

**GROTON BOARD OF EDUCATION  
CURRICULUM COMMITTEE MEETING**

Monday November 21, 2022 5:00 p.m.

This meeting was held both in person and remote

**Members Present:** Andrea Ackerman, Liz Porter

**Members absent:** William Horgan

**Also Present:** Phil Piazza, Emma Rotner, Chelsea Courtright, Anne Keefe-Forbotnick, T. Driscoll, K. Gomes

Porter called the meeting to order at 5:01 p.m.

1. Review of Minutes:

Motion to Accept the minutes of October 26, 2022; Ackerman, seconded by Porter

2. Curriculum presentations:

- a. Keefe-Forbotnick – *IB CP Core (Personal and Professional Skills, Reflective Project, Service Learning and Language Development)*

Presented an overview on the IB CP Core (Personal and Professional Skills, Reflective Project, Service Learning and Language Development)

- b. Rotner – Elementary Magnet Curriculum work (summer and fall report)

*Emma Rotner provided a summary of the work from this summer*

- c. Driscoll & Courtright – EMT Class Curriculum (new course)

Questions for next meeting around scheduling and budget or this class

3. Follow-up from last meeting

- a. GMS Health Class Questions – *Dr. Piazza shared an update gathered from middle school health teachers stating that topics of gender, equity, and diversity are topics in national conversations and although gender issues are not explicitly taught within our curriculum, it is the belief that the health curriculum will undergo revisions and updates to reflect these topics as they concern the health and wellness of students (self-esteem, relationships, social health, mental health, emotional health, harassment, suicide prevention, etc.). The district will monitor the State Board of Education and Shape America National Standards as they update their recommendations based on data and research.*

4. Future Topics:

Freshman Academic Seminar

Teachers College

Health Curriculum

5. Adjournment

The meeting adjourned at 5:59 p.m.

**GROTON BOARD OF EDUCATION  
SPECIAL CURRICULUM COMMITTEE MEETING**

Wednesday October 26, 2022 5:00 p.m.

This meeting was held both in person and remote

**Members Present:** Andrea Ackerman, Liz Porter

**Member absent:** William Horgan

**Also Present:** Charmita Hodge, Phil Piazza, Rebecca Rabinsky-Ankrom

Porter called the meeting to order at 5:07 p.m.

1. Review of Minutes:

Motion to Accept: Ackerman, Seconded by Porter to approve the minutes of September 19<sup>th</sup>, 2022

2. Review Curriculum Proposals: ASL 2 & 3

Rabinsky-Ankrom presented the curriculum. The committee reviewed, discussed and recommended sending it to the full Board for approval.

3. Review Curriculum Timeline & Process for new committee member Dr. Horgan

Dr. Horgan was not present, but we discussed the need to update curriculum revision calendar, review timeline and process with a focus on the process, not dates.

4. Future Meeting Topics

Review timeline and process, focusing on process, not dates;

Questions about content of health classes at GMS, Phil will attempt to meet and discuss with GMS teachers.

5. Adjournment

The meeting adjourned at 5:56 p.m.

# IB Career-related Programme Core Components Curriculum



Dr. Anne Keefe-Forbotnick

IB Career-related Programme Coordinator

GPS BOE Curriculum Committee Presentation

November 21, 2022

# IB Career-related Programme Core

The components of the core are at the heart of the Career-related Programme and are designed to enhance students' personal qualities and professional development. It is designed to develop many of the characteristics and attributes of the IB Learner Profile.

All components of the core are mandatory. They are:

- personal and professional skills
- service learning
- language development
- reflective project



**IB  
Learner  
Profile**

# Personal and Professional Skills (PPS) class

The personal and professional skills course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understandings, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. Emphasis is on the development of skills needed to successfully navigate higher education, the workplace and society.

A minimum of 90 timetabled hours is expected to be devoted to the personal and professional skills course.



# Service Learning

Service learning is the practical application of knowledge and skills towards meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

A minimum of 50 hours is expected to be devoted to service learning.



# Language Development

Language development ensures that all students have access and are exposed to an additional language, which is a central tenet of an IB education. Language Development will increase a student's understanding of the wider world. Students are encouraged to begin or extend the study of a language other than their best language that suits their needs, background and context. It develops students in the areas of oral, visual and written linguistic and communicative abilities.

A minimum of 50 hours is expected to be devoted to language development.





# Reflective Project

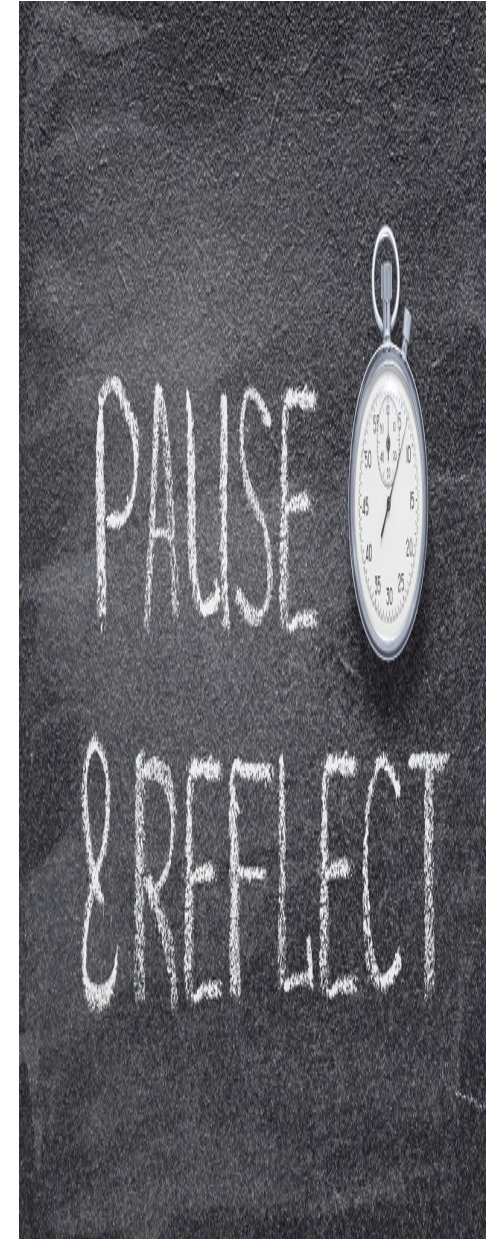
The reflective project is an in-depth body of work produced over an extended period and submitted in year 2 of the Career-related Programme.

Through the reflective project, students identify, analyze, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies.

This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection, and to develop strong thinking, research and communication skills.

The reflective project is assessed using grades A to E, with A representing the highest level of achievement.

A minimum of 50 hours is expected to be devoted to the reflective project





# Implementation of the Core Components

1. The PPS will be held over 3 semesters beginning their junior year and ending after the first semester senior year.
2. Service Learning introduction will be imbedded into the PPS class.
3. Reflective Project introduction will be imbedded into the PPS class.
4. Language Development will either be introduced in the PPS class or students can take the course titled “Spanish in the Workplace” or “French in the Workplace” to fulfill these hours.

\*There is flexibility in how students fulfill the hours for SL, RP, and LD.

\*RP is the only component that is externally moderated.

