <p>Recognize the routes, signs, and symptoms of poisoning and substance abuse; manage a patient who is poisoned or a victim of overdose.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>Identify four routes by which drugs/poisons may enter the body.</li> <li>Define antidote.</li> <li>Identify the appropriate treatment of a poisoned patient who is: <ol style="list-style-type: none"> <li>conscious</li> <li>unconscious</li> </ol> </li> <li>State the appropriate communication strategies for a conscious poisoning patient.</li> <li>Identify poisons where vomiting is contraindicated.</li> <li>Identify the signs/symptoms and prehospital treatment of a patient who has overdosed on: <ol style="list-style-type: none"> <li>drugs of abuse</li> <li>alcohol</li> <li>stimulants</li> <li>hallucinogens (including PCP)</li> <li>hydrocarbons</li> </ol> </li> <li>Identify signs of withdrawal.</li> <li>State the appropriate communication strategies for contacting the poison control center.</li> <li>Demonstrate the indications, contraindications, and criteria for administration of Naloxone.</li> <li>Demonstrate intra-nasal (IN) administration of naloxone using appropriate materials and precautions.</li> <li>Demonstrate intramuscular (IM) administration of naloxone using appropriate materials and precautions.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3, B9.10</p>
<p>S. DIABETES</p> <p>Understand body physiology in diabetes. Identify signs and symptoms of diabetic emergencies.</p>	<ol style="list-style-type: none"> <li>Identify and define the function of the renal system.</li> <li>Define: <ol style="list-style-type: none"> <li>glucose</li> <li>insulin</li> <li>diabetes</li> <li>hypoglycemia</li> <li>hyperglycemia</li> </ol> </li> <li>Identify the role of insulin in body metabolism.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills:</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>Understand, apply, and evaluate the automated external defibrillator (AED).</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>Identify the rhythms that an AED unit will recognize.</li> <li>Explain the difference between shockable and non-shockable rhythms.</li> <li>Discuss maintenance schedules of the AED units.</li> <li>Discuss the situations when the AED unit should be carried to the patient's side.</li> <li>Identify the EMT interaction with paramedics on the scene.</li> <li>Identify restocking procedures.</li> </ol>	<p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>
<p>V. DYSPNEA</p> <p>Understand the terminology, signs, and symptoms of dyspnea and manage the patient with dyspnea.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> <li>Define the following: <ol style="list-style-type: none"> <li>dyspnea</li> <li>tachypnea</li> <li>hypoxia</li> <li>hypoventilation</li> <li>anoxia</li> <li>stridor</li> <li>rales</li> <li>wheezing</li> <li>rhonchi</li> </ol> </li> <li>Identify the parameters to be assessed in a patient complaining of shortness of breath using the mnemonic OPQRST.</li> <li>Describe and illustrate the following respiratory patterns: <ol style="list-style-type: none"> <li>apnea</li> <li>Cheyne-Stokes</li> <li>ataxic breathing</li> </ol> </li> <li>Identify the signs/symptoms and treatment of: <ol style="list-style-type: none"> <li>acute asthma</li> <li>bronchitis</li> <li>emphysema</li> <li>chronic obstructive pulmonary disease (COPD)</li> <li>congestive heart failure (CHF)</li> <li>pulmonary edema</li> <li>pulmonary embolism</li> <li>pneumonia</li> <li>Spontaneous pneumothorax</li> <li>Viral respiratory infections</li> </ol> </li> <li>Identify the signs/symptoms and treatment of (upper airway): <ol style="list-style-type: none"> <li>Tonsillitis</li> <li>Pharyngitis</li> <li>Strep throat</li> </ol> </li> <li>Identify the oxygen flow rates and devices for a patient with COPD.</li> <li>Demonstrate the technique used for assessing lung sounds.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3, B9.8</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>W. NON-TRAUMATIC ABDOMINAL EMERGENCIES</p> <p>Identify the causes of abdominal pain and understand how to evaluate and manage a patient with an acute abdomen.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> <li>Identify and define the function of the digestive system.</li> <li>Define the following: <ol style="list-style-type: none"> <li>abdominal aneurysm</li> <li>appendicitis</li> <li>esophageal varices</li> <li>hematemesis</li> <li>hemorrhoid</li> <li>melena</li> <li>ulcer</li> <li>bowel obstruction</li> <li>Hepatitis</li> <li>Cirrhosis</li> <li>Pancreatitis</li> <li>kidney stones</li> <li>peritonitis</li> </ol> </li> <li>Describe the implications of: <ol style="list-style-type: none"> <li>bright red rectal bleeding</li> <li>coffee-ground emesis</li> <li>bright red emesis</li> </ol> </li> <li>Describe the general signs/symptoms and prehospital treatment for non-traumatic abdominal emergencies.</li> <li>Describe the signs/symptoms and prehospital treatment for gastrointestinal bleeding.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>
<p>X. HEAT AND COLD EMERGENCIES</p> <p>Define the signs and symptoms of environmental emergency and understand treatment.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>Identify three ways in which the body loses heat.</li> <li>Define and identify the signs/symptoms and prehospital treatment of: <ol style="list-style-type: none"> <li>heat cramps</li> <li>heat exhaustion</li> <li>heat stroke</li> </ol> </li> <li>Identify the signs/symptoms and prehospital treatment of: <ol style="list-style-type: none"> <li>frostbite</li> <li>hypothermia</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>
<p>Y. INHALATION INJURIES/SMOKE AND CARBON MONOXIDE POISONING/HAZARDOUS MATERIAL EXPOSURE</p> <p>Understand the signs, symptoms, treatment, and safety precautions for dealing with hazardous material (hazmat) incidents.</p>	<ol style="list-style-type: none"> <li>Identify the signs/symptoms and prehospital treatment for inhalation of toxic substances.</li> <li>Identify the signs/symptoms and prehospital treatment of: <ol style="list-style-type: none"> <li>carbon monoxide (CO) inhalation</li> <li>smoke inhalation</li> <li>toxic gas/cyanide inhalation</li> <li>nerve agents</li> </ol> </li> <li>Identify the principles involved in hazardous materials incident.</li> <li>State appropriate communication strategies between EMT and client with inhalation and hazmat injuries.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b></p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)	5. Identify signs/symptoms of cumulative and delayed stress on the emergency worker.	B5.5, B9.3
<b>Z. NEAR DROWNING AND DIVING INJURIES</b>  Identify the signs, symptoms, and management of a diving or near drowning incident.  (1 hour)	1. Identify the signs/symptoms and prehospital treatment of near drowning. 2. Identify the procedure for transporting a near drowning victim. 3. Identify the signs/symptoms and prehospital treatment of: a. air embolus b. decompression sickness (bends) c. Dysbarism (altitude sickness)	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B9.3
<b>AA. BITES AND STINGS</b>  Identify the signs and symptoms of envenomations. Identify the signs, symptoms, and treatment of severe allergic reactions.  (2 hours)	1. Identify the signs/symptoms and prehospital treatment of: a. poisonous snakebite b. black widow/brown recluse spider bites c. scorpion sting d. bee sting 2. Identify the signs/symptoms and treatment of an allergic reaction (anaphylaxis). 3. Describe various serums administered to bite and sting victims. 4. Define anaphylaxis. 5. Discern the differences between an allergic reaction and anaphylaxis. 6. Demonstrate appropriate techniques for epinephrine administration.	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B9.3
<b>BB. BURNS</b>  Understand the basic mechanisms of burns and the subsequent body physiology; the assessment and treatment of a burn victim.	1. Identify and define the function of the integumentary system. 2. Identify the characteristics of superficial, partial-thickness, and full thickness burns. 3. Identify the criteria for determining if burns are minor or critical. 4. Identify the most frequent cause of death from a burn: a. during the initial 24 hours b. after 24 hours 5. Identify critical body areas in relation to burns. 6. Identify the prehospital treatment for the following types of burns: a. during the initial 24 hours b. thermal c. chemical d. electrical	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B9.3, B9.8, B9.9

