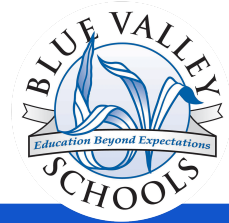


Emergency Medical Science

UNIT 1: Intro to Emergency Medical Science



ESSENTIAL QUESTION

BIG IDEAS

What role do Emergency Medical Responders play in society?

- Students will understand the rules, laws, and organizations associated with Emergency Medical Science and Services.
- Students will learn about the various jobs that may be available in the Emergency Medical Services.
- Students will understand the role EMRs play in the public health sector.

GUIDING QUESTIONS

Content

- What are important historical events that have led to the development of modern EMS?
- What are the National Highway Traffic Safety Administration standards for assessing EMS systems?
- What are the components of an EMS system?
- What are the differences between EMRs, EMTs, AEMTs, and Paramedics?
- What are the specific areas of responsibility for the EMR?
- What are the various job settings that may be available to EMRs?
- What is the National Registry of Emergency Medical Technicians?
- How does medical direction relate to EMS programs?
- How does research influence the EMR practice?
- What is the appropriate personal protective equipment to prevent exposure to infectious disease?
- What are the health concerns related to exposure to hepatitis B, hepatitis C, tuberculosis, and AIDS?
- What are the essential provisions of OSHA, the CDC, the Ryan White CARE Act, and the Ryan White HIV/AIDS Treatment Extension Act of 2009?
- What are the indications for use of an N-95 or HEPA respirator?
- What is the purpose of the tuberculin skin test (TST)?
- What is the role of the Federal Communications Commission as it relates to EMS system communication?

Process

- How is training different for EMRs, EMTs, AEMTs, and Paramedics?
- What is the EMR's role in the quality improvement process?
- What are the proper procedures for hand washing and using alcohol-based hand cleaners?

Reflective

- What is the purpose of quality improvement programs in EMS programs?
- How can EMS providers play a role in public health?

FOCUS STANDARDS

- KSDE 44060.1. Give an overview of the historical events leading to the development of modern Emergency Medical Services (EMS).
- KSDE 44060.2. Describe the importance of each of the National Highway Traffic Safety Administration standards for assessing EMS systems.
- KSDE 44060.3. Describe the components of an EMS system that must be in place for a patient to receive emergency medical care.
- KSDE 44060.4. Compare and contrast the training and responsibilities of EMRs, EMTs, AEMTs, and Paramedics.
- KSDE 44060.5. Explain each of the specific areas of responsibility for the EMT.
- KSDE 44060.7. Describe various job settings that may be available to EMTs.
- KSDE 44060.8. Describe the purpose of the National Registry of Emergency Medical Technicians.
- KSDE 44060.9. Explain the purpose of quality improvement programs in EMS programs.
- KSDE 44060.10. Explain EMT's role in the quality improvement process.
- KSDE 44060.11. Explain medical direction as it relates to EMS systems.
- KSDE 44060.12. List ways in which research may influence EMT practice.
- KSDE 44060.13. Give examples of how EMS providers can play a role in public health.
- KSDE 44060.16. Given an example of a patient-care situation, determine the appropriate personal protective equipment to prevent exposure to infectious disease.
- KSDE 44060.17. Describe proper procedures for hand washing and using alcohol-based hand cleaners.
- KSDE 44060.18. Discuss the health concerns related to exposure to hepatitis B, hepatitis C, tuberculosis, and AIDS.
- KSDE 44060.19. Access the Centers for Disease Control web site to obtain the latest information on diseases of concern to EMS providers.
- KSDE 44060.20. Explain the essential provisions of OSHA, the CDC, the Ryan White CARE Act, and the Ryan White HIV/AIDS Treatment Extension Act of 2009 as they relate to infection control in EMS.
- KSDE 44060.21. Describe the indications for use of an N-95 or HEPA respirator.
- KSDE 44060.22. Describe the purpose of the tuberculin skin test (TST).
- KSDE 44060.148 Explain the role of the Federal Communications Commission as it relates to EMS system communication.

Emergency Medical Science

UNIT 2: The Mindset of an Emergency Medical Responder



ESSENTIAL QUESTION

BIG IDEAS

How do Emergency Medical Technicians view the world?