# QUESTIONS





# Magnet Curriculum Work Overview

Charles Barnum, Mystic River, Thames River



# Goals

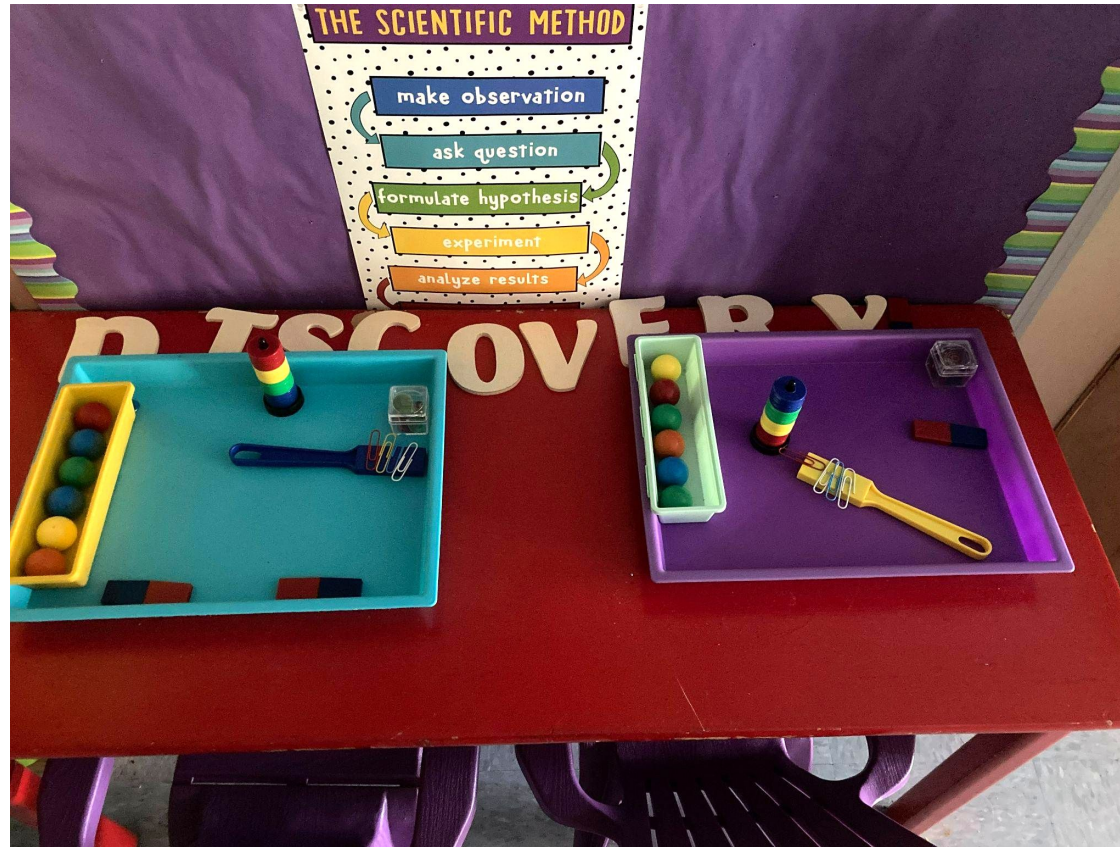
- Infuse the magnet theme into the school day and “magnetify” the existing curriculum
- Create a database of resources to support teachers in their implementation of the magnet theme

# Charles Barnum

**Year 1:** Discovery Block (Clusters) and Renzulli Learning Platform

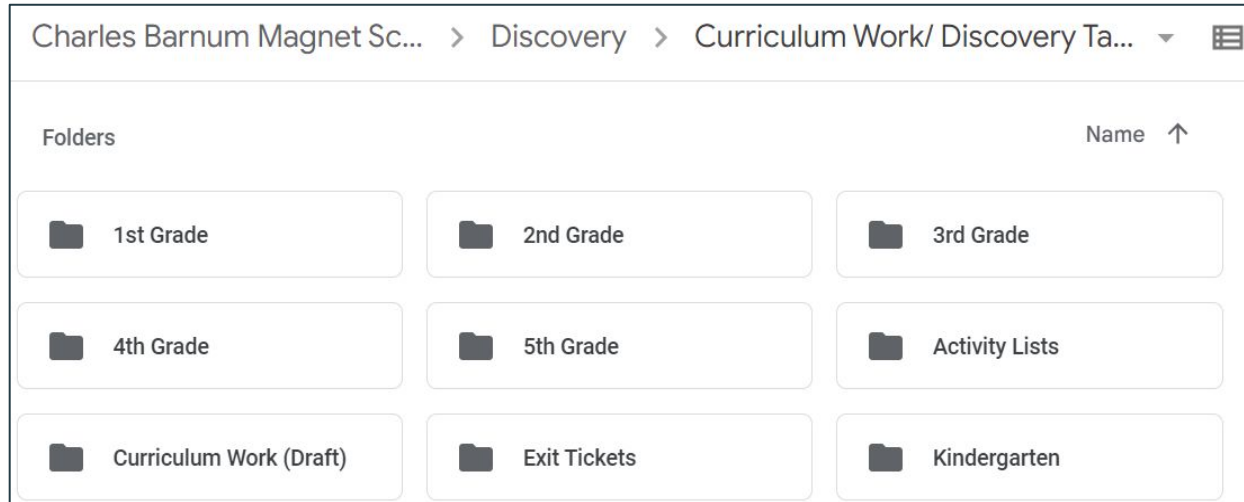
## **Summer Curriculum Work:**

- Discovery Tables
- Whole School Discovery Activities



# Discovery Table Database

- Discovery Table activity suggestions for each grade level
- Focus: science, social studies, seasonal



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# Whole School Activities

- Technology Websites (engineering websites, space exploration, etc)
- Aquarium/ Zoo Virtual Field Trips
- Regrowing Vegetables



# Mystic River

**Year 1:** Play Block and Developed Partnership with Life is Good

**Summer Curriculum Work:**

- Created a database of Play and Ingenuity-based activities that aligned with existing units
- Revised the play block
- Created play buddies

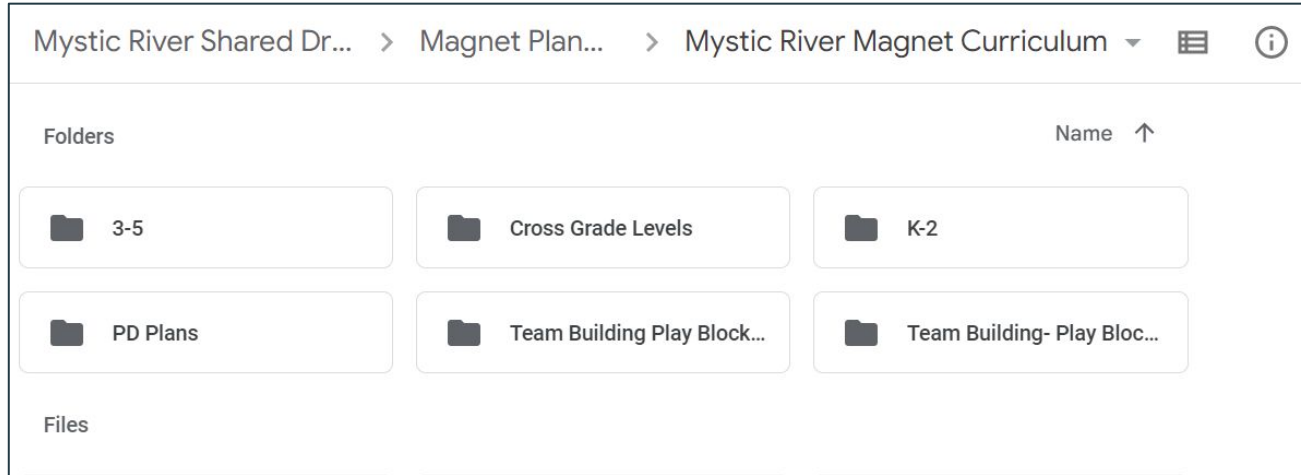
# Playblock and Whole School Events

- **Playblock**
  - 45 minutes each week
  - Electives (board games, legos, arts and crafts)
- **Play Buddies**
  - Older grades paired with younger grades
  - Play together at least once per month
- **Life is Good**
  - 5th graders run monthly meetings
  - Run games in younger classes



# Curriculum Database

- Activities that compliment subjects and units for each grade level
- Focus was ELA based on staff survey results



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# Thames River

**Year 1:** Partnerships with Project O, NESS, and weekly enrichment classes

## **Summer Curriculum Work:**

- Extending beyond the partnerships to the classrooms
- Cross curricular planning: magnet theme connecting the subjects
- Whole school activity

# Cross Curriculum Work

## Grade 4 Cross Curriculum Overview

Trimester 1	Trimester 2	Trimester 3
<b>Reading:</b> Unit 1 Interpreting Character Possible Activity:	<b>Reading:</b> Unit 2 Weather/Synthesis & Details Possible Activity:	<b>Reading:</b> Test Prep/Up the Ladder or Historical Fiction Possible Activity: I Survived read <u>alouds</u>
<b>Writing:</b> Unit 1 Realistic Fiction Possible Activity: Quick Writes that tie in each part of the story arc	<b>Writing:</b> Unit 2 Boxes & Bullets/Unit 4 Lit. Essay (Look for books that have <b>environmental themes</b> )	<b>Writing:</b> Up The Ladder - Informational Possible Activity: Research projects: states, national parks, Oregon Trail (Historical Fiction)
<b>NESS Units:</b> 3 Adaptation, 1 Waves, 2 Energy: Light and Sound Possible Activity: Biomimicry projects	<b>NESS Units</b> 5 Natural Disasters, 6 Interactions of Humans and Nature	<b>NESS Unit 4: Geology and Paleontology</b> Possible Activity: Tie to National Parks in the West.
<b>Science Bundles:</b> Biomimicry	<b>Science Bundles:</b> Forces that Move Earth	<b>Science Bundles:</b> National Parks

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# Whole School Activities



Utilizing outdoor spaces, composting, spring gardening



Propagation Observation



Questions?