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> <li>e. radiation exposure/burns</li> <li>7. Identify signs/symptoms of a respiratory burn.</li> <li>8. Assess a burn using the “rule of nines.”</li> <li>9. Identify the prehospital treatment for burns.</li> <li>10. Identify the prehospital treatment of burns:               <ul style="list-style-type: none"> <li>a. thermal</li> <li>b. chemical</li> <li>c. light/flash</li> </ul> </li> <li>11. Describe location of various burn treatment centers.</li> </ul>	
<p>CC. WOUNDS</p> <p>Define types of soft tissue injury and manage patients with soft tissue injury.</p> <p>(2 hours)</p>	<ul style="list-style-type: none"> <li>1. Define and identify the prehospital treatment for the following:               <ul style="list-style-type: none"> <li>a. contusion</li> <li>b. hematoma</li> <li>c. abrasion</li> <li>d. puncture</li> <li>e. laceration</li> <li>f. avulsion</li> <li>g. amputation</li> <li>h. hyphema</li> <li>i. incision</li> </ul> </li> <li>2. Identify differences between arterial, venous, and capillary bleeding.</li> <li>3. Identify the use, benefits and risks of a tourniquet.</li> <li>4. Identify the prehospital treatment of mouth wounds, including impaled objects through the cheek.</li> <li>5. Locate pressure points.</li> <li>6. Demonstrate the application of dressings to include hemostatic pressure dressings.</li> <li>7. Identify the field treatment of a bleeding neck wound.</li> <li>8. Identify the field treatment for an impaled object.</li> <li>9. Identify the prehospital treatment for eye injuries:               <ul style="list-style-type: none"> <li>a. foreign body</li> <li>b. laceration</li> <li>c. blunt/penetrating injury</li> <li>d. contact lens</li> </ul> </li> <li>10. Identify the precautions to be taken with facial trauma.</li> <li>11. Describe various uses of site pressure to wounds.</li> <li>12. Identify the prehospital treatment for crush/blast injury.</li> <li>13. Identify the prehospital treatment for multi-system trauma.</li> </ul>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>DD. MUSCULOSKELETAL TRAUMA</p> <p>Identify the functions and anatomy of the musculoskeletal injury and treatment of patients with musculoskeletal injury.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the major functions of muscles, ligaments, tendons, and bones.</li> <li>2. Identify the signs/symptoms and the prehospital treatments of the following: <ol style="list-style-type: none"> <li>a. sprain/strain</li> <li>b. dislocation</li> <li>c. closed fracture</li> <li>d. open fracture</li> <li>e. contusion</li> <li>f. amputation</li> <li>g. non-traumatic fractures</li> <li>h. Osteoporosis</li> </ol> </li> <li>3. Define: <ol style="list-style-type: none"> <li>a. Flexion</li> <li>b. Extension</li> <li>c. Abduction</li> <li>d. Adduction</li> </ol> </li> <li>4. Identify possible complications common to all fractures.</li> <li>5. Identify three areas that must be assessed before and after immobilization of an extremity.</li> <li>6. Identify the classic sign of hip fracture.</li> <li>7. Identify possible complications specific for the following: <ol style="list-style-type: none"> <li>a. pelvic fractures</li> <li>b. open fractures</li> <li>c. clavicle fractures</li> <li>d. elbow fractures</li> <li>e. femur fractures</li> <li>f. rib fractures</li> </ol> </li> <li>8. Identify reasons for splinting a fracture.</li> <li>9. Identify the principles of splinting.</li> <li>10. Identify the indications for realignment of a fracture.</li> <li>11. Identify indications for use of a traction splint.</li> <li>12. Demonstrate the technique for application of a rigid splint.</li> <li>13. Identify the technique for splinting a fracture of the following: <ol style="list-style-type: none"> <li>a. clavicle/shoulder/humerus/elbow</li> <li>b. wrist/hand</li> <li>c. pelvis/hip</li> <li>d. femur</li> <li>e. knee/leg/ankle/foot</li> </ol> </li> <li>14. Demonstrate the technique for application of a traction splint.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>
<p>EE. HEAD AND SPINAL CORD INJURIES</p> <p>Identify structures and functions of the spine. Define the signs and symptoms of head and spinal injury and</p>	<ol style="list-style-type: none"> <li>1. Identify three structures which protect the brain and spinal cord.</li> <li>2. Define: <ol style="list-style-type: none"> <li>a. epidural hematoma</li> <li>b. subdural hematoma</li> <li>c. cerebral concussion</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills:</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>understand the management of a suspected head or spinal cord injury.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> <li>3. Identify the significance of clear or bloody drainage from the ear or nose following head trauma and the treatment instituted.</li> <li>4. Identify the signs and symptoms of increased intracranial pressure.</li> <li>5. Identify the significance of deteriorating neurological status following head trauma/traumatic brain injury.</li> <li>6. Identify cause of shock in an adult patient with head trauma.</li> <li>7. Define:               <ol style="list-style-type: none"> <li>a. paraplegia</li> <li>b. quadriplegia</li> <li>c. hemiplegia</li> </ol> </li> <li>8. Identify signs/symptoms of cervical spine trauma.</li> <li>9. Identify the techniques for maintaining a patent airway in a patient with suspected head or spine trauma.</li> <li>10. Identify the reasons for using full spinal precautions in a patient with suspected head or spine trauma.</li> <li>11. Identify the technique for assessing neurological status in a patient with suspected head and/or spinal cord trauma.</li> <li>12. Identify the technique for moving a patient with suspected head and/or spinal cord trauma.</li> <li>13. Demonstrate the use of the Kendrick Extrication Device.</li> <li>14. Remove a helmet using spinal precautions.</li> <li>15. Describe full spinal stabilization.</li> <li>16. Identify the prehospital treatment for:               <ol style="list-style-type: none"> <li>a. hematoma of scalp</li> <li>b. laceration of scalp</li> <li>c. impaled object in skull</li> </ol> </li> <li>17. Identify prehospital treatment for:               <ol style="list-style-type: none"> <li>a. foreign body in ear</li> <li>b. rupture of tympanic membrane</li> <li>c. avulsion</li> <li>d. bleeding and drainage</li> </ol> </li> <li>18. Identify prehospital treatment for:               <ol style="list-style-type: none"> <li>a. foreign body in nose</li> <li>b. bleeding and drainage</li> <li>c. blunt and penetrating trauma</li> <li>d. lacerations</li> </ol> </li> </ol>	<p>10.1</p> <p><b>CTE Pathway:</b> B9.3</p>
<p><b>FF. CHEST TRAUMA</b></p> <p>Identify the signs, symptoms, and treatment for chest trauma victims.</p>	<ol style="list-style-type: none"> <li>1. Identify the signs/symptoms and prehospital treatment for the following:               <ol style="list-style-type: none"> <li>a. rib fracture</li> <li>b. flail chest</li> <li>c. hemothorax</li> <li>d. tension pneumothorax</li> <li>e. cardiac tamponade</li> <li>f. simple pneumothorax</li> <li>g. open pneumothorax</li> <li>h. commotio cordis</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	i. traumatic asphyxia 2. Identify prehospital treatment for an open chest wound. 3. Identify the prehospital treatment for an impaled object in the chest. 4. Explain importance of changes in vital signs. 5. Identify blunt vs. penetrating mechanisms of injury.	<b>CTE Pathway:</b> B9.3
<b>GG. ABDOMINAL TRAUMA</b>  Identify the signs, symptoms, and treatment for abdominal trauma.  (2 hours)	1. Identify the location and function of: <ol style="list-style-type: none"> <li>esophagus</li> <li>stomach</li> <li>liver</li> <li>spleen</li> <li>kidney</li> <li>appendix</li> <li>intestines</li> <li>bladder</li> </ol> 2. Identify the signs/symptoms of blunt vs. penetrating abdominal trauma. 3. Identify treatment of solid vs. hollow organ suspected injuries. 4. Identify prehospital treatment of the following: <ol style="list-style-type: none"> <li>patient with blunt abdominal trauma</li> <li>abdominal evisceration</li> <li>patient with trauma to the external genitalia</li> <li>patient with an impaled object in the abdomen</li> </ol> 5. Describe mandatory recording and reporting of vital signs during treatment.	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B9.3, B9.10
<b>HH. EXTRICATION</b>  Understand the techniques of extrication.	1. Identify the importance of determining the mechanism of injury in trauma extrication. 2. Identify the stages of extrication. 3. Define and demonstrate the criteria for selecting transport mode. 4. Define and demonstrate the criteria for selecting transport destination. 5. Define and demonstrate the criteria for air operations. <ol style="list-style-type: none"> <li>operating safely around the aircraft/landing zone.</li> </ol> 6. Special considerations for extrication of patients: <ol style="list-style-type: none"> <li>pregnant</li> <li>pediatric</li> <li>geriatric</li> <li>cognition impaired</li> </ol> 7. Identify techniques of lifting/or moving patients which may help prevent body strain or injury to the EMT. 8. Describe the basic rules for body mechanics. 9. Demonstrate techniques of extrication. 10. Discuss use of a basket-type stretcher to include: <ol style="list-style-type: none"> <li>placing a patient on a stretcher</li> <li>removing patient from stretcher</li> </ol>	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B9.3, B9.8, B9.10, B9.11