- Students will identify common stressors faced by EMRs and how to manage their stress.
- Students will evaluate a wide range of ethical dilemmas faced by EMRs.
- Students will understand advanced directives and do not resuscitate orders.
- Students will demonstrate effective verbal and non-verbal communication.

GUIDING QUESTIONS

Content

- What are the physical and personality traits that are desirable for EMRs?
- What are health habits that promote physical and mental well-being?
- What are common stressors in EMS work?
- What are the stages of the stress response?
- What are the effects of each stage of the stress response on the body?
- What is the difference between acute, delayed, and cumulative stress reactions?
- What is Critical Incident Stress Management (CISM)?
- What is the purpose of CISM?
- What is the scope of practice for an EMR?
- What is the difference between scope of practice and standard of care?
- What are the different types of patient consent?
- What ethical dilemmas do EMRs face?
- What are the legal and ethical considerations for situations where patients refuse care?
- What are the EMR's obligations with respect to advance directives and "do not resuscitate" orders?
- What circumstances may lead to a claim of negligence?
- What are Good Samaritan Laws?
- What situations constitute a breach of patient confidentiality?
- What situations could constitute libel or slander?
- What are examples of medical identification devices?
- How is organ donor status identified?
- What are examples of items that may be considered evidence at a crime scene?
- How do EMRs minimize their impact on evidence while meeting their obligations to care for their patient?
- What situations may legally require reporting to authorities?
- When is it appropriate or inappropriate to use acronyms and abbreviations?
- When is it better to use common or lay terms to describe something as opposed to a medical term?

- How do EMRs effectively communicate both verbally and nonverbally?
- How do EMRs ensure they communicate effectively with patients of various ages and cultures?
- What are the legal issues and special situations associated with documentation?

Process


- What process is used to determine which type of patient consent should be applied in different situations?
- What process can EMRs use in order to make decisions when faced with an ethical dilemma?

Reflective

- How can an EMR demonstrate professional behavior?
- What lifestyle changes can be used to manage stress?
- How do I handle stressful situations? What can I do to better manage my stress?
- How would I handle being faced with an ethical dilemma (give scenarios)?
- What is the purpose of Good Samaritan Laws?

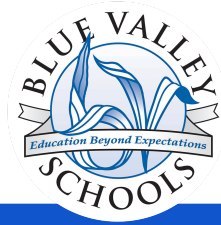
FOCUS STANDARDS

- KSDE 44060.6. Give examples of the physical and personality traits that are desirable for EMTs.
- KSDE 44060.14. Given scenarios, decide how an EMT may demonstrate professional behavior.
- KSDE 44060.15. Describe health habits that promote physical and mental well-being.
- KSDE 44060.23. Give examples of common stressors in EMS work.
- KSDE 44060.24. Describe the stages of the stress response, including the effects of each stage on the body.
- KSDE 44060.25. Differentiate between acute, delayed, and cumulative stress reactions.
- KSDE 44060.26. List lifestyle changes that can be used to manage stress.
- KSDE 44060.27. Explain the purpose of critical incident stress management (CISM).
- KSDE 44060.45. Describe your scope of practice as an EMT.
- KSDE 44060.46. Differentiate between scope of practice and standard of care.
- KSDE 44060.47. Given a variety of scenarios, determine which type of patient consent applies.
- KSDE 44060.48. Given a variety of ethical dilemmas, discuss the issues that must be considered in each situation.
- KSDE 44060.49. Explain legal and ethical considerations in situations where patients refuse care.
- KSDE 44060.50. Discuss the EMT's obligations with respect to advance directives, including do not resuscitate orders.
- KSDE 44060.51. Given a variety of scenarios, identify circumstances that may allow a claim of negligence to be established.
- KSDE 44060.52. Explain the purpose of Good Samaritan laws.
- KSDE 44060.53. Identify situations that would constitute a breach of patient confidentiality.
- KSDE 44060.54. Identify situations that would constitute libel or slander.
- KSDE 44060.55. Recognize medical identification devices and organ donor status.
- KSDE 44060.56. List items that may be considered evidence at a crime scene.

