Health Science Career Cluster
Emergency Medical Responder
Course Number: 25.45000

Course Description:
The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety; Incident Command; Blood-borne Pathogen Training; Basic Physical Assessment; and Treatment of Trauma and Medical Emergencies; Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators (AEDs). The course is a blend of lecture, hands on lab/learning, and practical scenario-based learning/testing.

The course will include Healthcare Provider CPR/AED Certification from a Nationally-Recognized Body (American Heart Association or Red Cross, etc.). If this course is also approved by the Georgia State Office of Emergency Medical Services and Trauma (SOEMST), successful completion will allow the student to be eligible to take the National Registry of Emergency Medical Technicians (NREMT) Emergency Medical Responder (EMR) certification. Topics include: Preparatory; Anatomy and Physiology; Medical Terminology; Pathophysiology; Life Span Development; Public Health; Pharmacology; Airway; Management; Respiration and Artificial Ventilation; Assessment; Medicine; Shock and Resuscitation; Trauma; Special Patient Populations; EMS Operations; and Integration of Patient Assessment and Management.

Link for national standards NHTSA: http://www.ems.gov/EducationStandards.htm

The prerequisites for the Health Science Cluster are Introduction to Healthcare Science and Essentials of Healthcare. The prerequisites for the Law, Public Safety, Corrections and Security Cluster are Introduction to Law, Public Safety, Corrections & Security and Fire and Emergency Services.

Course Standard 1

HS-EMR-1
The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.
Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

<table>
<thead>
<tr>
<th>Person-to-Person Etiquette</th>
<th>Telephone and Email Etiquette</th>
<th>Cell Phone and Internet Etiquette</th>
<th>Communicating At Work</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting with Your Boss</td>
<td>Telephone Conversations</td>
<td>Using Blogs</td>
<td>Improving Communication Skills</td>
<td>Reasons, Benefits, and Barriers</td>
</tr>
<tr>
<td>Interacting with Subordinates</td>
<td>Barriers to Phone conversations</td>
<td>Using Social Media</td>
<td>Effective Oral Communication</td>
<td>Listening Strategies</td>
</tr>
<tr>
<td>Interacting with Co-workers</td>
<td>Making and Returning Calls</td>
<td></td>
<td>Effective Written Communication</td>
<td>Ways We Filter What We Hear</td>
</tr>
<tr>
<td>Interacting with Suppliers</td>
<td>Making Cold Calls</td>
<td></td>
<td>Effective Nonverbal Skills</td>
<td>Developing a Listening Attitude</td>
</tr>
<tr>
<td></td>
<td>Handling Conference Calls</td>
<td></td>
<td>Effective Word Use</td>
<td>Showing You Are Listening</td>
</tr>
<tr>
<td></td>
<td>Handling Unsolicited Calls</td>
<td></td>
<td>Giving and Receiving Feedback</td>
<td>Asking Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Obtaining Feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Getting Others to Listen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonverbal Communication</th>
<th>Written Communication</th>
<th>Speaking</th>
<th>Applications and Effective Résumés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating Nonverbally</td>
<td>Writing Documents</td>
<td>Using Language Carefully</td>
<td>Completing a Job Application</td>
</tr>
<tr>
<td>Reading Body Language and mixed Messages</td>
<td>Constructive Criticism in Writing</td>
<td>One-on-One Conversations</td>
<td>Writing a Cover Letter</td>
</tr>
<tr>
<td>Matching Verbal and Nonverbal communication</td>
<td>Small Group Communication</td>
<td>Selling Yourself in a Résumé</td>
<td></td>
</tr>
<tr>
<td>Improving Nonverbal Indicators</td>
<td>Large Group Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonverbal Feedback</td>
<td>Making Speeches</td>
<td>Terms to Use in a Résumé</td>
<td></td>
</tr>
<tr>
<td>Showing Confidence Nonverbally</td>
<td>Involving the Audience</td>
<td>Describing Your Job Strengths</td>
<td></td>
</tr>
<tr>
<td>Showing Assertiveness</td>
<td>Answering Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Documents</td>
<td></td>
<td>Organizing Your Résumé</td>
<td></td>
</tr>
<tr>
<td>Writing an Electronic Résumé</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