# NATIONAL EMERGENCY MEDICAL SERVICES EDUCATION STANDARDS

## Emergency Medical Technician Instructional Guidelines



# Preparatory EMS Systems

## EMT Education Standard

Applies fundamental knowledge of the EMS system, safety/well-being of the EMT, and medical/legal and ethical issues to the provision of emergency care.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. The Emergency Medical Services System
  - A. History
    - 1. 1960s
    - 2. Evolution to current EMS systems
  - B. NHTSA Technical Assistance Program Assessment Standards
    - 1. Regulation and policy
    - 2. Resource management
    - 3. Human resources and training
    - 4. Transportation
    - 5. Facilities
  - C. Access to Emergency Medical Services
  - D. Education
    - 1. Levels of EMS licensure
    - 2. National EMS Education Agenda for the Future: A Systems Approach
  - E. Authorization to Practice
    - 1. Legislative decisions on scope of practice
    - 2. State EMS office oversight
    - 3. Medical oversight
      - a. Clinical protocols
        - i. Offline
        - ii. Online
        - iii. Standing orders
      - b. Quality improvement
      - c. Administrative
    - 4. Local credentialing
    - 5. Administrative
    - 6. Employer policies and procedures
- II. Roles, Responsibilities, and Professionalism of EMS Personnel
  - A. Roles and Responsibilities
    - 1. Maintain vehicle and equipment readiness

2. Safety
  - a. Personal
  - b. Patient
  - c. Others on the scene
3. Operate emergency vehicles
4. Provide scene leadership
5. Perform patient assessment
6. Administer emergency medical care to a variety of patients with varied medical conditions
7. Provide emotional support
  - a. Patient
  - b. Patient's family
  - c. Other responders
8. Integration with other professionals and continuity of care
  - a. Medical personnel
  - b. Law enforcement
  - c. Emergency management
  - d. Home healthcare providers
  - e. Other responders
9. Resolve emergency incident
10. Maintain medical and legal standards
11. Provide administrative support
12. Enhance professional development
13. Develop and maintain community relations
- B. Professionalism
  1. Characteristics of professional behavior
    - a. Integrity
    - b. Empathy
    - c. Self-motivation
    - d. Appearance and hygiene
    - e. Self-confidence
    - f. Time management
    - g. Communication
      - i. verbal
      - ii. written
    - h. Teamwork and diplomacy
    - i. Respect for patients, co-workers and other healthcare professionals
    - j. Patient advocacy
    - k. Careful delivery of service
  2. Maintenance of certification and licensure
    - a. Personal responsibility
    - b. Continuing education
    - c. Skill competency verification
    - d. Criminal implications
    - e. Fees

- III. Quality Improvement
  - A. System for Continually Evaluating and Improving Care
  - B. Continuous Quality Improvement (CQI)
  - C. Dynamic Process
- IV. Patient Safety
  - A. Significant – One of the Most Urgent Health Care Challenges
  - B. High-Risk Activities
    - 1. Hand-off
    - 2. Communication issues
    - 3. Dropping patients
    - 4. Ambulance crashes
    - 5. Spinal immobilization
  - C. How Errors Happen
    - 1. Skills-based failure
    - 2. Rules-based failure
    - 3. Knowledge-based failure
  - D. Preventing Errors
    - 1. Environmental
      - a. Clear protocols
      - b. Light
      - c. Minimal interruptions
      - d. Organization and packaging of drugs
    - 2. Individual
      - a. Reflection in action
      - b. Constantly question assumptions
      - c. Reflection bias
      - d. Use decision aids
      - e. Ask for help

# Preparatory Research

## EMT Education Standard

Applies fundamental knowledge of the EMS system, safety/well-being of the EMT, and medical/legal and ethical issues to the provision of emergency care.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level plus the following material:

- I. Evidence-Based Decision-Making
  - A. Traditional Medical Practice Is Based on
    - 1. Medical knowledge
    - 2. Intuition
    - 3. Judgment
  - B. High-Quality Patient Care Should Focus on Procedures Proven Useful in Improving Patient Outcomes
  - C. The Challenge for EMS Is the Relative Lack of Prehospital Research
  - D. Evidence-Based Decision-Making Technique
    - 1. Formulate a question about appropriate treatments
    - 2. Search medical literature for related research
    - 3. Appraise evidence for validity and reliability
    - 4. If evidence supports a change in practice, adopt the new therapy allowing for unique patient needs

# Preparatory Workforce Safety and Wellness

## **EMT Education Standard**

Applies fundamental knowledge of the EMS system, safety/well-being of the EMT, and medical/legal and ethical issues to the provision of emergency care.

## **EMT-Level Instructional Guideline**

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level plus the following material:

- I. Standard Safety Precautions
  - A. Hand washing
  - B. Adherence to Standard Precautions/OSHA Regulation
  - C. Safe Operation of EMS/Patient Care Equipment
  - D. Environmental Control
  - E. Occupational Health and Blood borne Pathogens
    - 1. Immunizations
    - 2. Sharps
- II. Personal Protective Equipment
- III. Stress Management
  - A. Types of Stress Reactions
    - 1. Acute stress reaction
    - 2. Delayed stress reaction
    - 3. Cumulative stress reaction
  - B. Stress Management
    - 1. Change in lifestyle
    - 2. Balance in life
    - 3. Recognize response to family and friends
    - 4. Change in work environment
    - 5. Seek professional assistance
  - C. Dealing With Death and Dying (stages)
    - 1. Denial
    - 2. Anger
    - 3. Bargaining
    - 4. Depression
    - 5. Acceptance



- IV. Prevention of Work-Related Injuries
  - A. Vehicle restraint systems
  - B. Safe lifting techniques
  - C. Adequate sleep
  - D. Physical fitness and nutrition
  - E. Hazard awareness
  - F. Adherence to Standard Precautions/OSHA regulations
  - G. Disease transmission prevention
    - 1. Communicable
    - 2. Blood borne
- V. Lifting and Moving Patients
  - A. Lifting techniques
    - 1. Safety Precautions
    - 2. Guidelines for lifting
  - B. Safe Lifting of Cots and Stretchers
    - 1. Power-lift or squat lift position
    - 2. Power grip
    - 3. Back in locked-in position
    - 4. Carrying
      - a. Precautions for carrying
      - b. Guidelines for carrying
      - c. Correct carrying procedure
      - d. One-handed carrying technique
      - e. Correct carrying procedure on stairs
    - 5. Reaching
      - a. Guidelines for reaching
      - b. Application for reaching techniques
      - c. Correct reaching for log rolls
    - 6. Pushing and pulling guidelines
      - a. Emergency move
        - i. fire or danger of fire
        - ii. explosives or other hazardous materials
        - iii. other hazards at the scene
        - iv. gain access to other patients in a vehicle who need life-saving care
        - v. patient's location or position (e.g., a cardiac arrest patient sitting in a chair or lying on a bed)
      - b. Indications for urgent move
        - i. altered mental status
        - ii. inadequate breathing
        - iii. shock (hypoperfusion)
      - c. Non-urgent move
    - 7. Emergency moves
      - a. Danger to patient
      - b. Techniques