- KSDE 44060.57. Describe ways in which you can minimize your impact on evidence while meeting your obligations to care for your patient.
 - KSDE 44060.58. Recognize situations that may legally require reporting to authorities.
 - KSDE 44060.59. Given a scenario involving an ethical challenge, decide the most appropriate response for an EMT.
 - KSDE 44060.62. Recognize when it is appropriate and when it is inappropriate to use acronyms and abbreviations.
 - KSDE 44060.63. Give examples of when it is better to use a common or lay term to describe something than it is to use a medical term.
 - KSDE 44060.153. Demonstrate principles and techniques of effective verbal and nonverbal interpersonal communication.
 - KSDE 44060.154. Adapt communication principles for effective interaction with patients of various ages and cultures.
 - KSDE 44060.156. Understand legal issues and special situations associated with documentation.
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Emergency Medical Science

UNIT 3: Body Systems & Basic Health



ESSENTIAL QUESTION

BIG IDEAS

How does a typical human body function?

- Students will understand basic medical terminology and be able to apply common prefixes, suffixes, and roots to determine the meaning of medical terms.
- Students will understand the structures and functions of the main body functions.
- Students will understand the physical and physiological characteristics, including normal vital signs, for individuals in all age groups.
- Students will be able to use knowledge of physical, physiological, and psychosocial development to anticipate the needs and concerns of patients of all ages.

GUIDING QUESTIONS

Content

- What are common prefixes, suffixes, and roots used in medical terms?
- What are the differences in the respiratory anatomy of children as compared to adults?
- What is the function of the life support chain?
- What are key terms associated with human body function?
- What are the roles of water, glucose, and oxygen in the cell?
- What are the basic roles of and structures of body cells?
- What are the physical and physiological characteristics, including normal vital signs, for individuals in each of the following age groups:
 - a. Infant
 - b. Toddler
 - c. Preschool age
 - d. School age
 - e. Adolescent
 - f. Early adult
 - g. Middle adult
 - h. Late adult
- What are the typical psychosocial characteristics and concerns of individuals at each stage during the life span?

Process

- How can common prefixes, suffixes, and roots be used to determine the meaning of medical terms?
- How does the musculoskeletal structure function?
- How does the respiratory system function?
- How does the cardiovascular system function?

- How does the nervous system function?
- How does the digestive system function?
- How does the Integumentary system function?
- How does the endocrine system function?
- How does the renal system function?
- How do reproductive systems function?
- How do anatomy and physiology affect the life support chain?
- How do EMRs use knowledge of physical, physiological, and psychosocial development to anticipate the needs and concerns of patients of all ages?

Reflective

- Why is the use of proper medical terminology important?
- Why is it important for EMRs to have a thorough understanding of typical physical and physiological characteristics of each age group?
- Why is it important for EMRs to have an understanding of typical psychosocial characteristics of each age group?

FOCUS STANDARDS

- KSDE 44060.60. Explain the importance of the proper use of medical terminology.
- KSDE 44060.61. Apply definitions of common prefixes, suffixes, and roots to determine the meaning of medical terms.
- KSDE 44060.65. Describe the structures and functions of each of the following body systems:
 - a. Musculoskeletal
 - b. Respiratory
 - c. Cardiovascular
 - d. Nervous
 - e. Digestive
 - f. Integumentary
 - g. Endocrine
 - h. Renal
 - i. Male and female reproductive
- KSDE 44060.66. Describe the differences in the respiratory anatomy of children as compared to adults.
- KSDE 44060.67. Apply understanding of anatomy and physiology to explain the function of the life support chain.
- KSDE 44060.68. Define key terms introduced in this chapter.
- KSDE 44060.69. Describe the basic roles and structures of body cells.
- KSDE 44060.70. Describe the roles of water, glucose, and oxygen in the cell.
- KSDE44060.81. Describe the physical and physiological characteristics, including normal vital signs, for individuals in each of the following age groups:
 - a. Infant
 - b. Toddler
 - c. Preschool age

- d. School age
- e. Adolescent
- f. Early adult
- g. Middle adult
- h. Late adult

- KSDE44060.82. Describe the typical psychosocial characteristics and concerns of individuals at each stage during the life span.
- KSDE44060.83. Use knowledge of physical, physiological, and psychosocial development to anticipate the needs and concerns of patients of all ages.



Emergency Medical Science



UNIT 4: Common Health Emergencies

ESSENTIAL QUESTION

What are the common health emergencies faced by EMRs, and how are they addressed?