<table>
<thead>
<tr>
<th>Teamwork and Problem Solving</th>
<th>Meeting Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Creatively</td>
<td>Preparation and Participation in Meetings</td>
</tr>
<tr>
<td>Taking Risks</td>
<td>Conducting Two-Person or Large Group Meetings</td>
</tr>
<tr>
<td>Building Team Communication</td>
<td>Inviting and Introducing Speakers</td>
</tr>
<tr>
<td></td>
<td>Facilitating Discussions and Closing</td>
</tr>
<tr>
<td></td>
<td>Preparing Visual Aids</td>
</tr>
<tr>
<td></td>
<td>Virtual Meetings</td>
</tr>
</tbody>
</table>

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Customer Service</th>
<th>The Application Process</th>
<th>Interviewing Skills</th>
<th>Finding the Right Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable Job Skills</td>
<td>Gaining Trust and Interacting with Customers</td>
<td>Providing Information, Accuracy and Double Checking</td>
<td>Preparing for an Interview</td>
<td>Locating Jobs and Networking</td>
</tr>
</tbody>
</table>
### Georgia Department of Education

<table>
<thead>
<tr>
<th>Becoming a Problem Solver</th>
<th>Learning and Giving Customers What They Want</th>
<th>Online Application Process</th>
<th>Questions to Ask in an Interview</th>
<th>Job Shopping Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying a Problem</td>
<td>Keeping Customers Coming Back</td>
<td>Following Up After Submitting an Application</td>
<td>Things to Include in a Career Portfolio</td>
<td>Job Search Websites</td>
</tr>
<tr>
<td>Becoming a Critical Thinker</td>
<td>Seeing the Customer’s Point</td>
<td>Effective Résumés:</td>
<td>Traits Employers are Seeking</td>
<td>Participation in Job Fairs</td>
</tr>
<tr>
<td>Managing</td>
<td>Selling Yourself and the Company</td>
<td>Matching Your Talents to a Job</td>
<td>Considerations Before Taking a Job</td>
<td>Searching the Classified Ads</td>
</tr>
<tr>
<td></td>
<td>Handling Customer Complaints</td>
<td>When a Résumé Should be Used</td>
<td></td>
<td>Using Employment Agencies</td>
</tr>
<tr>
<td></td>
<td>Strategies for Customer Service</td>
<td></td>
<td></td>
<td>Landing an Internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Staying Motivated to Search</td>
</tr>
</tbody>
</table>

1.4 **Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.**

<table>
<thead>
<tr>
<th>Workplace Ethics</th>
<th>Personal Characteristics</th>
<th>Employer Expectations</th>
<th>Business Etiquette</th>
<th>Communicating at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Good Work Ethic</td>
<td>Demonstrating a Good Attitude</td>
<td>Behaviors Employers Expect</td>
<td>Language and Behavior</td>
<td>Handling Anger</td>
</tr>
<tr>
<td>Behaving Appropriately</td>
<td>Gaining and Showing Respect</td>
<td>Objectionable Behaviors</td>
<td>Keeping Information Confidential</td>
<td>Dealing with Difficult Coworkers</td>
</tr>
<tr>
<td>Maintaining Honesty</td>
<td>Demonstrating Responsibility</td>
<td>Establishing Credibility</td>
<td>Avoiding Gossip</td>
<td>Dealing with a Difficult Boss</td>
</tr>
<tr>
<td>Playing Fair</td>
<td>Showing Dependability</td>
<td>Demonstrating Your Skills</td>
<td>Appropriate Work Email</td>
<td>Dealing with Difficult Customers</td>
</tr>
<tr>
<td>Using Ethical Language</td>
<td>Being Courteous</td>
<td>Building Work Relationships</td>
<td>Cell Phone Etiquette</td>
<td>Dealing with Conflict</td>
</tr>
<tr>
<td>Showing Responsibility</td>
<td>Gaining Coworkers’ Trust</td>
<td></td>
<td>Appropriate Work Texting</td>
<td></td>
</tr>
<tr>
<td>Reducing Harassment</td>
<td>Persevering</td>
<td></td>
<td>Understanding Copyright</td>
<td></td>
</tr>
<tr>
<td>Respecting Diversity</td>
<td>Handling Criticism</td>
<td></td>
<td>Social Networking</td>
<td></td>
</tr>
<tr>
<td>Making Truthfulness a Habit</td>
<td>Showing Professionalism</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.5 **Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.**