8. Urgent moves
  - a. Danger to patient
  - b. Techniques
- C. Techniques
  1. Non-urgent moves
    - a. Direct ground lift (no suspected spine injury)
    - b. Extremity lift (no suspected extremity or back injuries)
    - c. Transfer of supine patient from bed to stretcher
      - i. direct carry
      - ii. draw sheet method
- D. Equipment
  1. Stretchers/cots
    - a. Wheeled stretcher
    - b. Portable stretcher
    - c. Stair chair
    - d. Scoop or orthopedic stretcher
    - e. Flexible stretcher
    - f. Bariatric stretcher
    - g. Pneumatic or electronic stretchers
  2. Standard
  3. Tracked systems (i.e. backboards)
    - i. long
    - ii. short
  4. Neonatal Isolette
  5. Maintenance—follow manufacturer’s directions for inspection, cleaning, repair, and upkeep
- E. Patient Positioning
  1. Unresponsive patient without suspected spine injury
  2. A patient with chest pain, discomfort, or difficulty breathing
  3. A patient with suspected spine injury
  4. Pregnant patient with hypotension
  5. A patient who is nauseated or vomiting
  6. Bariatric patients
  7. Patient Size
- F. Medical Restraint
  1. Use of Force Doctrine
  2. Reasonable Prevention of Harm
    - a. Suicidal
    - b. Homicidal
    - c. Ambulances
    - d. Ramps
    - e. Winches
- G. Personnel Considerations

## VI. Disease Transmission

- VII. Wellness Principles
  - A. Physical Wellbeing
    - 1. Physical Fitness
      - a. Cardiovascular endurance
      - b. Muscle strength
      - c. Muscle flexibility
    - 2. Sleep
    - 3. Disease prevention
    - 4. Injury prevention
  - B. Mental Wellbeing
    - 1. Alcohol and drug issues
    - 2. Smoking cessation
    - 3. Stress management
    - 4. Relationship issues

# Preparatory Documentation

## EMT Education Standard

Applies fundamental knowledge of the EMS system, safety/well-being of the EMT, and medical/legal and ethical issues to the provision of emergency care.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Principles of Medical Documentation and Report Writing
  - A. Minimum Dataset
    1. Patient information
      - a. Chief complaint
      - b. Initial assessment
      - c. Vital signs
      - d. Patient demographics
    2. Administrative information
      - a. Time incident reported
      - b. Time unit notified
      - c. Time of arrival at patient
      - d. Time unit left scene
      - e. Time of arrival at destination
      - f. Time of transfer of care
    3. Accurate and synchronous clocks
  - B. Prehospital Care Report
    1. Functions
      - a. Continuity of care
      - b. Legal document
        - i. documented what emergency medical care was provided, the status of the patient on arrival at the scene, and any changes upon arrival at the receiving facility
        - ii. the person who completed the form ordinarily must go to court with the form
        - iii. information should include objective and subjective information and be clear
      - c. Educational—used to demonstrate proper documentation and how to handle unusual or uncommon cases
      - d. Administrative
        - i. billing
        - ii. service statistics

- e. Research
- f. Evaluation and continuous quality improvement
- 2. Uses
  - a. Types
    - i. traditional written form with check boxes and a section for narrative
    - ii. computerized version where information is filled in by means of an electronic device or over the Internet
  - b. Sections
    - i. run data
    - ii. patient data
    - iii. check boxes
      - a) be sure to fill in the box completely
      - b) avoid stray marks
    - iv. narrative section (if applicable)
      - a) describe, don't conclude
      - b) include pertinent negatives
      - c) record important observations about the scene
      - d) avoid radio codes
      - e) use abbreviations only if they are standard
      - f) when information of a sensitive nature is documented, note the source of that information
      - g) State reporting requirements
      - h) be sure to spell words correctly, especially medical words
      - i) for every reassessment, record time and findings
    - v. other State or local requirements
  - c. Confidentiality
  - d. Distribution
  - e. Health Information Portability and Accountability Act of 1996 (HIPAA)
- 3. Falsification Issues
  - a. When an error of omission or commission occurs, document what did or did not happen and what (if any) steps were taken to correct the situation
  - b. Falsification of information on the prehospital care report
  - c. Specific areas of difficulty
    - i. vital signs—document only the vital signs that were actually taken
    - ii. treatment—if a treatment like oxygen was overlooked, do not chart that the patient was given oxygen
- C. Documentation of Patient Refusal
  - 1. Competent adult patients have the right to refuse treatment
  - 2. Before leaving the scene
    - a. Try again to persuade the patient to go to a hospital
    - b. Ensure the patient is able to make a rational, informed decision

- c. Inform the patient why he should go and what may happen to him if he does not
  - d. Consult medical direction as directed by local protocol
  - e. If the patient still refuses, document any assessment
  - f. Have a family member, police officer or bystander sign the form as a witness. If the patient refuses to sign the refusal form, have a family member, police officer, or bystander sign the form verifying that the patient refused to sign.
  - g. Complete the prehospital care report
    - i. complete patient assessment
    - ii. if the patient refused care or did not allow a complete assessment, document that the patient did not allow for proper assessment and document whatever assessments were completed
    - iii. care EMT wished to provide for the patient
    - iv. statement that the EMT explained to the patient the possible consequences of failure to accept care, including potential death
    - v. offer alternative methods of gaining care
    - vi. state willingness to return
- D. Special Situations/Reports/Incident Reporting
- 1. Correction of errors
    - a. Errors discovered while the report form is being hand-written
      - i. draw a single horizontal line through the error, initial it, and write the correct information beside it
      - ii. do not try to obliterate the error—this may be interpreted as an attempt to cover up a mistake
    - b. Errors discovered after a hand-written report form is submitted
      - i. preferably in a different color ink, draw a single line through the error, initial and date it, and add a note with the correct information
      - ii. if information was omitted, add a note with the correct information, the date, and the EMT's initials
    - c. Errors discovered while/after completing an electronic report
      - i. most electronic prehospital care report systems have a method for entering and amending the report
      - ii. if there is no way to electronically submit a change or addendum one should follow the correction method used for a handwritten report that has already been submitted on the printout of the electronic report
  - 2. Multiple-Casualty Incidents (MCI)
    - a. When there is not enough time to complete the form before the next call, the EMT will need to fill out the report later

- b. The local MCI plan should have some means of recording important medical information temporarily
  - c. The standard for completing the form in an MCI is not the same as for a typical call
- 3. Special situation reports
  - a. Used to document events that should be reported to local authorities, or to amplify and supplement primary report
  - b. Should be submitted in timely manner and should include the names of all agencies, people, and facilities involved
  - c. Should be accurate and objective; be descriptive and don't make conclusions
  - d. The EMT should keep a copy for his own records, as appropriate
  - e. The report, and copies if appropriate, should be submitted to the authority described by local protocol
  - f. Exposure
  - g. Injury
- 4. Information gathered from the prehospital care report can be used to analyze various aspects of the EMS system
- 5. This information can then be used to improve different components of the system and prevent problems from occurring
- 6. Drop report/transfer report
  - a. Goal should be to provide a report prior to departing from the hospital – needs to contain minimum data set and a transfer signature
  - b. EMT should keep a copy of this transfer report for use as a reference during the primary prehospital care report and should submit the copy with the final prehospital care report



# Preparatory EMS System Communication

## EMT Education Standard

Applies fundamental knowledge of the EMS system, safety/well-being of the EMT, medical/legal and ethical issues to the provision of emergency care.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. EMS Communication System
  - A. System Components
    - 1. Base station
    - 2. Mobile radios (transmitter/receivers)
      - a. Vehicular mounted device
      - b. Mobile transmitters usually transmit at lower power than base stations (typically 20-50 watts)
      - c. Typical transmission range is 10-15 miles over average terrain
    - 3. Portable radios (transmitter/receivers)
      - a. Handheld device
      - b. Typically have power output of 1-5 watts, limiting their range
    - 4. Repeater/base station
    - 5. Digital radio equipment
    - 6. Cellular telephones
  - B. Radio Communications
    - 1. Radio frequencies
    - 2. Response to the scene
      - a. The dispatcher needs to be notified that the call was received
      - b. Dispatch needs to know that the unit is en route
    - 3. Arrival at the scene – dispatcher must be notified
    - 4. Depart the scene
      - a. Dispatcher must be notified
      - b. Prolonged on-scene times with absence of communications
    - 5. Arrival at the receiving facility or rendezvous point – dispatcher must be notified
    - 6. Arrival for service after patient transfer – dispatcher must be notified

