



**INTRODUCTION TO EMERGENCY MEDICAL SERVICES (EMS)
ACTIVITY/COURSE CODE: 5530**

Course Description:

Introduction to Emergency Medical Services (EMS) is designed to introduce students to the emergency medical field. Through classroom and laboratory instruction, students will gain knowledge in medical, legal and ethical issues; safety and infection control; personal wellness; disaster preparedness; and hazardous materials recognition and response.

General Requirements:

This course is recommended for students in grades 9-10.

Prerequisite(s): none

Units: 1 unit

Resources:

<http://mysctextbooks.com>; go to Browse, then choose course title from drop-down menu to see latest list of state-adopted instructional materials

American Association of Orthopedic Surgeons Textbook Resources

<http://www.emtb.com/9e/>

EMS PowerPoint Presentations

<http://www.templejc.edu/dept/ems/pages/powerpoint.html>

National Association of EMTs

www.naemt.org

National Registry of EMTs

www.nremt.org

SC EMS Association

<http://scemsassociation.com/>

Lowcountry EMS Education Council

www.lowcountryems.com

SC EMS Regions

<http://www.lowcountryems.com/about.html>

SC DHEC EMS Resources

<http://www.scdhec.gov/health/ems/links.htm>

SC EMS Symposium

<http://www.scemsnetwork.org/Information.htm>

Centers for Disease Control and Prevention, <http://CDC.gov>

County emergency preparedness agencies

Discovery School product line, www.discovery.com

Federal Emergency Management Agency, www.FEMA.gov

FEMA Independent Study Program,

<http://www.training.fema.gov/emiweb/IS/crslist.asp>

Firehouse Training Academy, www.firehouse.com/training/drills/sec_ems.html

Information and Resource Exchange for the worldwide emergency services community, <http://rescue-net.com>

Local Emergency Medical Services and/or Rescue Squads

Mass Casualty Event Preparedness and Response, www.bt.cdc.gov/masstrauma/

Mdchoice, www.mdchoice.com/index.asp

Medic alert Information, www.medicalert.org/Main/professionals.aspx

Microburst Learning, virtual job shadows, <http://www.microburstlearning.com/>

National Association of EMS Educators, www.naemse.org/

National Consortium for Health Science Education,

www.healthscienceconsortium.org

National Highway Traffic Safety Administration, www.nhtsa.gov

National Registry of Emergency Medical Technicians, www.nremt.org

Natural Disasters and Severe Weather, <http://www.bt.cdc.gov/disasters/>

Radiological Terrorism: Medical Response to Mass Casualties,
<http://www.bt.cdc.gov/radiation/masscasualties/training.asp>

Responder Safety, www.respondersafety.com

SC Fire Academy, <http://scfa.state.sc.us>

South Carolina Department of Health and Environmental Control (DHEC),
www.scdhec.gov

South Carolina Emergency Management Division, <http://scemd.org>

South Carolina EMS Educators Association, www.scems.com/edassn/

South Carolina Occupational Information System (SCOIS), <http://scois.net>

StreamlineSC (ETV), <http://www.sctv.org/education/streamlinesc/index.cfm>

Surviving Field Stress for First Responders,
<http://www.phppo.cdc.gov/phtn/webcast/stress-05/>

Texas A & M University, EMD simulation training, <http://teexweb.tamu.edu>

TRAUMA.ORG, www.trauma.org/index.html

U.S. Department of Homeland Security, www.dhs.gov

U.S. Fire Administration (USFA), www.usfa.fema.gov

Video: "The History of Bioterrorism," <http://www.bt.cdc.gov/training/historyofbt/>

INTRODUCTION TO EMERGENCY MEDICAL SERVICES (EMS)

Foundation Standard 1: Academic Foundation

Healthcare professionals will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. The following accountability criteria are considered essential for students in a health science program of study.

1. Identify basic structure of the human body.
2. Recognize body planes, directional terms, quadrants, and cavities.
3. Apply mathematical computations related to healthcare procedures (metric and household, conversions and measurements).
4. Record time using the 24-hour clock.
5. Demonstrate sound study skills, test taking skills, and note taking skills.

Foundation Standard 2: Communications

Healthcare professionals will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

1. Interpret verbal and nonverbal communication.
2. Recognize barriers to communication.
3. Distinguish subjective and objective information.
4. Recognize the elements of communication using a sender-receiver model.
5. Apply speaking and active listening skills.
6. Recognize elements of written and electronic communication (spelling, grammar, and formatting).
7. Apply procedures for accurate documentation and record keeping.