<table>
<thead>
<tr>
<th>Expected Work Traits</th>
<th>Teamwork</th>
<th>Time Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Responsibility</td>
<td>Teamwork Skills</td>
<td>Managing Time</td>
</tr>
<tr>
<td>Dealing with Information Overload</td>
<td>Reasons Companies Use Teams</td>
<td>Putting First Things First</td>
</tr>
<tr>
<td>Transferable Job Skills</td>
<td>Decisions Teams Make</td>
<td>Juggling Many Priorities</td>
</tr>
<tr>
<td>Managing Change</td>
<td>Team Responsibilities</td>
<td>Overcoming Procrastination</td>
</tr>
<tr>
<td>Adopting a New Technology</td>
<td>Problems That Affect Teams</td>
<td>Organizing Workspace and Tasks</td>
</tr>
<tr>
<td>Expressing Yourself on a Team</td>
<td></td>
<td>Staying Organized</td>
</tr>
<tr>
<td>Giving and Receiving Constructive Criticism</td>
<td></td>
<td>Finding More Time</td>
</tr>
<tr>
<td>Managing Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prioritizing Personal and Work Life</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.6 Present a professional image through appearance, behavior and language.

<table>
<thead>
<tr>
<th>On-the-Job Etiquette</th>
<th>Person-to-Person Etiquette</th>
<th>Communication Etiquette</th>
<th>Presenting Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Professional Manners</td>
<td>Meeting Business Acquaintances</td>
<td>Creating a Good Impression</td>
<td>Looking Professional</td>
</tr>
<tr>
<td>Introducing People</td>
<td>Meeting People for the First Time</td>
<td>Keeping Phone Calls Professional</td>
<td>Dressing for Success</td>
</tr>
<tr>
<td>Appropriate Dress</td>
<td>Showing Politeness</td>
<td>Proper Use of Work Email</td>
<td>Showing a Professional Attitude</td>
</tr>
<tr>
<td>Business Meal Functions</td>
<td></td>
<td>Proper Use of Cell Phone</td>
<td>Using Good Posture</td>
</tr>
<tr>
<td>Behavior at Work Parties</td>
<td></td>
<td>Proper Use in Texting</td>
<td>Presenting Yourself to Associates</td>
</tr>
<tr>
<td>Behavior at Conventions</td>
<td></td>
<td></td>
<td>Accepting Criticism</td>
</tr>
<tr>
<td>International Etiquette</td>
<td></td>
<td></td>
<td>Demonstrating Leadership</td>
</tr>
<tr>
<td>Cross-Cultural Etiquette</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working in a Cubicle</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:
Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

**Course Standard 2**

**HS-EMR-2**
Examine the Emergency Medical Services (EMS) system and the role of Emergency Medical Responders within the system.

- 2.1 Examine the EMS system and the roles, responsibilities, and professionalism of EMS personnel.
- 2.2 Display appropriate professional interactions with other EMS personnel.
- 2.3 Demonstrate evaluating scope of practice for Emergency Medical Responders (EMR).
- 2.4 Explain quality improvement.
- 2.5 Identify and explain the impact of research on EMR care.

**Course Standard 3**

**HS-EMR-3**
Evaluate the necessity of scene safety, emotional and physical well-being, and stress management of the Emergency Medical Services provider.

- 3.1 Demonstrate the application of standard safety precautions.
- 3.2 Demonstrate the appropriate use of personal protective equipment (PPE).
- 3.3 Identify and describe stress-management techniques (particularly associated with death and dying).
- 3.4 Discuss the prevention of response-related injuries.
- 3.5 Demonstrate appropriate lifting and moving techniques.

**Course Standard 4**

**HS-EMR-4**
Follow appropriate protocol and regulations to document findings and data regarding patients.

- 4.1 Demonstrate following protocol to collect data.
- 4.2 Demonstrate performing a recording of patient findings.
- 4.3 Demonstrate the process of calling for additional resources.
4.4 Evaluate the process for the transfer of patient care.
4.5 Demonstrate teamwork and interagency cooperation.
4.6 Demonstrate principles of communicating with patients in a manner that achieves a positive relationship.
4.7 Demonstrate utilizing age-appropriate interviewing techniques when working with patients and bystanders at the scene regarding blood borne pathogen and safety practices of HIV (Human Immune Deficiency Virus), Hepatitis B & C.