BIG IDEAS

- Students will recognize common health emergencies and how to treat them.
- Students will understand how the respiratory system works, ways that airways can become obstructed, signs that airways are obstructed, and how to respond to a patient exhibiting signs of airway obstruction.
- Students will demonstrate how to administer a variety of techniques for artificial respiration.
- Students can identify conditions that can threaten cardiopulmonary function and how impaired cardiopulmonary function affects the body.

GUIDING QUESTIONS

Content

- What conditions can threaten cardiopulmonary function?
- How can impaired cardiopulmonary function affect the body?
- What is the pathophysiology of shock?
- What are the signs and symptoms that indicate the body is attempting to compensate for impaired cardiopulmonary function?
- What are the ways in which the body's fluid balance can be disrupted?
- What are the indications that the body's fluid balance has been disrupted?
- What are the ways in which the nervous system may be impaired?
- What are the effect on the body of:
 - a. Endocrine dysfunction
 - b. Digestive system dysfunction
 - c. Immune system dysfunction
- What is the anatomy and physiology of the upper and lower airways?
- What are common pathophysiologic problems leading to airway obstruction?
- What are abnormal airway sounds with likely pathophysiologic causes?
- What is the head-tilt, chin-lift maneuver?
- What is the jaw-thrust maneuver?
- What are the indications, contraindications, use, and potential complications of airway adjuncts, including:
 - a. Oropharyngeal airway
 - b. Nasopharyngeal airway
- What are the indications for suctioning of the mouth and oropharynx?
- What are the risks and limitations associated with suctioning the mouth and oropharynx?

- What are the modifications in airway management for pediatric patients, patients with facial trauma, and patients with airway obstruction?
- What are the mechanics of ventilation?
- What are the mechanisms that control the depth and rate of ventilation?
- What is the physiology of external and internal respiration?
- What are the signs that a patient is at risk for failure of the cardiopulmonary system?
- What are the differences between adequate breathing, inadequate breathing (respiratory failure), and respiratory arrest?
- What is hypoxia?
- What is positive pressure ventilation?
- What are the potential negative effects of positive pressure ventilation?
- What are stomas?
- What should be considered when selecting the best device for delivering oxygen in a variety of patient scenarios?

Process

- What mechanisms does the body use to compensate for impaired cardiopulmonary function?
- What process do EMRs use to assess the airway in a variety of patient scenarios?
- How do EMRs identify patients who have an open airway but who are at risk for airway compromise?
- How do EMRs recognize patients who have an inadequate airway?
- What is the process for manually opening the airway in pediatric and adult medical and trauma patients using the head-tilt, chin-lift maneuver?
- What is the process for manually opening the airway in pediatric and adult medical and trauma patients using the jaw-thrust maneuver?
- What is the proper procedure for inserting an oropharyngeal airway?
- What is the proper procedure for inserting a nasopharyngeal airway?
- What is the proper procedure for suctioning the mouth and oropharynx?
- What is the relationship between tidal volume, respiratory rate, minute volume, dead air space, and alveolar ventilation?
- How do EMRs use information from the scene size-up and patient assessment to anticipate hypoxia?
- How do EMRs determine which patients require artificial ventilation and those who do not?
- How do EMRs identify which patients require administration of supplemental oxygen?
- How can EMRs minimize the complications from positive pressure ventilation?
- What are the techniques for mouth-to-mask?
- What are the techniques for two-rescuer bag-valve masks (BVM)?
- What are the techniques for one-rescuer BVM?
- What are the techniques for flow-restricted, oxygen-powered ventilation devices?
- What are the techniques for automatic transport ventilators?
- How do EMRs assess the adequacy of artificial ventilations?
- How can artificial ventilation and oxygen techniques be modified for patients with stomas?

Reflective

- Which form of artificial ventilation am I the most comfortable using?
- Which form of artificial ventilation do I need the most practice implementing?