Foundation Standard 3: Systems

Healthcare professionals will understand how their role fits into their department, their organization and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

1. Explain the factors influencing healthcare delivery systems.
2. Understand the healthcare delivery system (public, private, government, and non-profit).
3. Define emergency medical services (EMS) systems.
4. Differentiate the roles and responsibilities of EMS professionals from other healthcare professionals.
5. Define quality improvement, and discuss the EMS professional's role in the process.

6. Define medical direction, and discuss the EMS professional's role in the process.
7. Characterize the various methods used to access the EMS system in your community.

Foundation Standard 4: Employability Skills

Healthcare professionals will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

1. Classify the personal traits and attitudes desirable in a member of the healthcare team.
2. Summarize professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.
3. Apply employability skills in healthcare (attendance policy and time management).
4. Discuss levels of education, credentialing requirements, and employment trends in healthcare.
5. Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).
6. Observe and participate in service learning/work-based learning (virtual, guest speakers, etc.) and HOSA activities.

Foundation Standard 5: Legal Responsibilities

Healthcare professionals will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.

1. Define terms and standards related to legal responsibilities.
2. Define the EMS professional's scope of practice.
3. Discuss advance directives and local or state provisions regarding EMS application.
4. Define types of consent.
5. Discuss the methods of obtaining consent.
6. Discuss the issues of abandonment, negligence, and battery and their implications for EMS professionals.
7. Explain the importance, necessity, and legality of patient confidentiality (e.g., Health Insurance Portability and Accountability Act [HIPAA] and Family Education Rights and Privacy Act [FERPA]).
8. Differentiate the actions and responsibilities of EMS professionals when interacting with law enforcement.
9. Identify forms of unsafe or hostile work environments.

Foundation Standard 6: Ethics

Healthcare professionals will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

1. Define basic terms and standards related to ethical practices.
2. Identify code of ethics (e.g., National Registry of Emergency Medical Technicians [NREMT] Code of Ethics, National Association of Emergency Medical Technicians [NAEMT] Code of Ethics).
3. Differentiate between ethics and morals.
4. Differentiate between ethical and legal issues impacting healthcare.
5. Recognize ethical issues and their implications related to healthcare.
6. Apply procedures for reporting activities and behaviors that affect the health, safety, and welfare of others.
7. Understand cultural diversity as it impacts healthcare.
8. Demonstrate respectful and empathetic treatment of ALL patients/clients (customer service).
9. Evaluate the cultural use of verbal and nonverbal language in a variety of healthcare scenarios.

Foundation Standard 7: Safety Practices

Healthcare professionals will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

1. Discuss the principles of infection control, personal protective equipment (PPE), and body substance isolation (BSI).
2. Apply principles of body mechanics.
3. Apply safety techniques in the work environment.
4. Recognize basic safety labels and placards (biohazards, poisons, etc.).
5. Understand implications of hazardous materials.
6. Describe fire safety in a healthcare setting.
7. Discuss principles of basic emergency response in natural disasters and other emergencies.
8. Explain the need to determine scene safety.

Foundation Standard 8: Teamwork

Healthcare professionals will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

1. Understand roles and responsibilities of team members.
2. Recognize characteristics of effective teams.
3. Recognize methods for building positive team relationships.

4. Analyze attributes and attitudes of an effective leader.
5. Apply effective techniques for managing team conflict.

Foundation Standard 9: Health Maintenance Practices

Healthcare professionals will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

1. Discuss possible emotional reactions that EMS professionals, patient, and family may experience when faced with trauma, illness, death, and dying.
2. Recognize the signs and symptoms of critical incident stress.
3. Explain how to recognize the causes and signals of personal stress.
4. Discuss positive steps that the EMS professional takes to help reduce/alleviate stress and promote health and wellness.
5. Identify behaviors and factors affecting the EMS professional's health and well-being negatively.
6. Discuss the relationship between health, lifestyle, and personal risk factors.
7. Demonstrate proper body mechanics.

***Foundation Standard 10: Technical Skills**

Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

1. Demonstrate proper use of personal protective equipment (PPE and BSI).
2. Demonstrate use of visual aids (binoculars, telescopes, night vision goggles (NVG), thermal imaging, etc.) including verbalizing the objects or people that visual aids are being used to identify.
3. Demonstrate hand washing techniques.
4. Demonstrate use of navigation skills (maps, GPS units, Google Earth, etc.).
5. Demonstrate proper training techniques to prevent physical injury (stretching, strengthening, conditioning, etc.).
6. Demonstrate proper lifting and carrying techniques to prevent physical injury.
7. Demonstrate the use of the Recognize, Assess/Avoid, Identify, and Notify (RAIN) method in a hazardous materials (hazmat) situation.

Foundation Standard 11: Information Technology Applications

Healthcare professionals will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

1. Communicate using technology to access and distribute data and other information.
2. Recognize technology applications available/used in EMS.