Course Standard 5
HS-EMR-5
Analyze the legal and ethical issues of Emergency Medical Services providers including Emergency Medical Responders and all levels of Emergency Medical Technicians, and the medical and legal issues at the scene of an emergency, while awaiting a higher level of care.
5.1 Analyze legal/ethical issues that may impact the EMR including the following:
   • consent and refusal of care
   • confidentiality
   • advanced directives
   • tort and criminal actions
   • evidence preservation
   • statutory responsibilities
   • mandatory reporting
   • ethical principles and moral obligations
   • end-of-life issues.

Course Standard 6
HS-EMR-6
Demonstrate the anatomy and function of the upper airway, heart, vessels, blood, lungs, skin, muscles, and bones as the foundation of emergency care. Illustrate the different systems of the body and how they relate to patient care.
6.1 Summarize the importance of the Emergency Medical Services provider’s knowledge of the body’s anatomy and physiology in relation to providing competent care and accurate communication to other health care providers.
6.2 Demonstrate providing competent patient care and accurate communication to other health care providers using knowledge of anatomy and physiology.

Course Standard 7
HS-EMR-7
Utilize appropriate medical and anatomical terminology.
7.1 Recognize simple medical prefixes, suffixes, and combining words pertaining to Emergency Medical Responders.

Course Standard 8
HS-EMR-8
Respond to life threats using knowledge of shock and respiratory compromise.
8.1 Demonstrate analyzing respiratory compromise.
8.2 Demonstrate evaluating and treating a patient with impaired airway, respiration, or ventilation.
8.3 Demonstrate recognizing the signs and symptoms of shock.
Course Standard 9

HS-EMR-9
Recognize local public health resources and the role EMS personnel play in public health emergencies.

9.1 Recognize and distinguish how EMS serves as a public health system.
   a. Examine how EMS provides critical public health functions.
   b. Research and describe how EMS collaborates with other public health agencies.

9.2 Compare and contrast the roles of EMS in public health.
   a. Interpret and classify health prevention and promotion strategies.
      i. Cite primary prevention—preventing disease development through the use of vaccination and education practices.
      ii. Cite secondary prevention—preventing the complications and/or progression of disease.
      iii. Cite the importance and education for health screenings.
   b. Research and summarize the role of EMS providers as first-line care givers for disease surveillance, and providing patient care report information on epidemics of disease.

9.3 Formulate the EMS personnel's role in injury prevention, providing training for safety equipment, and conducting educational trainings for car-seat safety, seat belt use, and helmet use, driving under the influence, falls and fires.

Course Standard 10

HS-EMR-10
Demonstrate the medications that EMR may self-administer or administer to a peer in an emergency.

10.1 Identify and demonstrate using the names, effects, indications, routes of administration, and dosages for the medications administered within the scope of practice of the Emergency Medical Responder (EMR).

Course Standard 11

HS-EMR-11
Demonstrate fundamental depth and foundational breadth of anatomy and physiology to assure a patent airway, adequate mechanical ventilation, and respiration while awaiting EMS response for patients of all ages.

11.1 Demonstrate utilizing scene information and patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR.

11.2 Demonstrate promoting the need for crew members to evaluate scene safety prior to approach.

11.3 Demonstrate scene management, including the following: impact of the environment on patient care; addressing hazards; violence; and the need for additional or specialized resources and standard precautions.

11.4 Demonstrate performing the primary assessment for all patient situations including the following: general impression; level of consciousness; ABCs; identifying life threats; and assessment of vital functions.

11.5 Demonstrate displaying sensitivity toward patients when performing a primary assessment.

11.6 Identify and demonstrate the appropriate treatment/procedures needed to preserve life.

11.7 Analyze the method for determining the chief complaint and determining the mechanism of injury/nature of illness.

11.8 Identify and describe signs and symptoms for various chief complaints.
11.9 Demonstrate history-taking techniques, including the following: determining the chief complaint, determining the mechanism of injury/nature of illness; and assessing for associated signs and symptoms.

11.10 Demonstrate displaying sensitivity toward patients during history taking by using affective responding.

11.11 Demonstrate performing a rapid full body scan, a focused assessment of pain, and an assessment of vital signs.

11.12 Demonstrate determining when to reassess patients.

### Course Standard 12

**HS-EMR-12**

Identify and manage immediate life threats and injuries using scene information and simple patient assessment findings, within the scope of practice of the EMR.

