

Student's Name/Initials

/

Date

Teacher's Initials

Date

## Emergency Medical Services (EMS) 1

### Activity Code 5531

**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 - Limitedly knowledgeable--requires additional instruction  
 N - No exposure--has not received instruction in this area

**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.**

3    2    1    N

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| — | — | — | — | 1. Classify the basic structural and functional organization of the human body (tissue, organ, and system).      |
| — | — | — | — | 2. Recognize body planes, directional terms, quadrants, and cavities.  |
| — | — | — | — | 3. Analyze the basic structure and function of the human body.   |
| — | — | — | — | 4. Describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment). |
| — | — | — | — | 5. Recognize emerging diseases and disorders.  |
| — | — | — | — | 6. Understand the anatomy and physiology of the human body systems.  |
| — | — | — | — | 7. Recognize life-threatening bleeding, and demonstrate how to control it.                                       |
| — | — | — | — | 8. Recognize the signs and symptoms of shock, and describe how to minimize its effects.                          |
| — | — | — | — | 9. Recognize other acute emergencies as they relate to the cardiovascular system.                                |

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| — | — | — | — | 10. Recognize the signs and symptoms of various soft tissue injuries and demonstrate how to care for them.       |
| — | — | — | — | 11. Understand the process of breathing and the diseases/abnormal conditions that affect the respiratory system. |
| — | — | — | — | 12. Recognize and treat acute emergencies of the respiratory system.   |
| — | — | — | — | 13. Understand the dynamics of various types of trauma and how to recognize and treat resultant injuries.        |
| — | — | — | — | 14. Analyze diagrams, charts, graphs, and tables to interpret healthcare results.                                |
| — | — | — | — | 15. Record time using the 24-hour clock.   |

**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.**

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| — | — | — | — | 1. Construct and define basic medical terminology suffixes, prefixes, roots, and abbreviations. |
| — | — | — | — | 2. Communicate in an understandable and accurate manner.  |

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| — | — | — | — | 3. Interpret verbal and nonverbal communication.  |
| — | — | — | — | 4. Recognize barriers to communication.   |
| — | — | — | — | 5. Report subjective and objective information.   |
| — | — | — | — | 6. Recognize the elements of communication using a sender-receiver model.                           |
| — | — | — | — | 7. Apply speaking and active listening skills.  |
| — | — | — | — | 8. Use roots, prefixes, and suffixes to communicate information.                                    |
| — | — | — | — | 9. Use medical abbreviations to communicate information.  |
| — | — | — | — | 10. Recognize elements of written and electronic communication (spelling, grammar, and formatting). |

**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.**

**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.

3	2	1	N	
—	—	—	—	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. Observe and participate in service learning/work-based learning (virtual, guest speakers, etc.) and HOSA activities.
—	—	—	—	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.

3	2	1	N	
—	—	—	—	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.

3	2	1	N	
—	—	—	—	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.

3	2	1	N	
—	—	—	—	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.

3	2	1	N	
—	—	—	—	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.
—	—	—	—	9. Describe when and how to move a victim in an emergency situation.

**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.

3	2	1	N	
—	—	—	—	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.**

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| — | — | — | — | 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.   |

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| — | — | — | — | 6. Summarize the reasons for forming a general impression of the patient.  |
| — | — | — | — | 7. Discuss methods of assessing mental status.   |
| — | — | — | — | 8. Differentiate between assessing mental status in the adult, child, and infant patient.  |
| — | — | — | — | 9. Describe methods used for assessing whether or not a patient is breathing.  |
| — | — | — | — | 10. Differentiate between a patient with adequate breathing and a patient with inadequate breathing.                               |
| — | — | — | — | 11. Differentiate between obtaining a pulse in an adult, child, and infant patient.  |
| — | — | — | — | 12. Discuss the need for assessing the patient for external bleeding.  |
| — | — | — | — | 13. Explain the reason for prioritizing a patient for care and transport.  |
| — | — | — | — | 14. Discuss the components of the physical exam.   |
| — | — | — | — | 15. State the areas of the body that are evaluated during the physical exam.   |
| — | — | — | — | 16. Explain what additional questioning may be asked during the physical exam.   |
| — | — | — | — | 17. Discuss the components of the ongoing assessment.  |
| — | — | — | — | 18. Describe the information included in the first responder hand-off report.  |
| — | — | — | — | 19. Explain the rationale for crew members to evaluate scene safety prior to entering.   |
| — | — | — | — | 20. Serve as a model for others by explaining how patient situations affect your evaluation of the mechanism of injury or illness. |
| — | — | — | — | 21. Explain the importance of forming a general impression of the patient.   |
| — | — | — | — | 22. Demonstrate the techniques for assessing mental status.  |
| — | — | — | — | 23. Demonstrate the techniques for assessing the airway.   |
| — | — | — | — | 24. Demonstrate the techniques for assessing whether or not the patient is breathing.  |
| — | — | — | — | 25. Demonstrate the techniques for assessing whether or not the patient has a pulse.   |
| — | — | — | — | 26. Demonstrate the techniques for assessing the patient for external bleeding.  |