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ul style="list-style-type: none"> <li>c. immobilizing patient in stretcher</li> <li>11. Demonstrate techniques for the use of extrication tools including Kendrick's Extrication Device.</li> <li>12. Identify the following safety procedures at the scene of a motor vehicle accident to include:               <ul style="list-style-type: none"> <li>a. Safety triangles</li> <li>b. vehicle placement</li> <li>c. traffic control</li> <li>d. control of fire hazards</li> </ul> </li> <li>13. Demonstrate transferring a patient from a stretcher to a backboard to a gurney.</li> <li>14. State appropriate communication strategies between EMT and client during extrication.</li> <li>15. Demonstrate appropriate EMS system communication.               <ul style="list-style-type: none"> <li>a. medical control</li> <li>b. team communication/interactions within team structure</li> <li>c. calling for resources</li> <li>d. other healthcare professionals</li> <li>e. interpersonal communication</li> <li>f. sending/receiving facilities</li> <li>g. transfer of care</li> </ul> </li> </ul>	
<p>II. MULTIPLE CASUALTY INCIDENTS</p> <p>Understand the role responsibilities of the emergency medical technician in multiple casualty incidents.</p>	<ul style="list-style-type: none"> <li>1. Identify the purpose of a Multi-Casualty Incident (MCI) command system.</li> <li>2. Demonstrate knowledge of Incident Command System. (FEMA-ICS self-study course)</li> <li>3. Define triage.</li> <li>4. Describe the functions of the triage personnel in a MCI situation.</li> <li>5. Identify the four categories which a patient may be placed during an MCI.</li> <li>6. Identify four types of emergency which meet criteria for implementing an incident command system.</li> <li>7. Identify the functions of the Medical Alert Center (MAC)</li> <li>8. Define the mnemonic "START" (Simple Triage and Rapid Treatment) and identify parameters of triage assessment.</li> <li>9. Identify patient care activities during initial assessment in a multi-casualty incident.</li> <li>10. Triage multiple casualties using the START system.</li> <li>11. Describe mandatory recording and reporting procedures for EMT in multiple casualty incidents.</li> <li>12. Identify and demonstrate the roles and responsibilities of emergency workers to a suspected terrorist incident.               <ul style="list-style-type: none"> <li>a. chemical weapons</li> <li>b. biological agents</li> <li>c. nuclear weapons</li> <li>d. explosive warfare</li> <li>e. domestic terrorism</li> <li>f. active shooter</li> </ul> </li> </ul>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B2.2, B5.5, B9.3, B9.8, B9.10</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	13. Identify signs/symptoms of cumulative and delayed stress on the emergency worker.	
<p>JJ. PEDIATRICS</p> <p>Understand how to identify, assess, and treat problems that are specific to the pediatric patient.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify and define the stages of human growth and development.</li> <li>2. Identify the techniques for promoting rapport with a pediatric patient.</li> <li>3. Identify the major differences between adults and children and infants when comparing: <ol style="list-style-type: none"> <li>a. normal vital signs</li> <li>b. body proportions</li> <li>c. assessment triangle</li> </ol> </li> <li>4. Identify signs/symptoms of dehydration in a child.</li> <li>5. Identify the role of the EMT in sudden infant death syndrome.</li> <li>6. Identify causes and prehospital treatment of shock in children.</li> <li>7. Identify the prehospital treatment of pediatric seizures.</li> <li>8. Identify signs/symptoms and the prehospital treatment of: <ol style="list-style-type: none"> <li>a. croup</li> <li>b. epiglottitis</li> <li>c. foreign body aspiration</li> <li>d. asthma</li> <li>e. upper airway obstruction</li> <li>f. Pertussis</li> <li>g. Respiratory distress/failure/arrest</li> <li>h. Child abuse/neglect</li> </ol> </li> <li>9. Identify signs/symptoms suggestive to gastrointestinal disease.</li> <li>10. Identify signs/symptoms suggestive to an acute life threatening/traumatic event.</li> <li>11. Identify signs/symptoms of near drowning.</li> <li>12. Identify cooling measures for children.</li> <li>13. Identify the most frequent cause of cardiopulmonary arrest in children.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3, B9.8</p>
<p>KK. PREGNANCY AND CHILDBIRTH</p> <p>Understand normal and abnormal pregnancy and childbirth situations including assessment and management.</p>	<ol style="list-style-type: none"> <li>1. Define terms <ol style="list-style-type: none"> <li>a. Pregnancy</li> <li>b. Trimester</li> <li>c. Prenatal</li> <li>d. Contractions</li> <li>e. Premature</li> <li>f. APGAR score</li> <li>g. stillborn</li> </ol> </li> <li>2. Identify trimesters of pregnancy (40 weeks): <ol style="list-style-type: none"> <li>a. 1<sup>st</sup> trimester (1-12 weeks)</li> <li>b. 2<sup>nd</sup> trimester (13-24 weeks)</li> <li>c. 3<sup>rd</sup> trimester (25-40 weeks)</li> </ol> </li> <li>3. Pregnancy complications in all stages of pregnancy: <ol style="list-style-type: none"> <li>a. General:</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ul style="list-style-type: none"> <li>• Supine hypotension syndrome</li> <li>• Gestational diabetes</li> <li>b. 1st trimester:               <ul style="list-style-type: none"> <li>• Vaginal bleeding/infection</li> <li>• Ectopic pregnancy</li> <li>• Spontaneous abortion/miscarriage</li> </ul> </li> <li>c. 2<sup>nd</sup> trimester:               <ul style="list-style-type: none"> <li>• Preeclampsia/eclampsia (Pregnancy induced Hypertension [PIH])</li> </ul> </li> <li>d. 3<sup>rd</sup> trimester:               <ul style="list-style-type: none"> <li>• Placenta previa</li> <li>• Abruptio placenta</li> <li>• Uterine rupture</li> </ul> </li> <li>4. Assessment of the pregnant patient-imminent delivery:               <ul style="list-style-type: none"> <li>a. Prenatal care</li> <li>b. Last menstrual period</li> <li>c. Gravida</li> <li>d. Para</li> <li>e. Contractions                   <ul style="list-style-type: none"> <li>• Frequency</li> <li>• Duration</li> <li>• Braxton-Hicks</li> </ul> </li> </ul> </li> <li>5. Stages of labor:               <ul style="list-style-type: none"> <li>a. 1st stage – dilation</li> <li>b. 2nd stage – expulsion</li> <li>c. 3rd stage – placental stage</li> </ul> </li> <li>6. Childbirth:               <ul style="list-style-type: none"> <li>a. Normal delivery</li> <li>b. Abnormal delivery                   <ul style="list-style-type: none"> <li>• Nuchal cord</li> <li>• Prolapsed cord</li> <li>• Breech presentation</li> <li>• Abnormal limb presentation</li> <li>• Meconium-stained amniotic fluid</li> <li>• Premature births</li> <li>• Fetal demise</li> </ul> </li> </ul> </li> <li>7. Neonatal Care:               <ul style="list-style-type: none"> <li>a. Newborn/APGAR score</li> <li>b. Neonatal resuscitation</li> <li>c. Multiple births                   <ul style="list-style-type: none"> <li>8. Birth defects:                       <ul style="list-style-type: none"> <li>a. Fetal alcohol syndrome</li> <li>b. Down's syndrome</li> <li>c. Spina Bifida</li> </ul> </li> </ul> </li> </ul> </li> </ul>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>LL. BEHAVIORAL EMERGENCIES</p> <p>Understand the methods used to manage a disruptive or crisis incident.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Define behavioral emergency.</li> <li>2. Identify possible causes for patients displaying disruptive behavior for patient safety.</li> <li>3. Identify steps the EMT can take to stabilize a disruptive situation.</li> <li>4. Identify possible responses a family may have to a sudden death or crisis.</li> <li>5. Identify possible responses that the EMT may have to sudden death or stress reaction.</li> <li>6. Identify steps the EMT can take to manage a sudden death situation.</li> <li>7. Define critical incident stress debriefing (CISD).</li> <li>8. Demonstrate the methods of restraining and transporting patients: <ol style="list-style-type: none"> <li>a. chemical restraint</li> <li>b. physical restraint</li> </ol> </li> <li>9. Describe the management of a violent patient.</li> <li>10. Identify possible responses displayed by a terminally ill patient.</li> <li>11. Identify steps the EMT can take when dealing with problems of the terminally ill.</li> <li>12. Assess/recognize and manage patients presenting with: <ol style="list-style-type: none"> <li>a. acute psychosis</li> <li>b. suicidal risk</li> <li>c. clinical depression</li> <li>d. delirium</li> </ol> </li> <li>13. Identify patients with special communication considerations.</li> <li>14. Identify the management of patients with special communication considerations.</li> <li>15. Recognize other factors leading to a behavioral emergency: <ol style="list-style-type: none"> <li>a. anxiety state</li> <li>b. brain tumor</li> <li>c. dementia</li> <li>d. metabolic disorder</li> <li>e. hypoglycemia</li> <li>f. intoxication</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B5.5, B9.3, B9.8, B9.11</p>
<p>MM. SEXUAL ASSAULT</p> <p>Define the roles and responsibilities of the EMT in regard to victims of sexual assault.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> <li>1. Define sexual assault.</li> <li>2. Identify the role of the EMT in the prehospital treatment of sexual assault.</li> <li>3. Identify possible reactions a patient may experience after an assault.</li> <li>4. Describe EMT role in maintaining ethics and confidentiality.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3, B9.8</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>NN. CHILD/DEPENDENT ADULT/ELDER ABUSE</p> <p>Understand the medical-legal implications of Child or Dependent Adult abuse and the reporting requirements.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> <li>1. Identify signs/symptoms which should lead the EMT to suspect: child abuse; elder abuse; dependent adult abuse.</li> <li>2. Identify the mandatory reporting criteria and procedure for child abuse.</li> <li>3. Identify mandatory reporting for dependent adult/elder abuse.</li> <li>4. Describe contacts to be followed in reporting abuse.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3, B9.10</p>
<p>OO. LEGAL AND ETHICAL ASPECTS</p> <p>Understand and evaluate the medical-legal aspects of prehospital care including the responsibility of the EMT.</p>	<ol style="list-style-type: none"> <li>1. Identify the legislation which authorizes prehospital care in California.</li> <li>2. Identify the procedures and practices included in the scope of practice of the EMT at the scene of an emergency or during transport or during interfacility transport.</li> <li>3. Describe the responsibility of the State Emergency Medical Services (EMS).</li> <li>4. Describe the role of the local EMS Agency.</li> <li>5. Describe the guidelines covering authority for patient care in an emergency.</li> <li>6. Identify EMT responsibility in reporting child abuse.</li> <li>7. Identify EMT responsibility in reporting elder-dependent adult abuse.</li> <li>8. Identify EMT responsibility in evidence preservation.</li> <li>9. Identify the criteria for detaining a patient under Section 5150/5585 of the Welfare and Institution Code.</li> <li>10. Identify who can authorize an involuntary psychiatric hold.</li> <li>11. Identify "mental disorders" as it relates to an involuntary psychiatric hold.</li> <li>12. Identify the specific criteria for the EMT to determine death in the field.