12.1 Demonstrate utilizing scene information and patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR.

12.2 Promote the need for crew members to evaluate scene safety prior to approach.

12.3 Demonstrate scene management including the following: impact of the environment on patient care; addressing hazards; violence; need for additional or specialized resources; and standard precautions.

### Course Standard 13

**HS-EMR-13**

Describe the primary assessment for all patient situations including the following: general impression; level of consciousness; ABCs; identifying life threats; and assessing vital functions.

13.1 Demonstrate performing the primary assessment for various patient situations including the following: general impression; level of consciousness; ABCs; identifying life threats; and assessing vital functions.

13.2 Demonstrate displaying sensitivity toward patients when performing a primary assessment.

13.3 Describe and demonstrate the appropriate treatment/procedures needed to preserve life.

### Course Standard 14

**HS-EMR-14**

Demonstrate utilizing subjective and objective observations and age-appropriate interview techniques to identify and manage immediate life threats and injuries within the scope of practice of the EMR.

14.1 Demonstrate displaying appropriate sensitivity for age-related differences in the assessment and care of patients.

14.2 Perform the following history taking techniques:

- method for determining the chief complaint
- method for determining the mechanism of injury/nature of illness
- assessing associated signs and symptoms for various chief complaints

14.3 Demonstrate displaying sensitivity toward patients during history taking.
Course Standard 15

HS-EMR-15
Demonstrate performing various assessment techniques to identify and manage immediate life threats and injuries within the scope of practice of the EMR.

15.1 Demonstrate performing the following:
- rapid full body scan
- focused assessment of pain
- assessment of vital signs

15.2 Describe how and when to reassess patients.

Course Standard 16

HS-EMR-16
Recognize and manage life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.

16.1 Demonstrate the assessment and management of a medical complaint.

16.2 Identify and describe the anatomy, signs, symptoms, and management of the following conditions: decreased level of responsiveness; seizure; and stroke.

16.3 Recognize the anatomy, signs, symptoms, and management of shock associated with abdominal emergencies including gastrointestinal bleeding.

16.4 Evaluate and manage shock and difficulty breathing related to anaphylactic reactions.

16.5 Analyze the signs and symptoms of a patient who may have an infectious disease.

16.6 Anticipate the need for decontamination of equipment after treating a patient.

16.7 Recognize that diabetic emergencies can cause altered mental status.

16.8 Identify and describe behaviors that pose a risk to the EMR, patient or others.

16.9 Identify and describe the anatomy involved and the signs, symptoms and management for chest pain and cardiac arrest.

16.10 Identify and describe how and when to contact a poison control center.

16.11 Recognize and manage patients with possible carbon monoxide poisoning and nerve agent poisoning.

16.12 Identify and describe the anatomy, signs, symptoms and management of respiratory emergencies, including those that affect the upper airway and lower airway.

16.13 Demonstrate analyzing blood pressure assessment in hemodialysis patients.

16.14 Recognize and manage shock associated with vaginal bleeding.

16.15 Recognize and manage a nose bleed.

16.16 Demonstrate the assessment and management of the following types of medical complaints:
- neurological
- abdominal/gastrointestinal
- immunologic
- infectious diseases
- endocrine disorders
- psychiatric
- cardiovascular
- toxicological
- respiratory
- genitourinary/renal
- gynecological
- diseases of the eyes, ears, nose, and throat
Course Standard 17
HS-EMR-17
Use assessment information to recognize shock, respiratory failure or arrest, and cardiac arrest based on assessment findings and manage the emergency while awaiting additional emergency response.
17.1 Establish certification in CPR consistent with the AHA Healthcare Provider level (refer to the current American Heart Association guidelines).