FOCUS STANDARDS

- KSDE 44060.71. Describe conditions that can threaten cardiopulmonary function.
- KSDE 44060.72. Explain how impaired cardiopulmonary function affects the body.
- KSDE 44060.73. Discuss the mechanisms the body uses to compensate for impaired cardiopulmonary function.
- KSDE 44060.74. Explain the pathophysiology of shock.
- KSDE 44060.75. Identify signs and symptoms that indicate the body is attempting to compensate for impaired cardiopulmonary function.
- KSDE 44060.76. Describe ways in which the body's fluid balance can become disrupted.
- KSDE 44060.77. Recognize indications that the body's fluid balance has been disrupted.
- KSDE 44060.78. Describe ways in which the nervous system may be impaired.
- KSDE 44060.79. Recognize indications that the nervous system may be impaired.
- KSDE 44060.80. Describe the effects on the body of:
 - a. Endocrine dysfunction
 - b. Digestive system dysfunction
 - c. Immune system dysfunction
- KSDE 44060.84. Describe the anatomy and physiology of the upper and lower airways.
- KSDE 44060.85. Given a diagram or model, identify the structures of the upper and lower airways.
- KSDE 44060.86. Describe common pathophysiologic problems leading to airway obstruction.
- KSDE 44060.87. Demonstrate assessment of the airway in a variety of patient scenarios.
- KSDE 44060.88. Associate abnormal airway sounds with likely pathophysiologic causes.
- KSDE 44060.86. Identify patients who have an open airway but who are at risk for airway compromise.
- KSDE 44060.90. Recognize patients who have an inadequate airway.
- KSDE 44060.91. Demonstrate manually opening the airway in pediatric and adult medical and trauma patients.
 - a. Head-tilt, chin-lift maneuver
 - b. Jaw-thrust maneuver
- KSDE 44060.92. Describe the indications, contraindications, use, and potential complications of airway adjuncts, including:
 - a. Oropharyngeal airway
 - b. Nasopharyngeal airway
- KSDE 44060.93. Recognize the indications for suctioning of the mouth and oropharynx.
- KSDE 44060.94. Describe risks and limitations associated with suctioning the mouth and oropharynx.
- KSDE 44060.95. Demonstrate the following airway management skills:
 - a. Inserting an oropharyngeal airway
 - b. Inserting a nasopharyngeal airway
 - c. Suctioning the mouth and oropharynx
- KSDE 44060.96. Describe modifications in airway management for pediatric patients, patients with facial trauma, and patients with airway obstruction.
- KSDE 44060.97. Explain the physiological relationship between assessing and maintaining an open airway, assessing and ensuring adequate ventilation, and assessing and maintaining adequate circulation.

- KSDE 44060.98. Describe the mechanics of ventilation.
- KSDE 44060.99. Explain mechanisms that control the depth and rate of ventilation.
- KSDE 44060.100. Explain the relationships between tidal volume, respiratory rate, minute volume, dead air space, and alveolar ventilation.
- KSDE 44060.101. Describe the physiology of external and internal respiration.
- KSDE 44060.102. Recognize patients at risk for failure of the cardiopulmonary system.
- KSDE 44060.103. Differentiate between adequate breathing, inadequate breathing (respiratory failure), and respiratory arrest.
- KSDE 44060.104. Use information from the scene size-up and patient assessment to anticipate hypoxia.
- KSDE 44060.105. Given a variety of scenarios, differentiate between patients who require artificial ventilation and those who do not.
- KSDE 44060.106. Identify patients who require administration of supplemental oxygen.
- KSDE 44060.107. Discuss the potential negative effects of positive pressure ventilation, and how to minimize complications from positive pressure ventilation.
- KSDE 44060.108. Demonstrate the following techniques of artificial respiration for pediatric (as applicable) and adult medical and trauma patients:
 - a. Mouth-to-mask
 - b. Two-rescuer bag-valve mask (BVM)
 - c. One-rescuer BVM
 - d. Flow-restricted, oxygen-powered ventilation device
 - e. Automatic transport ventilator (as permitted by local protocol)
- KSDE 44060.109. Assess the adequacy of artificial ventilations.
- KSDE 44060.110. Modify artificial ventilation and oxygen techniques for patients with stomas.
- KSDE 44060.111. Discuss considerations for selecting the best device for delivering oxygen for a variety of patient scenarios.

Emergency Medical Science

UNIT 5: Medication



ESSENTIAL QUESTION

BIG IDEAS

What is the EMR's role in administering medication to patients?

- Students can identify and safely administer medications to patients in their care.
- Students understand the various methods for administering medication.
- Students can explain the importance of accurate documentation of drug administration and patient reassessment following drug administration.

