

Student's Name/Initials

/

Date

Teacher's Initials

Date

EMERGENCY AND FIRE MANAGEMENT SERVICES STUDENT PROFILE

DIRECTIONS: Evaluate the student using the applicable rating scales below and check the appropriate box to indicate the degree of competency. The ratings 3, 2, 1, and N are not intended to represent the traditional school grading system of A, B, C, and D. The description associated with each of the ratings focuses on the level of student performance or cognition for each of the competencies listed below.

PERFORMANCE RATING

- 3 - Skilled--can perform task independently with no supervision
 2 - Moderately skilled--can perform task completely with limited supervision
 1 - Limitedly skilled--requires instruction and close supervision
 N - No exposure--has no experience or knowledge of this task

COGNITIVE RATING

- 3 - Knowledgeable--can apply the concept to solve problems
 2 - Moderately knowledgeable--understands the concept
 1 - Limited knowledge--requires additional instruction
 N - No exposure--has not received instruction in this area

Unit A. Demonstrating Knowledge And Understanding Of The Basic Concepts Of Safety In The Emergency And Fire Services

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| 3 | 2 | 1 | N |
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- Demonstrate knowledge and understanding of the basic concepts of safety in fire and emergency services.
 - Demonstrate knowledge and understanding of HIV.
 - Demonstrate knowledge and understanding of HBV.
 - Demonstrate knowledge and understanding of the decontamination procedures and the concept of universal precaution.
 - Demonstrate knowledge and understanding in the operations of an emergency vehicle.

Unit B. Written And Communication Skills

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| 3 | 2 | 1 | N |
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- Demonstrate knowledge of proper radio procedures.
 - Demonstrate ability to write an incident report.

Unit C. Evaluating Career Opportunities And Career Paths Within The Fire And EMS Career Fields

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- Identify mental, physical, and

emotional requirements in the fire/EMS career field.

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- Identify entry-level requirements in the fire/EMS career field.
 - Prepare a realistic career development plan.

Unit D. Demonstrating Knowledge Of Federal, State, And Local Regulations And Standards

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| 3 | 2 | 1 | N |
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| — | — | — | — |
- Identify various Occupational Safety and Health Administration (OSHA) regulations as they relate to fire and EMS.
 - Identify various National Fire Protection Association (NFPA) standards as they relate to fire.
 - Identify various Department of Environmental Control (DEC) regulations as they relate to fire and EMS.
 - Demonstrate knowledge of local ordinances related to fire and EMS.

Unit E. Demonstrating Fundamental Technological Skills In Fire And EMS Operations

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| 3 | 2 | 1 | N |
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- Demonstrate fundamental computer skills.
 - Demonstrate an understanding of Global Positioning System (GPS).
 - Demonstrate an understanding of other technological advances in the

fire and EMS services.

Unit F. Demonstrating Knowledge And Understanding Of Incident Command System (Ics)

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| 3 | 2 | 1 | N |
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| — | — | — | — |
- Identify five major components of the ICS.
 - Identify the responsibilities of each division commander.
 - State the span of control.

Unit G. Demonstrating Knowledge And Understanding Of The Operations Of An Emergency Vehicle

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| 3 | 2 | 1 | N |
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| — | — | — | — |
- Demonstrate knowledge and understanding of state laws in use and operation of emergency vehicle.
 - Identify liability factors in the use of emergency vehicle operations in both departmental and personal vehicles.
 - Demonstrate knowledge and understanding of the maintenance of emergency vehicles.

Unit H. Demonstrating Knowledge And Understanding Of Death And Dying And The Grief Process

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| 3 | 2 | 1 | N |
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- Demonstrate knowledge and understanding of the loss process and the subsequent grief resolution process.

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| — | — | — | — | 2. | Demonstrate the process and procedures for handling families in a situation where death has occurred. |
| — | — | — | — | 3. | Demonstrate knowledge and understanding of the acronym NASH (natural, accidental, suicide, and homicide). |
| — | — | — | — | 4. | Identify the five stages of grief. |

Unit I. EMS

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| 3 | 2 | 1 | N | | |
| — | — | — | — | 1. | Explain how the Emergency Medical Services (EMS) system works and the citizen responder's role in the EMS system, including how and when to call EMS. |
| — | — | — | — | 2. | Demonstrate safety measures and infection control. |
| — | — | — | — | 3. | Explain the relationship between health, lifestyles, and personal risk factors. |
| — | — | — | — | 4. | Recognize the legal and ethical issues associated with responsibility to an emergency. |
| — | — | — | — | 5. | Describe scene safety. |
| — | — | — | — | 6. | Recognize the signs and symptoms of breathing emergencies, including choking, and demonstrate how to provide rescue breathing and first aid for choking in adults, infants, and children. |
| — | — | — | — | 7. | Identify the major risk factors for cardiovascular disease, and describe how to minimize them. |
| — | — | — | — | 8. | Recognize the signs and symptoms of a possible heart attack, and describe how to care for someone who is experiencing persistent chest pain. |
| — | — | — | — | 9. | Recognize the signs of cardiac arrest in adults, infants, and children, and demonstrate how to provide CPR until emergency medical care arrives. |
| — | — | — | — | 10. | Recognize life-threatening bleeding, and demonstrate how to control it. |
| — | — | — | — | 11. | Recognize the signs and symptoms of shock, and describe how to minimize its effects. |
| — | — | — | — | 12. | Recognize the signs and symptoms of various soft tissue and musculoskeletal injuries, and demonstrate how to care for them. |

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| — | — | — | — | 13. | Recognize the signs and symptoms of sudden illness, including poisoning, bites and stings, and heat and cold emergencies; and describe how to care for them. |
| — | — | — | — | 14. | Describe when and how to move a victim in an emergency situation. |
| — | — | — | — | 15. | Identify how to reduce the risk of injury to infants and children. |
| — | — | — | — | 16. | Demonstrate how to use an automated external defibrillation (AED) for an adult in cardiac arrest. |
| — | — | — | — | 17. | Demonstrate how to assess vital signs. |

Unit J. Demonstrating Knowledge Of Fire Suppression

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| 3 | 2 | 1 | N | | |
| — | — | — | — | 1. | Demonstrate knowledge of the history, the organization, and basic types of equipment used in the fire service. |
| — | — | — | — | 2. | Demonstrate knowledge of portable fire extinguishers. |
| — | — | — | — | 3. | Demonstrate knowledge of fire prevention. |
| — | — | — | — | 4. | Demonstrate knowledge of the importance of public relations in the fire service. |
| — | — | — | — | 5. | Demonstrate knowledge of the use of ground ladders. |
| — | — | — | — | 6. | Demonstrate knowledge of fire hose. |
| — | — | — | — | 7. | Demonstrate knowledge of fire streams. |
| — | — | — | — | 8. | Demonstrate knowledge of protective clothing and equipment. |
| — | — | — | — | 9. | Demonstrate knowledge of pump operations. |
| — | — | — | — | 10. | Demonstrate knowledge of fire behavior. |

Unit K: Demonstrating Knowledge Of Specialized Units (Haz Mat, Meda-Vac, Confined Space, Emergency Preparedness, Etc.)

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| 3 | 2 | 1 | N | | |
| — | — | — | — | 1. | Demonstrate knowledge of basic haz-mat recognition and identification. |
| — | — | — | — | 2. | Identify the use of equipment in specialized units in fire and/or EMS operations (Meda-Vac, confined space, emergency preparedness, |

etc.).