Course Standard 18
HS-EMR-18
Recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.
18.1 Demonstrate the management of bleeding.
18.2 Recognize and manage the following types of chest trauma: blunt versus penetrating mechanisms; open chest wound; and impaled object.
18.3 Evaluate and manage the following types of abdominal and genitourinary trauma: blunt versus penetrating mechanisms; evisceration; and impaled object.
18.4 Identify and manage the following types of orthopedic trauma: open fractures; closed fractures; dislocations; and amputations.
18.5 Assess and provide management for the following types of soft tissue trauma: wounds; burns (electrical, chemical, thermal); and chemicals in the eye and on the skin.
18.6 Recognize and manage life threats as they relate to head, facial, neck and spinal trauma.
18.7 Identify and manage spinal trauma.
18.8 Evaluate and manage trauma in the following: the pregnant patient; pediatric patient; and geriatric patient.
18.9 Recognize and manage the following: submersion incidents and temperature-related illness.
18.10 Identify and manage multi-system trauma.
18.11 Assess and provide management for the following types of injuries in all patients (including pregnant, pediatric, and geriatric): bleeding; chest trauma; abdominal and genitourinary trauma; orthopedic trauma; soft tissue trauma; head, facial, neck and spine trauma; environmental emergencies; and multi-system trauma.

Course Standard 19
HS-EMR-19
Recognize and manage life threats based on assessment findings for a pregnant patient while awaiting additional emergency response.
19.1 Display appropriate sensitivity for pregnant patients while awaiting response.
19.2 Recognize and manage the normal delivery of a newborn.
19.3 Evaluate and manage a pregnant patient with vaginal bleeding.

Course Standard 20
HS-EMR-20 (Special Patient Populations: Neonatal Care)
Recognize and manage life threats based on simple assessment findings for a neonatal patient while awaiting additional emergency response.
20.1 Demonstrate proper newborn care and neonatal resuscitation.
Course Standard 21

**HS-EMR-21 (Special Patient Populations: Pediatrics)**

Identify, assess, and treat infants and children with medical, traumatic, and environmental emergencies and recognize and manage life threats based on assessment findings for a pediatric patient while awaiting additional emergency response.

21.1 Discuss age-related assessment techniques and findings, and treatment modifications for pediatric specific major diseases and/or emergencies, including upper airway obstruction; lower airway reactive disease; respiratory distress/failure/arrest; shock; seizures; and Sudden Infant Death Syndrome.

21.2 Demonstrate age-related findings, and age-related assessment and treatment modifications for pediatric specific major diseases and/or emergencies.

Course Standard 22

**HS-EMR-22 (Special Patient Populations: Geriatrics)**

Recognize and manage life threats based on assessment findings for a geriatric patient while awaiting additional emergency response.

22.1 Identify the impact of age-related changes on assessment and care of a geriatric patient.

22.2 Recognize and report abuse and neglect.

Course Standard 23

**HS-EMR-23**

Identify and describe the operational roles and responsibilities of the EMS to ensure patient, public, and EMS personnel safety.

*Does not prepare the entry-level student to be an experienced and competent driver.*

Information related to the clinical management of the patient during emergency response is found in the clinical sections of the National EMS Education Standards and Instructional Guidelines for each personnel level.

23.1 Analyze the operational roles and responsibilities used to ensure safe patient, public, and personnel safety.

23.2 Identify the risks and responsibilities of emergency response.

Course Standard 24

**HS-EMR-24**

Establish and work within the Incident Management System.

Information related to the clinical management of the patient within components of the Incident Management System (IMS) is found in the clinical sections of the National EMS Education Standards and Instructional Guidelines for each personnel level.

24.1 Certify in ICS-100/200: Introduction to ICS, or equivalent and FEMA IS-700/800: NIMS.

Course Standard 25

**HS-EMR-25**

Perform necessary procedures during a multiple-casualty incident when a multiple-casualty incident plan is activated within EMR scope of practice.

Information related to the clinical management of the patients during a multiple casualty incident is found in the clinical sections of the National EMS Education Standards and Instructional Guidelines for each personnel level.

25.1 Demonstrate appropriate triage techniques.

25.2 Analyze resource management and how other resources can be utilized.
Course Standard 26

HS-EMR-26
Perform duties of EMR within scope of practice safely in and around a landing zone during air medical operations and transport.

Information related to the clinical management of the patient being cared for during air medical operations is found in the clinical sections of the National EMS Education Standards and Instructional Guidelines for each personnel level.

26.1 Analyze safe air medical operations.
26.2 Identify the criteria for utilizing air medical response.

Course Standard 27

HS-EMR-27
Analyze techniques used by appropriate personnel to ensure EMS personnel and patient safety during extrication operations.

Does not prepare the entry-level student to become a vehicle extrication expert or technician.