</li> <li>13. Identify the importance of assessing a patient's level of consciousness prior to his/her signing an Against Medical Advice (AMA) form.</li> <li>14. State the legal age of consent to include the minor who is emancipated, self-supporting, legally married, pregnant, and has children.</li> <li>15. Identify the prehospital management of an ill or injured minor when parent/guardian is unavailable or an unconscious adult when family is unavailable.</li> <li>16. Describe the situation in which the EMS Agency Medical Director may place an EMT on probation or suspend/revoke certification.</li> <li>17. Explain how the Good Samaritan Act relates to an EMT.</li> <li>18. Define the following terms: <ol style="list-style-type: none"> <li>a. negligence</li> <li>b. informed consent</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B1.1, B1.2, B2.2, B2.5, B9.3, B9.8, B9.11</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ul style="list-style-type: none"> <li>c. implied consent</li> <li>d. abandonment</li> <li>e. malpractice</li> <li>f. assault</li> <li>g. battery</li> <li>h. The Patient's Bill of Rights</li> <li>i. expressed consent</li> <li>j. involuntary consent</li> </ul> 19. Identify the four components of negligence. 20. Define terms emancipated minor and patient abandonment 21. Ethical principles/moral obligations of emergency worker: <ul style="list-style-type: none"> <li>a. ethical conflicts</li> <li>b. DNR/POLST/AHCD orders</li> <li>c. end-of-life issues</li> </ul> 22. Tort and criminal actions/civil tort	
<b>PP. RECORD AND REPORTS</b>  Describe documentation and reporting requirements.          (2 hours)	<ol style="list-style-type: none"> <li>1. Identify the importance of communication and accurate documentation.</li> <li>2. Identify the information that should be included on all reports.</li> <li>3. Identify the procedure to be followed prior to submission of a report.</li> <li>4. Identify procedures which should be followed to ensure confidentiality of patient information.</li> <li>5. Identify the procedure to be followed if patient refuses medical assistance.</li> <li>6. Describe special circumstances where additional documentation is required.</li> <li>7. Describe the procedure to be followed to correct the medical record.</li> <li>8. Describe reporting possible exposure to blood borne pathogens.</li> <li>9. Describe ethics and legalities in recording and reporting procedures.</li> <li>10. Identify the use of the medical record as it relates to:               <ul style="list-style-type: none"> <li>a. quality improvement</li> <li>b. evidence-based decision making</li> <li>c. impact of research on EMS care</li> </ul> </li> </ol>	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B1.1, B3.3, B3.6, B3.7, B9.9
<b>QQ. AMBULANCE MODULE</b>  Understand transportation procedures for the EMT, including the legal and communication roles of EMT.	<ol style="list-style-type: none"> <li>1. Identify the responsibilities of an ambulance driver as outlined in the Title 13 California Code of Regulations.</li> <li>2. Identify the requirements for obtaining a California Ambulance Drive Certificate.</li> <li>3. Complete an EMS report form.</li> <li>4. Gurney operations</li> <li>5. Provide an accurate radio report.</li> <li>6. Identify principles for the transport of patients with:               <ul style="list-style-type: none"> <li>a. Foley catheter</li> <li>b. nasogastric tube (NG)</li> </ul> </li> </ol>	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(8 hours)	<ul style="list-style-type: none"> <li>c. gastrostomy (feeding) tube</li> <li>d. heparin lock</li> <li>e. tracheotomy tube</li> <li>f. indwelling vascular line</li> <li>g. medicine pump</li> <li>h. implant shunt</li> </ul> 7. State recording and reporting procedures.	<b>CTE Pathway:</b> B1.1, B1.2, B3.3, B3.5, B3.7, B3.9, B9.3, B9.8, B9.11
<b>RR. CLINICAL OBSERVATION AND/OR AMBULANCE RIDE-A-LONG</b>  Under the supervision of the approved ambulance crew, perform and observe the duties of an EMT.	<ul style="list-style-type: none"> <li>1. Observe duties of an EMT.</li> <li>2. Perform duties of an EMT.</li> <li>3. Observe a minimum of ten patient contacts.</li> <li>4. Perform EMT duties on a minimum of ten patient contacts.</li> <li>5. Communicate in culturally sensitive manner.</li> <li>6. Demonstrate professional behavior.</li> <li>7. Initiate basic medical interventions.</li> <li>8. Provide limited symptom relief</li> </ul>	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B1.1, B3.5, B9.3, B9.11
<b>SS. CLINICAL DEMONSTRATION</b>  Under the supervision of the instructor, participate in final approved county exams.	<ul style="list-style-type: none"> <li>1. Participate in twelve hours of sectional testing.</li> <li>2. Participate in two hours of county approved final testing exams.</li> <li>3. Participate in four hours of return demonstration of emergency skills.</li> <li>4. Serve as a team member.</li> <li>5. Serve as a team leader.</li> <li>6. Ensure safety of all team members.</li> </ul>	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B4.3, B9.3
<b>TT. GERIATRICS</b>  Understand how to identify, assess, and treat problems that are specific to the geriatric.	<ul style="list-style-type: none"> <li>1. Identify changes associated with aging.</li> <li>2. Identify age-related assessments and treatment for the common geriatric diseases/emergencies:               <ul style="list-style-type: none"> <li>a. cardiovascular diseases</li> <li>b. respiratory diseases</li> <li>c. neurological disease</li> <li>d. endocrine diseases</li> <li>e. alzheimer's</li> <li>f. dementia</li> <li>g. elder abuse/neglect</li> <li>h. homecare</li> <li>i. long term care</li> </ul> </li> </ul>	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B9.3