- II. Communication With Other Health Care Professionals
  - A. Communication With Medical Control
    - 1. Medical control
      - a. At the receiving facility
      - b. At a separate site
    - 2. EMTs may need to contact medical control for consultation and to get orders for administration of medications
    - 3. EMTs must be accurate
    - 4. After receiving an order for a medication or procedure—repeat the order back word for word
    - 5. Orders that are unclear or appear to be inappropriate should be questioned or clarified for the EMT
  - B. Communication With Receiving Facilities
    - 1. EMT having the right room, equipment, and personnel prepared or allow the facility to plan for the patient
    - 2. Patient reporting concepts
      - a. When speaking on the radio, keep these principles in mind:
        - i. make sure the radio is on and volume is properly adjusted
        - ii. listen to the frequency and ensure it is clear before beginning a transmission
        - iii. press the “press to talk” (PTT) button on the radio and wait for one second before speaking
        - iv. speak with lips about two to three inches from the microphone
        - v. address the unit being called, and then give the name of the unit
        - vi. the unit being called will signal that the transmission should start
        - vii. speak clearly, calmly, and slowly in a monotone voice
        - viii. keep transmissions brief
        - ix. use clear text
        - x. avoid codes or agency-specific terms
        - xi. avoid meaningless phrases like “be advised”
        - xii. courtesy is assumed, one should limit saying “please,” “thank you,” and “you’re welcome”
        - xiii. when transmitting a number that might be confused (e.g., a number in the teens), give the number, then give the individual digits
        - xiv. the airwaves are public and scanners are popular
        - xv. remain objective and impartial in describing patients
        - xvi. do not use profanity on the air
        - xvii. avoid words that are difficult to hear like “yes” and “no;” use “affirmative” and “negative”
        - xviii. use the standard format for transmission of information
        - xix. When the transmission is finished, indicate this by saying “over”

- xx. avoid codes
- xxi. avoid offering a diagnosis of the patient's problem
- xxii. use EMS frequencies only for EMS communication
- xxiii. reduce background noise
- b. Notify the dispatcher when the unit leaves the scene
- c. When communicating with medical direction or the receiving facility, a verbal report should be given. The essential elements of such a report, in an order that is efficient and effective, are:
  - i. identify unit and level of provider (can utilize the name of the provider giving the report as well as the unit identification)
  - ii. estimated time of arrival
  - iii. current patient condition
  - iv. patient's age and sex
  - v. mental status
  - vi. chief complaint
  - vii. brief, pertinent history of the present illness
  - viii. major past illnesses
  - ix. baseline vital signs
  - x. pertinent findings of the physical exam
  - xi. emergency medical care given
  - xii. response to emergency medical care
- d. After giving this information, the EMT will continue to assess the patient
- e. Arrival at the hospital
  - i. the dispatcher must be notified
  - ii. in some systems, the hospital should also be notified
- f. Leaving the hospital for the station – dispatcher should be notified
- g. Arrival at the station – dispatcher should be notified
- C. System Maintenance
  - 1. Communication equipment needs to be checked to ensure that a radio is not drifting from its assigned frequency
  - 2. As technology changes, new equipment becomes available that may have a role in EMS systems
  - 3. EMT need to be able to consult on-line medical direction, and EMS system must provide back-up
- D. Phone/Cellular Communications
  - 1. Should be treated similar to radio communications when it comes to content and strategies for delivery of pertinent information
  - 2. The EMT should be familiar with important and commonly utilized telephone numbers, such as medical control, local hospital Emergency Departments, dispatch centers
  - 3. The EMT should also have a familiarity with cellular technologies and knowledge of the location of cellular dead spots in the area
  - 4. There should be another plan for when a cellular transmission fails during a report or communication with another agency

### III. Team Communication and Dynamics

### IV. Communication

#### A. Interpersonal Communication

1. The EMT should self-introduce at the start of any conversation
2. Make and keep eye contact, if appropriate
3. When practical, position yourself at a level lower than the patient or on the same level
4. Be honest with the patient
5. Use language the patient can understand and avoid medical jargon
6. Be aware of your own body language
7. Speak calmly, clearly, slowly and distinctly
8. Use the patient's proper name, either first or last, depending on the circumstances
9. If a patient has difficulty hearing, speak clearly with lips visible
10. Allow the patient enough time to answer a question before asking the next one
11. Act and speak in a calm, confident manner

#### B. Communication With Hearing-Impaired, Non-English Speaking Populations and Use of Interpreters—Be Positioned to Address Any of These Special Situations

# Preparatory Therapeutic Communication

## EMT Education Standard

Applies fundamental knowledge of the EMS system, safety/well-being of the EMT, medical/legal and ethical issues to the provision of emergency care.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Principles of Communicating With Patients in a Manner That Achieves a Positive Relationship
  - A. Adjusting Communication Strategies
    - 1. Age-appropriate
    - 2. Stage of development
    - 3. Patients with special needs (i.e. hearing-impaired patients)
    - 4. Differing cultures
      - a. Transcultural considerations
        - i. introduce yourself and the way in which you want to be called
        - ii. both the EMT and the patient will bring cultural stereotypes to a professional relationship
        - iii. ethnocentrism
        - iv. cultural imposition
        - v. space
          - a) intimate zone
          - b) personal distance
          - c) social distance
          - d) public distance
        - vi. cultural issues
          - a) variety of space
          - b) accept the sick role in different ways
          - c) nonverbal communication may be perceived differently
          - d) Asians, Native Americans, Indochinese, and Arabs may consider direct eye contact impolite or aggressive
        - vii. touch
        - viii. language barrier

- B. Interviewing Techniques
  - 1. Non-verbal skills
    - a. Physical appearance
      - i. interviewer
      - ii. patient
    - b. Posture and gestures
      - i. interviewer
      - ii. patient
      - iii. gestures
        - a) facial expressions
        - b) eye contact
        - c) voice
        - d) touch
  - 2. Using questions
    - a. Open-ended questions
    - b. Closed or direct questions
    - c. One question at a time
    - d. Choose language the patient understands
  - 3. Hazards of interviewing
    - a. Providing false assurance or reassurance
    - b. Giving advice
    - c. Leading or biased questions
    - d. Talking too much
    - e. Interrupting
    - f. Using “why” questions
    - g. Authority
    - h. Professional jargon
- C. Verbal Defusing Strategies
  - 1. Interviewing a Hostile Patient
    - a. Build rapport with patient
    - b. Maintain professional non-threatening demeanor
- D. Family Presence Issues
  - 1. Family presence issues
    - a. Situations
      - i. adult
      - ii. children
      - iii. elderly
    - b. Department policies
    - c. EMT response
    - d. Family preference

## II. Communication

- A. Communication Process and Components
  - 1. Encoding
  - 2. Message
  - 3. Decoding

4. Receiver
5. Feedback

III. Types of Responses

- A. Facilitation
- B. Silence
- C. Reflection
- D. Empathy
- E. Clarification
- F. Confrontation
- G. Interpretation
- H. Explanation
- I. Summary

IV. Developing Patient Rapport

- A. Put the Patient at Ease
- B. Put Yourself at Ease

V. Strategies to Ascertain Information

- A. Obtaining Information on Complaints
  1. Resistance
  2. Shifting focus
  3. Defense mechanisms
  4. Distraction

VI. Special Interview Situations

- A. Patients Unmotivated to Talk
  1. Most patients are more than willing to talk
  2. Techniques to use
    - a. Start the interview in the normal manner
    - b. Attempt to use open-ended questions
    - c. Provide positive feedback
    - d. Make sure the patient understands the questions
    - e. Continue to ask questions
    - f. Utilize language line if available
- B. Patients Under the Influence of Street Drugs or Alcohol
- C. Communication With Elderly
  1. Potential for visual deficit
  2. Potential for auditory deficit
  3. Obtain glasses and hearing aid
- D. Communication With Pediatric Patient
  1. Use parent and caregiver
  2. Clear explanations