GUIDING QUESTIONS

Content

- What are the common drugs EMRs would be responsible for administering?
- What common trade names for various medications?
- What are the indications for various medications?
- What are the contraindications for various medications?
- What are side effects and untoward effects for various medications?
- What forms should be completed for various medications?
- What are the routes of administrations for various medications?
- What are the five rights of medication administration?
- What is on-line medical direction?
- What is off-line medical direction?
- What is the type of medical direction (on-line or off-line) required to administer each medication in an EMRs scope of practice?
- What are the characteristics of the oral, sublingual, inhaled, intravenous, intramuscular, subcutaneous, and endotracheal routes of administration?
- What are the special considerations in medication administration related to patients' ages and weights?
- What is IV therapy?

Process

- What process do EMRs follow to ensure they are administering medication safely?
- What are the steps an EMR may take in assisting with IV therapy?

Reflective

- Why is it important to look up medications when needed?
- Why is it important to request information from medical direction?

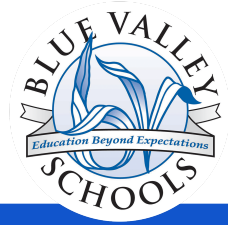
- Why is it important to have references to identify drugs commonly taken by patients readily available?

FOCUS STANDARDS

- KSDE 44060.157. List the drugs in your scope of practice.
- KSDE 44060.158. For each medication you may administer or assist a patient in self-administering, describe the following:
 - a. Generic and common trade names
 - b. Indication(s)
 - c. Contraindications
 - d. Side effects and untoward effects
 - e. Form(s)
 - f. Route(s) of administration
- KSDE 44060.159. Follow principles of medication administration safety, including the five rights of medication administration.
- KSDE 44060.160. Discuss the importance of looking up medications and requesting information from medical direction when needed.
- KSDE 44060.161. Identify the type of medical direction (on-line or off-line) required to administer each medication in the scope of practice.
- KSDE 44060.162. Describe the characteristics of the oral, sublingual, inhaled, intravenous, intramuscular, subcutaneous, and endotracheal routes of administration.
- KSDE 44060.163. Identify special considerations in medication administration related to patients' ages and weights.
- KSDE 44060.164. Explain the importance of accurate documentation of drug administration and patient reassessment following drug administration.
- KSDE 44060.165. Discuss the importance of having readily available references to identify drugs commonly taken by patients.
- KSDE 44060.166. Discuss the steps an EMT may take in assisting with IV therapy.

Emergency Medical Science

UNIT 6: Handling an Emergency Call



ESSENTIAL QUESTION

BIG IDEAS

What process do EMRs use when handling an emergency call?

- Students can demonstrate the ability to perform an effective “scene size-up” in order to recognize potential dangers, make decisions about body substance isolation, determine the nature of the illness or mechanism of injury, determine the number of patients, and determine the need for additional resources.
- Students can demonstrate the ability to conduct a primary assessment of a patient.
- Students can demonstrate the ability to conduct a secondary assessment of a patient.
- Students will understand how to maintain safety at an emergency scene.
- Students will demonstrate the ability to effectively communicate with patients during an emergency while demonstrating empathy for the patients and patients’ families.

GUIDING QUESTIONS

Content

- What are some indications of potential for danger to EMRs and others at the scene of an EMS call?
- What is scene size-up?
- What is the ongoing nature of scene size-up beyond the initial moments at the scene?
- What are examples of potential hazards that EMRs should look for during scene arrival?
- What are some indications of possible crime scenes and the potential for violence?
- What are standard precautions to protect against disease exposure?
- What is a primary assessment?
- What is the purpose of the primary assessment?
- What is the C-A-B approach of primary assessment?
- What is the A-B-C approach of primary assessment?
- Which findings in a primary assessment require immediate intervention?
- What are the differences in vital signs that are within expected ranges for a given patient and those that are not?
- What are the expected vital sign values for pediatric and adult patients?
- What are the components of the secondary assessment?
- What are the techniques of assessment?
- What are the types of communications devices and equipment used in EMS communication?
- What is a prehospital care report?