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> <li>j. palliative care</li> <li>k. hospice</li> </ul>	
<p>UU. PATIENTS WITH SPECIAL CHALLENGES</p> <p>Understand how to identify, assess, and treat problems that are specific to the patients with special challenges.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Recognize and report healthcare implications associated with various conditions:               <ul style="list-style-type: none"> <li>a. abuse/neglect</li> <li>b. homelessness</li> <li>c. poverty</li> <li>d. Bariatrics</li> <li>e. technology dependent</li> <li>f. hospice/terminally ill</li> <li>g. Tracheostomy care/dysfunction</li> <li>h. homecare</li> <li>i. sensory deficit/loss</li> <li>j. developmental disability</li> <li>k. patients in custody                   <ul style="list-style-type: none"> <li>i. deployment of non-lethal force (taser, bean bags, rubber bullets, etc.)</li> </ul> </li> <li>l. assistive devices</li> <li>m. transportation</li> <li>n. service animals</li> </ul> </li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B9.3</p>
<p>VV. THERAPEUTIC COMMUNICATION</p> <p>Understand therapeutic communications with patients of varying ages and circumstances.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Demonstrate communication strategies appropriate for age, stage of development, patients with special needs, and different cultures:               <ul style="list-style-type: none"> <li>a. communication with the elderly</li> <li>b. communication with pediatric patients</li> <li>c. communication with the hearing impaired</li> <li>d. communication with non-English speaking patients</li> </ul> </li> <li>2. Demonstrate principles of communication that achieve a positive relationship:               <ul style="list-style-type: none"> <li>a. interviewing techniques</li> <li>b. verbal defusing strategies</li> <li>c. family presence issues</li> <li>d. developing patient rapport</li> </ul> </li> <li>3. Demonstrate strategies used to ascertain information:               <ul style="list-style-type: none"> <li>a. Special interview situations</li> <li>b. Patients under the influence of street drugs/alcohol</li> </ul> </li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B3.5</p>
<p>WW. EMPLOYABILITY SKILLS</p> <p>Demonstrate the ability to prepare for and keep employment as an emergency medical technician.</p>	<ol style="list-style-type: none"> <li>1. Describe various sites to obtain employment information e.g. internet, newspaper, employment office.</li> <li>2. Describe application and résumé requirements.</li> <li>3. Prepare a résumé and a cover letter.</li> <li>4. Complete a sample application form.</li> <li>5. Describe grooming for an interview.</li> <li>6. Describe and demonstrate interview techniques for employment.</li> </ol>	<p><b>Career Ready Practice:</b> 3</p> <p><b>CTE Anchor:</b> Career Planning and Management: 3.1, 3.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	7. Describe resigning from a position including time element and letter format.	Technology: 4.2  <b>CTE Pathway:</b> B9.3