# Preparatory Medical/Legal and Ethics

## EMT Education Standard

Applies fundamental knowledge of the EMS system, safety/well-being of the EMT, medical/legal and ethical issues to the provision of emergency care.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Consent/Refusal of Care
  - A. Consent to Care
    - a. Nature of illness
    - b. Treatments recommendations
    - c. Risks (i.e. refusal)
    - d. Alternatives
  - B. Types of Consent
    - 1. Expressed consent -- Non-verbal
    - 2. Informed consent -- Research
    - 3. Implied consent (emergency doctrine)
      - a. Physical incapacitation
      - b. Mental incapacitation
    - 4. Involuntary consent
      - a. Mental health
      - b. Incarceration
    - 5. Minors
      - a. Parental permission
        - i. in loco parentis
        - ii. emergency doctrine
      - b. Emancipation
        - i. married
        - ii. armed services
        - iii. independence
    - 6. Medical restraint -- use of force doctrine
      - a. reasonable prevention of harm
        - i. suicidal
        - ii. homicidal
      - b. non-punitive
  - C. Legal Complications Related to Consent
    - 1. Abandonment
    - 2. False imprisonment



3. Assault
4. Battery
- D. Refusal of Care and/or Transportation
  1. Patient must be alert and oriented to person, place, and time
  2. Patient must be informed of the risks of refusing care (e.g., death)
  3. Patient must be informed if problems return/persist they should call EMS or see a physician
  4. Against medical advice
    - a. Due diligence
      - i. standard of care
      - ii. medical control
    - b. Documentation

## II. Confidentiality

- A. Obligation to Protect Patient Information
- B. Health Information Portability and Accountability Act (HIPAA)
- C. Responsibility Arising From Physician – Patient Relationship
  1. Assessment findings
  2. Treatments rendered
- D. Privileged Communications
  1. Need to know
  2. Education
  3. Legally mandated
    - a. Child abuse reported
    - b. Subpoena
  4. Third party billing
  5. Release of medical information
- E. Breach of Confidentiality
  1. Libel
  2. Slander

## III. Advanced Directives

- A. Patient Self-Determination Act
  1. Do Not Resuscitate (DNR)
  2. Living wills
  3. Durable power of attorney

## IV. Tort and Criminal Actions

- A. Criminality
  1. Breaches of conduct
    - a. Assault
    - b. Battery
    - c. Kidnapping
  2. Mandatory reporting requirements
    - a. Abuse and assault
      - i. child abuse or neglect

- ii. elder abuse
    - iii. domestic violence
  - b. Criminality
    - i. sexual assault
    - ii. penetrating trauma
      - a) gunshot
      - b) stab wounds
  - c. Communicable diseases
    - i. reportable
    - ii. animal bites
- B. Civil Tort
  - 1. Concept of Negligence
    - a. Res Ipsa Loquitur
    - b. Negligence per se
  - 2. Elements of negligence
    - a. Duty to act
    - b. Breach of duty
    - c. Damages to plaintiff
      - i. physical (e.g., lost earnings)
      - ii. psychological (e.g., pain and suffering)
      - iii. punitive
    - d. Proximate causation
    - e. Defenses
      - i. good samaritan
      - ii. governmental immunity
      - iii. statute of limitations
      - iv. contributory negligence
    - f. Protection from liability
      - i. professionalism
      - ii. standard of care
      - iii. liability insurance
- C. Mandatory Reporting
  - 1. Legally compelled to notify authorities
    - a. Abuse
    - b. Neglect
  - 2. Arises from special relationship with patient
  - 3. Legal liability for failure to report
- V. Evidence Preservation
- VI. Statutory Responsibilities
- VII. Mandatory Reporting
- VIII. Ethical Principle/Moral Obligations
  - A. Morals – concept of right and wrong

- B. Ethics
  - 1. Branch of philosophy
  - 2. Study of morality
- C. Applied Ethics (i.e., Use of Ethical Values)
- D. Ethical Conflicts
  - 1. Futility of care (cardiac arrest in the wilderness)
  - 2. Allocation of limited resources – medical rationing (e.g., Triage)
  - 3. Professional misconduct (e.g., patient abuse)
  - 4. Economic triage (e.g., patient dumping)

# Anatomy and Physiology

## EMT Education Standard

Applies fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level, PLUS the following material:

- I. Anatomy and Body Functions
  - A. Anatomical Planes
    - 1. Frontal or coronal plane
    - 2. Sagittal or lateral plane
    - 3. Transverse or axial plane
  - B. Standard Anatomic Terms
  - C. Body Systems
    - 1. Skeletal
      - a. Components
        - i. skull
        - ii. face
        - iii. vertebral column
        - iv. thorax
        - v. pelvis
        - vi. upper extremities
        - vii. lower extremities
      - b. Joints
      - c. Function
    - 2. Muscular
      - a. Types
        - i. skeletal
        - ii. smooth
        - iii. cardiac
      - b. Function
    - 3. Respiratory system
      - a. Structures
        - i. upper airway
          - a) nose
          - b) mouth/teeth
          - c) tongue/jaw
          - d) nasopharynx
          - e) oropharynx

- f) epiglottis
      - g) larynx
    - ii. lower airway
      - a) trachea
      - b) bronchi
      - c) bronchioles
      - d) alveoli
    - iii. structures that support ventilation
      - a) chest wall
      - b) pleura
      - c) diaphragm
      - d) intercostal muscles
      - e) phrenic nerve
      - f) pulmonary capillaries
  - b. Anatomic differences between pediatric and adult airway anatomy
  - c. Function
    - i. ventilation
    - ii. respiration
    - iii. alveolar/capillary gas exchange
    - iv. buffer
- 4. Circulatory system
  - a. Structures
    - i. heart
      - a) chambers
      - b) coronary arteries
    - ii. arterial
      - a) aorta
      - b) arteries
      - c) arterioles
    - iii. capillaries
      - a) pulmonary
      - b) tissue/cells
    - iv. venous
      - a) venae cava
      - b) veins
      - c) venules
  - b. Blood components
    - i. red blood cells
    - ii. white blood cells
    - iii. clotting factors
    - iv. plasma
  - c. Function
    - i. perfusion
    - ii. tissue/cell gas exchange
    - iii. reservoir
    - iv. blood buffer

- v. infections response
  - vi. coagulation
- 5. Nervous system
  - a. Structural division
    - i. central nervous system (CNS)
      - a) brain
      - b) spinal cord
    - ii. peripheral nervous system (PNS)
  - b. Functional
    - i. autonomic
      - a) sympathetic
      - b) parasympathetic
  - c. Functions of the nervous system
    - i. consciousness
      - a) cerebral hemispheres
      - b) reticular activating system (center of consciousness)
    - ii. sensory function
    - iii. motor function
    - iv. fight-or-flight response
- 6. Integumentary (skin)
  - a. Structures
    - i. epidermis
    - ii. dermis
    - iii. subcutaneous layer
  - b. Functions of the Skin
    - i. protection
    - ii. temperature control
- 7. Digestive system
  - a. Structures
    - i. esophagus
    - ii. stomach
    - iii. intestines
    - iv. liver
    - v. pancreas
- 8. Endocrine system
  - a. Structures
    - i. pancreas
    - ii. adrenal glands
      - a) epinephrine
      - b) norepinephrine
  - b. Function
    - i. control of blood glucose level
    - ii. stimulate sympathetic nervous system
      - a) receptors
      - b) beta 2 stimulation

9. Renal system
  - a. Structures
    - i. kidneys
    - ii. bladder
    - iii. urethra
  - b. Function
    - i. blood filtration
    - ii. fluid balance
    - iii. buffer
10. Reproductive system
  - a. Male
    - i. structures
      - a) testicles
      - b) penis
    - ii. functions
      - a) reproduction
      - b) urination
      - c) hormones
  - b. Female
    - i. structures
      - a) ovaries
      - b) fallopian tubes
      - c) uterus
      - d) vagina
    - ii. functions
      - a) reproduction
      - b) hormones

## II. Life Support Chain

- A. Fundamental Elements
  1. Oxygenation
    - a. Alveolar/capillary gas exchange
    - b. Cell/capillary gas exchange
  2. Perfusion
    - a. Oxygen
    - b. Glucose
    - c. Removal of carbon dioxide and other waste products
  3. Cell environment
    - a. Aerobic metabolism
      - i. high ATP (energy) production
      - ii. byproduct of water and carbon dioxide
    - b. Anaerobic metabolism
      - i. low ATP (energy) production
      - ii. byproduct of lactic acid

- B. Issues Impacting Fundamental Elements
  - 1. Composition of ambient air
  - 2. Patency of the airway
  - 3. Mechanics of ventilation
  - 4. Regulation of respiration
  - 5. Ventilation/perfusion ratio
  - 6. Transport of gases
  - 7. Blood volume
  - 8. Effectiveness of the heart as a pump
  - 9. Vessel size and resistance (systemic vascular resistance)
  - 10. Effects of acid on cells and organs

III. Age-Related Variations for Pediatrics and Geriatrics (see Special Patient Populations)



# Medical Terminology

## **EMT Education Standard**

Uses foundational anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals.