Process

- How do EMTs effectively work with and empathize with patients and patients' family members when the patient is dead or dying?
- What is the proper response to hazardous materials incidents?
- What is the proper response to terrorist incidents?
- What is the proper response to rescue operations?
- What is the proper response to violent incidents?
- What actions do EMRs take when responding to an emergency involving a safety threat?
- What actions should EMRs take to protect themselves and other EMS providers during an emergency involving a safety threat?
- How do EMRs promote the importance of safety on EMS calls?
- How do EMRs use anatomical terms of position and direction to describe the location of body structure and position of a body?
- How do EMRs establish a danger zone at the scene of a vehicle collision?
- How do EMRs gather information from the scene size-up to make decisions about the use of standard precautions to protect against disease exposure?
- How do EMRs gather information from the scene size-up to determine the mechanism of injury or nature of the illness?
- What are the differences in first steps to assessment if the patient is apparently lifeless (C-A-B approach) or if the patient has signs of life, including a pulse (A-B-C approach)?
- How can EMRs differentiate the approach to the primary assessment based mechanism of injury/nature of the illness and level of responsiveness?
- How can EMRs differentiate the approach to the primary assessment based on the patient's age?
- How are vital signs used in prehospital patient assessment?
- How are vital signs used in patient care decision making?
- How can EMRs integrate assessment of vital signs into the patient assessment process, according to the patient's condition and the situation?
- How do EMRs assess mental status during a primary assessment?
- How is critical thinking judgment, and decision making applied in the process of assessment?
- How are the following systems examined during an assessment?
 - a. The respiratory system
 - b. The cardiovascular system
 - c. The nervous system
 - d. The endocrine system
 - e. The gastrointestinal system
 - f. The immune system
 - g. The musculoskeletal system
- How do EMRs conduct the secondary assessment of a responsive medical patient?
- How do EMRs conduct the secondary assessment of an unresponsive medical patient?
- How do EMRs conduct the secondary assessment of a trauma patient with an isolated or minor injury?
- How do EMRs conduct the secondary assessment of a trauma patient who is unstable or has multisystem trauma?
- How do EMRs obtain a history of the present illness/injury from a patient?
- How do EMRs obtain a past medical history from a patient?
- How do EMRs observe trends during reassessment?
- How do EMRs conduct a reassessment for stable patients?

- How do EMRs conduct a reassessment for unstable patients?
- How do EMRs use critical thinking during an assessment in order to determine the care that is provided to the patient?
- How should EMRs communicate effectively by radio with dispatch and hospital personnel?
- What is the process of providing a thorough, organized, concise report of pertinent patient information when giving a radio report or requesting orders?
- What is the process of providing a thorough, organized, concise report of pertinent patient information when giving a verbal report to receiving hospital personnel?

Reflective

- How would I feel working with a patient's family if the patient is dead or dying?
- How would I be able to continue to perform my duties while also empathizing with the family members of a patient who is dead or dying?
- How can I identify with the feelings of a patient who has a communicable disease?
- What is the importance of determining the number of patients and the need for additional resources in the scene size-up?
- Why is it important to document vital signs and the times they were obtained in the patient care record?
- Why is it important to observe trends during a reassessment?
- Why is it important to ask for information to be repeated for confirmation and clarification?

FOCUS STANDARDS

- KSDE 44060.28. Given a scenario, recognize a patient's or family member's reaction to death and dying.
- KSDE 44060.29. Given a scenario involving death or dying, use effective techniques for interacting with the patient and family members.
- KSDE 44060.30. List indications of the potential for danger to yourself or others at the scene of an EMS call.
- KSDE 44060.31. Outline proper responses to incidents including:
 - a. Hazardous material incidents
 - b. Terrorist incidents
 - c. Rescue operations
 - d. Violence
- KSDE 44060.32. Given a scenario of an emergency response involving a safety threat, describe actions you should take to protect yourself and other EMS providers.
- KSDE 44060.33. Identify with the feelings of a patient who has a communicable disease.
- KSDE 44060.34. Promote the importance of safety on EMS calls.
- KSDE 44060.64. Use anatomical terms of position and direction to describe the location of body structures and position of the body.
- KSDE 44060.112. Explain the ongoing nature of scene size-up beyond the initial moments at the scene.
- KSDE 44060.113. Given a scene-arrival scenario, list several examples of potential hazards for which the EMT should actively search.
- KSDE 44060.114. Describe considerations in establishing a danger zone at the scene of a vehicle

collision.