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

American Academy of Orthopedic Surgeons (AAOS). Emergency Care and Transportation of the Sick and Injured, 11<sup>th</sup> Edition, Jones and Bartlett Learning, 2017.

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

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

Daniel J. Limmer, Michael F. O’Keefe, Harvey Grant, Bob Murray, J. David Bergeron, and Edward T. Dickinson, Emergency Care, 14<sup>th</sup> Edition, Pearson Prentice Hall, 2020.

Mistovich, Joseph J., Brent, Hafen, and Keith J. Karren. Prehospital Emergency Care, 9<sup>th</sup> Edition, Prentice Hall, 2009.

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


### **RESOURCES**

Employer Advisory Board members


Foundation Standards

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

<http://www.cde.ca.gov/be/st/ss/documents/ctestandards.doc>

[National Association of Emergency Medical Technicians \(NAEMT\)](#) , P.O. Box 1400, Clinton, MS 39060-1400.  
Phone: (800) 346-2368. Fax: (601) 924-7325.

[National Highway Transportation Safety Administration \(NHTSA\), EMS Division](#) , 400 7th St. SW, NTS-14,  
Washington, DC 20590.

[National Registry of Emergency Medical Technicians \(NREMT\)](#) , Rocco V. Morando Bldg., 6610 Busch Blvd., P.O.  
Box 29233, Columbus, OH 43229. Phone: (614) 888-4484. Fax: (614) 888-8920.

Los Angeles County Emergency Medical Services Agency (LACoEMS), 10100 Pioneer Blvd., Santa Fe Springs, CA  
90670 Phone: (562) 378-1500.

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lectures and discussions
- B. Multimedia presentations
- C. Demonstrations and participation
- D. Individualized instruction
- E. Peer teaching
- F. Role-playing
- G. Guest speakers
- H. Ambulance internship
- I. Clinical internship

### **EVALUATION**

SECTION A – Orientation to Medical Systems – Pass all assignments and exams on orientation to medical systems with a minimum score of 80% or higher.

SECTION B – Surface Anatomy – Pass all assignments and exams on surface anatomy with a minimum score of 80% or higher.