## **EMT-Level Instructional Guideline**

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level, PLUS the following material:

- I. Medical Terminology
  - A. Prefixes
  - B. Root Words
  - C. Suffixes
  - D. Combining Forms
- II. Medical Terms
  - A. Associated With Body Structure
  - B. Associated With Body Systems
  - C. Associated With Body Direction or Position
- III. Standard Medical Abbreviations and Acronyms

# Pathophysiology

## EMT Education Standard

Applies fundamental knowledge of the pathophysiology of respiration and perfusion to patient assessment and management.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level, PLUS the following material:

- I. Composition of Ambient Air
  - A. Oxygen
  - B. Nitrogen
  - C. Carbon Dioxide
  - D. Fraction of Inspired Oxygen
  - E. Fraction of Delivered Oxygen
- II. Patency of the Airway
  - A. Anatomical Considerations
  - B. Airway Obstruction
    - 1. Various anatomic levels
      - a. Nasopharynx
      - b. Oropharynx
      - c. Pharynx
      - d. Larynx
      - e. Trachea
      - f. Bronchi
    - 2. Causes of obstruction
- III. Respiratory Compromise
  - A. Changes in Structure or Function of
    - 1. Anatomic boundaries of the thorax
    - 2. Pleural lining
    - 3. Muscles of ventilation
    - 4. Accessory muscles of ventilation
    - 5. Inhalation
      - a. Muscle activity
      - b. Changes in intrapleural and intrapulmonary pressures
      - c. Active process
    - 6. Exhalation
      - a. Muscle activity

- b. Changes in intrapleural and intrapulmonary pressures
      - c. Passive process
    - 7. Minute ventilation
      - a. Tidal volume
      - b. Respiratory rate
    - 8. Alveolar ventilation
      - a. Tidal volume
      - b. Dead air space
      - c. Respiratory rate
    - 9. Signs of mechanical ventilation impairment
    - 10. Effects of inadequate tidal volume and respiratory rate
      - a. Minute ventilation
      - b. Alveolar ventilation
    - 11. Hypoxia caused by poor mechanical ventilation
- IV. Alteration in Regulation of Respiration Due to Medical or Traumatic Conditions
  - A. Chemoreceptors
  - B. Stretch receptors
  - C. Medulla rhythm centers
  - D. Effects of arterial carbon dioxide and oxygen content on respiration rate and depth
  - E. Hypoxia caused by respiratory regulation disturbance
- V. Ventilation/Perfusion (V/Q) Ratio and Mismatch
  - A. Apex of Lung
  - B. Base of Lung
  - C. Ventilation Disturbance Related to Hypoxemia
  - D. Perfusion Disturbance Related to Hypoxemia
- VI. Perfusion and Shock
  - A. Oxygen
    - 1. Dissolve in plasma
    - 2. Attached to hemoglobin
  - B. Carbon Dioxide
    - 1. Dissolved in plasma
    - 2. Attached to hemoglobin
    - 3. Bicarbonate
  - C. Alveolar/Capillary Gas Exchange
    - 1. Oxygen
    - 2. Carbon dioxide
  - D. Cell/Capillary Gas Exchange
    - 1. Oxygen
    - 2. Carbon dioxide
  - E. Cell Hypoxia Related to Oxygen Transport Disturbance
  - F. Hypercarbia Related to Carbon Dioxide Transport Disturbance

- G. Blood Volume
    - 1. Composition of blood
      - a. Plasma
      - b. Red blood cells
      - c. White blood cells
      - d. Platelets
    - 2. Distribution
      - a. Arteries
      - b. Arterioles
      - c. Capillaries
      - d. Venules
      - e. Veins
      - f. Heart
      - g. Pulmonary veins
    - 3. Hydrostatic pressure
    - 4. Plasma oncotic pressure
  - H. Myocardial Effectiveness
    - 1. Cardiac output
      - a. Heart rate
      - b. Stroke volume
        - i. preload
        - ii. myocardial contractility
        - iii. afterload
      - c. Impairment of cardiac output
        - i. high heart rates
        - ii. low hear rates
        - iii. low blood volume
        - iv. decrease in myocardial contractility
        - v. high blood pressure
    - 2. Influence of autonomic nervous system on cardiac output
      - a. Sympathetic
        - i. neural
        - ii. hormonal
          - a) epinephrine
          - b) norepinephrine
      - b. Parasympathetic
  - I. Systemic Vascular Resistance (SVR)
    - 1. Anatomy of the vessel
    - 2. Influence of autonomic nervous system on SVR
      - a. Sympathetic
      - b. Parasympathetic
    - 3. Effects of blood volume and vessel size on pressure inside the vessel
- VII. Microcirculation
- A. True Capillaries
  - B. Arteriole-Venule Shunt

C. Influence on Capillary

1. Local
2. Neural
3. Hormonal

VIII. Blood Pressure

- A. Cardiac Output
- B. Systemic Vascular Resistance
- C. Baroreceptors
- D. Effects of Changes in Cardiac Output on Blood Pressure
  1. Increase in heart rate
  2. Decrease in heart rate
  3. Increase in stroke volume
  4. Decrease in stroke volume
- E. Effects of Changes in Systemic Vascular Resistance on Blood Pressure
  1. Increase in SVR
  2. Decrease in SVR
- F. Effects of Changes of Blood Pressure on Perfusion of Cells
  1. Oxygen delivery
  2. Glucose delivery

IX. Alteration of Cell Metabolism

- A. Aerobic Metabolism
  1. Glucose
  2. Oxygen
  3. Energy (ATP) released
  4. Byproducts
    - a. Carbon dioxide
    - b. Water
- B. Anaerobic Metabolism
  1. Glucose
  2. Lack of oxygen
  3. Energy (ATP) released
  4. Byproducts
    - a. Lactic acid
    - b. Effects of acidic environment on cell structure and function
- C. Effects of Inadequate Perfusion on Cells
  1. Lack of glucose
  2. Lack of oxygen
  3. Lack of energy
    - a. Sodium/potassium pump shutdown
    - b. Cell membrane rupture
    - c. Cell death

# Life Span Development

## EMT Education Standard

Applies fundamental knowledge of life span development to patient assessment and management.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level, PLUS the following material:

- I. Infancy (Birth to 1 Year)
  - A. Physiology
    - 1. Vital signs
      - a. Heart rate
        - i. 100 to 160 beats per minute during first 30 minutes
        - ii. settling around 120 beats per minute
      - b. Respiratory rate
        - i. initially 40-60
        - ii. dropping to 30-40 after first few minutes of life
        - iii. slowing to 20-30 by one year
        - iv. tidal volume
        - v. 6-8 ml/kg initially
        - vi. increasing to 10-15 ml/kg by 1 year
      - c. Blood pressure -- average systolic blood pressure increases from 70 at birth to 90 at 1 year
      - d. Temperature ranges -- 98 to 100 degrees Fahrenheit is the thermoneutral range
    - 2. Weight
      - a. Normally 3.0-3.5 kg at birth
      - b. Normally drops 5 to 10 percent in the first week of life
      - c. Infants head equal to 25 percent of the total body weight
    - 3. Pulmonary system
      - a. Airways, shorter, narrower, less stable, more easily obstructed
      - b. Infants primarily nose breathers until four weeks
      - c. Lung tissue is fragile and prone to trauma from pressure
      - d. Fewer alveoli with decreased collateral ventilation
      - e. Accessory muscles immature, susceptible to early fatigue
      - f. Chest wall less rigid
      - g. Diaphragmatic breathing
      - h. Rapid respiratory rates lead to rapid heat, and fluid loss