- KSDE 44060.115. Recognize indications of possible crime scenes and the potential for violence.
- KSDE 44060.116. Use information from the scene size-up to make decisions about the use of Standard Precautions to protect against disease exposure.
- KSDE 44060.117. Use information from the scene size-up to determine the mechanism of injury or nature of the illness.
- KSDE 44060.118. Explain the importance of determining the number of patients and the need for additional resources in the scene size-up.
- KSDE 44060.119. Given a number of scenarios, perform a scene size-up, including:
 - a. Recognizing potential dangers
 - b. Making decisions about body substance isolation
 - c. Determining the nature of the illness or mechanism of injury
 - d. Determining the number of patients
 - e. Determining the need for additional resources
- KSDE 44060.120. Explain the purpose of the primary assessment.
- KSDE 44060.121. Discuss the difference in first steps to assessment if the patient is apparently lifeless (C-A-B approach) or if the patient has signs of life, including a pulse (A-B-C approach).
- KSDE 44060.122. Given several scenarios, do the following:
 - a. Form a general impression
 - b. Determine the chief complaint
 - c. Determine the patient's mental status
 - d. Assess the airway
 - e. Assess breathing
 - f. Assess circulation
 - g. Determine the patient's priority for transport
- KSDE 44060.123. Recognize findings in the primary assessment that require immediate intervention.
- KSDE 44060.124. Differentiate the approach to the primary assessment based on the following:
 - a. Mechanism of injury/nature of the illness and level of responsiveness
 - b. Patient's age (adult, child, or infant)
- KSDE 44060.125. Identify the vital signs used in prehospital patient assessment.
- KSDE 44060.126. Explain the use of vital signs in patient care decision making.
- KSDE 44060.127. Integrate assessment of vital signs into the patient assessment process, according to the patient's condition and the situation.
- KSDE 44060.128. Discuss the importance of documenting vital signs and the times they were obtained in the patient care record.
- KSDE 44060.129. Demonstrate assessment of:
 - a. Pulse
 - b. Respirations
 - c. Skin
 - d. Pupils
 - e. Blood pressure
 - f. Oxygen saturation
 - g. Blood glucose
- KSDE 44060.130. Integrate assessment of mental status and ongoing attention to the primary assessment while obtaining vital signs.

- KSDE 44060.131. Differentiate between vital signs that are within expected ranges for a given patient and those that are not.
- KSDE 44060.132. Compare and contrast the techniques of assessment and expected vital sign values for pediatric and adult patients.
- KSDE 44060.133. List and explain the components of the secondary assessment.
- KSDE 44060.134. List and explain techniques of assessment.
- KSDE 44060.135. Discuss the application of critical thinking, judgment, and decision making to the process of assessment.
- KSDE 44060.136. Describe body system examinations for:
 - a. The respiratory system
 - b. The cardiovascular system
 - c. The nervous system
 - d. The endocrine system
 - e. The gastrointestinal system
 - f. The immune system
 - g. The musculoskeletal system
- KSDE 44060.137. Explain how to conduct the secondary assessment of a responsive medical patient.
- KSDE 44060.138. Explain how to conduct the secondary assessment of an unresponsive medical patient.
- KSDE 44060.139. Explain how to conduct the secondary assessment of a trauma patient with an isolated or minor injury.
- KSDE 44060.140. Explain how to conduct the secondary assessment of a trauma patient who is unstable or has multisystem trauma.
- KSDE 44060.141. Explain how to obtain a history of the present illness/injury from a patient.
- KSDE 44060.142. Explain how to obtain a past medical history from a patient.
- KSDE 44060.143. Discuss the reason for and methods of observing trends during reassessment.
- KSDE 44060.144. Differentiate between a stable patient and an unstable patient, and discuss how to conduct an appropriate reassessment for each.
- KSDE 44060.145. Relate critical thinking to the assessment and care performed by an EMT.
- KSDE 44060.146. Describe the role of communication technology in EMS systems.
- KSDE 44060.147. Describe various types of communication devices and equipment used in EMS system communication.
- KSDE 44060.149. Discuss how to communicate effectively by radio with dispatch and hospital personnel.
- KSDE 44060.150. Provide a thorough, organized, concise report of pertinent patient information when giving a radio report or requesting orders.
- KSDE 44060.151. Explain the importance of asking for information to be repeated for confirmation and clarification.
- KSDE 44060.152. Deliver an organized, complete, concise report of pertinent patient information when giving a verbal report to receiving hospital personnel.
- KSDE 44060.155. Complete a prehospital care report in the format or formats required by your service.