SECTION C – Principles of Physiology – Pass all assignments and exams on principles of physiology with a minimum score of 80% or higher.

SECTION D – Nervous System – Pass all assignments and exams on nervous system with a minimum score of 80% or higher.

SECTION E – Cardiovascular System – Pass all assignments and exams on cardiovascular system with a minimum score of 80% or higher.

SECTION F – Respiratory System – Pass all assignments and exams on respiratory system with a minimum score of 80% or higher.

SECTION G – Shock – Pass all assignments and exams on shock with a minimum score of 80% or higher.

SECTION H – Patient Assessment and Vital Functions – Pass all assignments and exams on patient assessment and vital functions with a minimum score of 80% or higher.

SECTION I – Oxygen Therapy and Airway Adjuncts – Pass all assignments and exams on oxygen therapy and airway adjuncts with a minimum score of 80% or higher.

SECTION J – Assisting with Advanced Life Support (ALS) Procedures and Aseptic Technique – Pass all assignments and exams on assisting with advanced life support (ALS) procedures and aseptic technique with a minimum score of 80% or higher.

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

SECTION L – Basic Life Support – Pass all assignment and exams on basic life support with a minimum score of 80% or higher.

SECTION M – Communicable Diseases – Pass all assignments and exams on communicable diseases with a minimum score of 80% or higher.

SECTION N – Altered Levels of Consciousness – Pass all assignments and exams on altered levels of consciousness with a minimum score of 80% or higher.

SECTION O – CVA/Stroke – Pass all assignments and exams on CVA /stroke with a minimum score of 80% or higher.

SECTION P – Seizures – Pass all assignments and exams on seizures with a minimum score of 80% or higher.

SECTION Q – Syncope – Pass all assignments and exams on syncope with a minimum score of 80% or higher.

SECTION R – Poisoning/Overdose – Pass all assignments and exams on poisoning/overdose with a minimum score of 80% or higher.

SECTION S – Diabetes – Pass all assignments and exams on diabetes with a minimum score of 80% or higher.

SECTION T – Chest Pain – Pass all assignments and exams on chest pain with a minimum score of 80% or higher.

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

SECTION V – Dyspnea – Pass all assignments and exams on dyspnea with a minimum score of 80% or higher.

SECTION W – Non-Traumatic Abdominal Emergencies – Pass all assignments and exams on non-traumatic abdominal emergencies with a minimum score of 80% or higher.

SECTION X – Heat and Cold Emergencies – Pass all assignments and exams on heat and cold emergencies with a minimum score of 80% or higher.

SECTION Y – Inhalation Injuries/Smoke and Carbon Monoxide Poisoning/Hazardous Material Exposure – Pass all assignments and exams on inhalation injuries/smoke and carbon monoxide poisoning/hazardous material exposure with a minimum score of 80% or higher.

SECTION Z – Near Drowning and Diving Emergencies – Pass all assignments and exams on near drowning and diving emergencies with a minimum score of 80% or higher.

SECTION AA – Bites and Stings – Pass all assignments and exams on bites and stings with a minimum score of 80% or higher.

SECTION BB – Burns – Pass all assignments and exams on burns with a minimum score of 80% or higher.

SECTION CC – Wounds – Pass all assignments and exams on wounds with a minimum score of 80% or higher.

SECTION DD – Musculoskeletal Trauma – Pass all assignments and exams on musculoskeletal trauma with a minimum score of 80% or higher.

SECTION EE – Head and Spinal Cord Injuries – Pass all assignments and exams on head and spinal cord injuries with a minimum score of 80% or higher.

SECTION FF – Chest Trauma – Pass all assignments and exams on chest trauma with a minimum score of 80% or higher.

SECTION GG – Abdominal Trauma – Pass all assignments and exams on abdominal trauma with a minimum score of 80% or higher.

SECTION HH – Extrication – Pass all assignments and exams on extrication with a minimum score of 80% or higher.

SECTION II – Multiple Casualty Incidents – Pass all assignments and exams on multiple casualty incidents with a minimum score of 80% or higher.

SECTION JJ – Pediatrics – Pass all assignments and exams on pediatrics with a minimum score of 80% or higher.

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

SECTION LL – Behavioral Emergencies– Pass all assignments and exams on behavioral emergencies with a minimum score of 80% or higher.

SECTION MM – Sexual Assault – Pass all assignments and exams on sexual assault with a minimum score of 80% or higher.

SECTION NN – Child/Dependent Adult/Elder Abuse – Pass all assignments and exams on child/dependent/adult/elder abuse with a minimum score of 80% or higher.

SECTION OO – Legal and Ethical Aspects – Pass all assignments and exams on legal aspects with a minimum score of 80% or higher.

SECTION PP – Record and Reports – Pass all assignments and exams on record and reports with a minimum score of 80% or higher.

SECTION QQ – Ambulance Module – Pass all assignments and exams on ambulance module with a minimum score of 80% or higher.

SECTION RR – Clinical Observation and/or Ambulance Ride-a-Long – Pass all assignments and exams on clinical observation and/or ambulance ride-a-long with a minimum score of 80% or higher.

SECTION SS – Clinical Demonstration – Pass all assignments and exams on clinical demonstration with a minimum score of 80% or higher.

SECTION TT – Geriatrics – Pass all assignments and exams on geriatrics with a minimum score of 80% or higher.

SECTION UU - Patients with Special Challenges – Pass all assignments and exams on patients with special challenges with a minimum score of 80% or higher.

SECTION VV – Therapeutic Communication – Pass all assignments and exams on therapeutic communication with a minimum score of 80% or higher.

SECTION WW – 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