Information related to the clinical management of the patient being cared for during vehicle extrication is found in the clinical sections of the National EMS Education Standards and Instructional Guidelines for each personnel level.

27.1 Analyze safe vehicle extrication.
27.2 Evaluate the use of hand tools utilized during vehicle extrication.

Course Standard 28

HS-EMR-28
Evaluate clinical management of the patient exposed to hazardous materials.

Information related to the clinical management of the patient exposed to hazardous materials is found in the clinical sections of the National EMS Education Standards and Instructional Guidelines for each personnel level.

28.1 Describe the risks and responsibilities of operating in a cold zone at a hazardous material or other special incident.
28.2 Describe the risks and responsibilities of operating on the scene of a natural or man-made disaster.

Course Standard 29

HS-EMR-29
Evaluate and observe clinical management of the patients exposed to a terrorist event or involved in a disaster.

Information related to the clinical management of patients exposed to a terrorist event or involved in a disaster is found in the clinical sections of the National EMS Education Standards and Instructional Guidelines for each personnel level.

29.1 Analyze risks and responsibilities of operating on the scene of a natural or man-made disaster.
29.2 Evaluate the need for additional resources.
HS-EMR-30

Course Standard 30

Prepare for the NREMT EMR Evaluation.
This section is to give an overview of the entire course and allow the students to apply the knowledge of patient assessment and management in various scenarios. In preparation of the NREMT EMR Evaluation, Practical and Written.

30.1 Display appropriate sensitivity for patients during assessment and management in various scenarios.

30.2 Demonstrate the knowledge of patient assessment and management in various scenarios.

30.3 Demonstrate performing an assessment to identify life threats, identify injuries requiring immobilization and conditions requiring treatment within the scope of practice of the EMR; including foreign substance in the eyes and nerve agent poisoning.

30.4 Demonstrate the communication necessary to obtain and clearly transmit information with an awareness of cultural differences.

30.5 Demonstrate performing safely and effectively all airway and breathing psychomotor skills within the National EMS Scope of Practice model and state scope of practice at the EMR level including basic airway maneuvers (including head-tilt, chin-lift; jaw thrust; modified chin lift; foreign body airway obstruction (FBAO) relief manual); oropharyngeal airway; Sellick's maneuver; positive pressure ventilation devices, such as bag valve mask (BVM); suction of the upper airway; and supplemental oxygen therapy (including nasal cannula and non-rebreather mask).

30.6 Demonstrate performing safely and effectively all assessment psychomotor skills within the National EMS Scope of Practice model and state scope of practice at the EMR level, including manually taking blood pressure checks.

30.7 Demonstrate performing safely and effectively all pharmacologic interventions psychomotor skills within the National EMS Scope of Practice model and state scope of practice at the EMR level including the following: unit-dose auto-injectors (lifesaving medications intended for self or peer rescue in hazardous materials situation and nerve agent antidote kit).

30.8 Demonstrate performing safely and effectively all medical/cardiac care psychomotor skills within the National EMS Scope of Practice Model and state scope of practice at the EMR level including the following: manual CPR; AED; and the assisted normal delivery of a newborn.

30.9 Demonstrate performing safely and effectively all trauma care psychomotor skills within the National EMS scope of practice model and state scope of practice at the EMR level including the following: manual stabilization (c-spine injuries and extremity fractures); bleeding control; emergency moves; and eye irrigation.

30.10 Demonstrate professional behavior including, but not limited to integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time management, teamwork/diplomacy, respect, patient advocacy, and careful delivery of service.

30.11 Demonstrate the initiation of simple interventions based on assessment findings intended to mitigate the emergency and provide limited symptom relief while providing access to definitive care.

30.12 Demonstrate recording assessment findings and interventions.

30.13 Demonstrate performing a patient assessment and providing pre-hospital emergency care for the following patient complaints: abdominal pain, abuse/neglect, altered mental status/decreased level of consciousness, apnea, back pain, behavioral emergency, bleeding, cardiac arrest chest pain, cyanosis, dyspnea, eye pain, GI bleeding, hypotension, multiple trauma, pain, paralysis, poisoning, shock, and stridor/drooling.

30.14 Demonstrate management of the scene until care is transferred to an EMS team member licensed at a higher level.

30.15 Demonstrate how to ensure the safety of the rescuer and others during an emergency.