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| — | — | — | — | 27. Demonstrate the techniques for assessing the patient's skin color, temperature, condition, and capillary refill (infants and children only). |
| — | — | — | — | 28. Demonstrate questioning a patient to obtain a SAMPLE history.  |
| — | — | — | — | 29. Demonstrate the skills involved in performing the physical exam.   |
| — | — | — | — | 30. Demonstrate the ongoing assessment.  |

**Airway Care and Rescue Breathing**

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| — | — | — | — | 1. List the signs of inadequate breathing.   |
| — | — | — | — | 2. Describe how to clear a foreign body airway obstruction in a responsive adult, child, and infant.                                     |
| — | — | — | — | 3. Describe how to clear a foreign body airway obstruction in an unresponsive adult, child, and infant.                                  |
| — | — | — | — | 4. Explain why basic life support ventilation and airway protective skills take priority over most other basic life support skills.      |
| — | — | — | — | 5. Place the interests of the patient with airway problems as the foremost consideration when making any and all patient care decisions. |
| — | — | — | — | 6. Demonstrate the steps in the head-tilt chin-lift.   |
| — | — | — | — | 7. Demonstrate the steps in the jaw thrust.  |
| — | — | — | — | 8. Demonstrate the techniques of suctioning.   |
| — | — | — | — | 9. Demonstrate the steps in mouth-to-mouth ventilation with body substance isolation (barrier shields).                                  |
| — | — | — | — | 10. Demonstrate how to use a resuscitation mask to ventilate a patient.  |
| — | — | — | — | 11. Demonstrate how to ventilate a patient with a stoma.   |
| — | — | — | — | 12. Demonstrate how to measure and insert an oropharyngeal (oral) airway.  |
| — | — | — | — | 13. Demonstrate how to measure and insert a nasopharyngeal (nasal) airway.   |

**\* Foundation Standard 10: Technical Skills:**  
**Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.**

**Patient Assessment**

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| — | — | — | — | 1. Describe common hazards for a medical patient at the scene of a trauma.        |
| — | — | — | — | 2. Determine whether or not the trauma scene is safe to enter.                    |
| — | — | — | — | 3. Discuss common mechanisms of injury/nature of illness.                         |
| — | — | — | — | 4. Discuss the reason for identifying the total number of patients at the scene.  |
| — | — | — | — | 5. Explain the reason for identifying the need for additional help or assistance. |

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| — | — | — | — | 14. Demonstrate how to ventilate infant and child patients.   |
| — | — | — | — | 15. Demonstrate how to clear a foreign body airway obstruction in a responsive adult, child, and infant.    |
| — | — | — | — | 16. Demonstrate how to clear a foreign body airway obstruction in an unresponsive adult, child, and infant. |

### Circulation

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| — | — | — | — | 1. List the reasons for the heart to stop beating.   |
| — | — | — | — | 2. Define the components of cardiopulmonary resuscitation.   |
| — | — | — | — | 3. Describe each link in the chain of survival and how it relates to the EMS system.                         |
| — | — | — | — | 4. Explain when the first responder is able to stop CPR.   |
| — | — | — | — | 5. Demonstrate the proper technique of chest compressions on an adult.                                       |
| — | — | — | — | 6. Demonstrate the proper technique of chest compressions on a child.  |
| — | — | — | — | 7. Demonstrate the steps of adult one rescuer CPR.   |
| — | — | — | — | 8. Demonstrate the steps of adult two rescuer CPR.   |
| — | — | — | — | 9. Demonstrate child CPR.  |
| — | — | — | — | 10. Identify the patient who presents with a general medical complaint.                                      |
| — | — | — | — | 11. Explain the steps in providing emergency medical care to a patient with a general medical complaint.     |
| — | — | — | — | 12. Identify the patient who presents with a specific medical complaint of altered mental status.            |
| — | — | — | — | 13. Explain the steps in providing emergency medical care to a patient with an altered mental status.        |
| — | — | — | — | 14. Demonstrate the steps in providing emergency medical care to a patient with a general medical complaint. |
| — | — | — | — | 15. Demonstrate the steps in providing emergency medical care to a patient with an altered mental status.    |

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| — | — | — | — | 16. Demonstrate the steps in providing emergency medical care to a patient with seizures.               |
| — | — | — | — | 17. Demonstrate the steps in providing emergency medical care to a patient with an exposure to cold.    |
| — | — | — | — | 18. Demonstrate the steps in providing emergency medical care to a patient with exposure to heat.       |
| — | — | — | — | 19. Demonstrate the steps in providing emergency medical care to a patient with a psychological crisis. |

### Patient Moves and Equipment

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| — | — | — | — | 1. Demonstrate various emergency moves.                                   |
| — | — | — | — | 2. Demonstrate how to use and apply various emergency services equipment. |

\* Additional technical skills may be included in a program of study based on career specialties.

**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.**

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