4. Immune system
    - a. Passive immunity retained through the first six months of life
    - b. Based on maternal antibodies
  5. Nervous system
    - a. Movements
      - i. strong, coordinated suck and gag
      - ii. well flexed extremities
      - iii. extremities move equally when infant is stimulated
    - b. Reflexes
    - c. Fontanelles
      - i. posterior fontanelle closes at three months
      - ii. anterior fontanelle closes between 9 and 18 months
      - iii. fontanelles may provide an indirect estimate of hydration
  6. Growth and development in infants
    - a. Rapid changes over first year
      - i. two months
        - a) tracks objects with eyes
        - b) recognizes familiar faces
      - ii. six months
        - a) sits upright in a highchair
        - b) makes one syllable sounds (e.g., ma, mu, da, di)
      - iii. 12 months
        - a) walks with help
        - b) knows own name
- B. Psychosocial development
1. Crying
    - a. Basic cry
    - b. Anger cry
    - c. Pain cry
  2. Situational crisis – parental separation reactions
    - a. Protest
    - b. Despair
    - c. Withdrawal

## II. Toddler (12 to 36 Months) and Preschool Age (3 to 5)

### A. Physiological

1. Vital signs
  - a. Heart rate
    - i. toddlers—80 to 130 beats per minute
    - ii. preschoolers—80 to 120 beats per minute
  - b. Respiratory rate
    - i. toddlers—20 to 30 breaths per minute
    - ii. preschoolers—20 to 30 breaths per minute
  - c. Systolic blood pressure
    - i. toddlers—70 to 100 mmHg
    - ii. preschoolers—80 to 110 mmHg
  - d. Temperature—96.8 to 99.6 degrees Fahrenheit

2. Pulmonary system
    - a. Terminal airways continue to branch
    - b. Alveoli increase in number
  3. Immune system
    - a. Passive immunity lost, more susceptible to minor respiratory and gastrointestinal infections
    - b. Develops immunity to common pathogens as exposure occurs
  4. Nervous system
    - a. Brain 90 percent of adult brain weight
    - b. Development allows effortless walking and other basic motor skills
    - c. Fine motor skills developing
  5. Musculoskeletal system
    - a. Muscle mass increases
    - b. Bone density increases
  6. Elimination patterns
    - a. Toilet training
      - i. physiologically capable by 12 to 15 months
      - ii. psychologically ready between 18 and 30 months
      - iii. average age for completion – 28 months
- B. Psychosocial
1. Cognitive
    - a. Basics of language mastered by approximately 36 months, with continued refinement throughout childhood
    - b. Understands cause and effect between 18-24 months
    - c. Develops separation anxiety—approximately 18 months
  2. Play
    - a. Able to play simple games and follow basic rules
    - b. Begin to display competitiveness
- III. School-Age Children (6 to 12 Years)
- A. Physiological
1. Vital signs
    - a. Heart rate—70 to 110 beats per minute
    - b. Respiratory rate—20 to 30 breaths per minutes
    - c. Systolic blood pressure—80 to 120 mmHg
    - d. Temperature—98.6 degrees Fahrenheit
  2. Bodily functions
    - a. Brain function increases in both hemispheres
    - b. Loss of primary teeth and replacement with permanent teeth begins
- B. Psychosocial
1. Develop self-concept (i.e. more interaction with adults and children)
    - a. begin comparing themselves with others
    - b. develop self-esteem
- IV. Adolescence (13 to 18 Years)
- A. Physiological



1. Vital signs
    - a. Heart rate—55 to 105 beats per minute
    - b. Respiratory rate—12 to 20 breaths per minute
    - c. Blood pressure—100 to 120 mmHg
    - d. Temperature—98.6 degrees Fahrenheit
  2. Growth rate
    - a. Most experience a rapid two- to three-year growth spurt
      - i. begins distally with enlargement of feet and hands
      - ii. enlargement of the arms and legs follows
      - iii. chest and trunk enlarge in final stage
    - b. Girls are mostly done growing by age 16, boys are mostly done growing by age 18
    - c. Secondary sexual development occurs
    - d. Endocrine changes
    - e. Reproductive maturity
    - f. Muscle mass and bone growth nearly complete
- B. Psychological
1. Family
    - a. Conflicts arise
  2. Develop identity
    - a. Self-consciousness increases
    - b. Peer pressure increases
    - c. Interest in the opposite sex increases
    - d. Want to be treated like adults
    - e. Anti-social behavior peaks around eighth or ninth grade
    - f. Body image of great concern
      - i. continual comparison amongst peers
      - ii. eating disorders are common
    - g. Self-destructive behaviors begin
      - i. tobacco
      - ii. alcohol
      - iii. illicit drugs
    - h. Depression and suicide more common than any other age group
- V. Early Adulthood (20 to 40 Years)
- A. Physiological
1. Vital signs
    - a. Heart rate—average 70 beats per minute
    - b. Respiratory rate—average 16 to 20 breaths per minutes
    - c. Blood pressure—average 120/80 mmHg
    - d. Temperature—98.6 degrees Fahrenheit
  2. Peak physical conditioning between 19 and 26 years of age
  3. Adults develop lifelong habits and routines during this time
  4. All body systems at optimal performance
  5. Accidents are a leading cause of death in this age group

- B. Psychological
  - 1. Experience highest levels of job stress during this time
  - 2. Love develops
    - a. Romantic love
    - b. Affectionate love
  - 3. Childbirth most common in this age group
  - 4. This period is less associated with psychological problems related to well being

## VI. Middle Adulthood (41 to 60 Years)

- A. Physiological
  - 1. Vital signs
    - a. Heart rate—average 70 beats per minute
    - b. Respiratory rate—average 16 to 20 breaths per minute
    - c. Blood pressure—average 120/80 mmHg
    - d. Temperature—98.6 degrees Fahrenheit
  - 2. Body still functioning at high level with varying degrees of degradation
  - 3. Vision changes
  - 4. Hearing less effective
  - 5. Cardiovascular health becomes a concern
    - a. Cardiac output decreases throughout this period
    - b. Cholesterol levels increased
  - 6. Cancer strikes in this age group often
  - 7. Weight control more difficult
  - 8. Menopause in women in late 40s early 50s
- B. Psychological
  - 1. Approach problems more as challenges than threats
  - 2. Empty-nest syndrome
  - 3. Often burdened by financial commitments for elderly parents as well as young adult children

## VII. Late Adulthood (61 Years and Older)

- A. Physiological
  - 1. Vital signs
    - a. Heart rate—depends on patient's physical and health status
    - b. Respiratory rate—depends on patient's physical and health status
    - c. Blood pressure—depends on patient's physical and health status
    - d. Temperature—98.6 degrees Fahrenheit
  - 2. Life span—maximum approximately 120 years
  - 3. Life expectancy—average length based on year of birth
  - 4. Cardiovascular function changes
    - a. Blood vessels
      - i. thickening
      - ii. increased peripheral vascular resistance
      - iii. reduced blood flow to organs

- b. Heart
      - i. increased workload
      - ii. myocardium is less able to respond to exercise
      - iii. tachycardia not well tolerated
    - c. Blood cells
  - 5. Respiratory system
    - a. Changes in mouth, nose, and lungs
    - b. Metabolic changes lead to decreased lung function
    - c. Muscular changes
      - i. diaphragm elasticity diminished
      - ii. chest wall weakens
    - d. Diffusion through alveoli diminished
    - e. Lung capacity diminished
    - f. Coughing ineffective
      - i. weakened chest wall
      - ii. weakened bone structure
  - 6. Endocrine system changes
    - a. Decreased glucose metabolism
    - b. Decreased insulin production
    - c. Reproductive organs atrophy in women
  - 7. Gastrointestinal system
    - a. Mouth, teeth, and saliva changes
    - b. GI secretions decreased
    - c. Vitamin and mineral deficiencies
  - 8. Renal system
    - a. 50 percent of nephrons lost
    - b. Abnormal glomeruli more common
    - c. Decreased elimination
  - 9. Sensory changes
    - a. Loss of taste buds
    - b. Olfactory diminished
    - c. Diminished pain perception
    - d. Diminished kinesthetic sense
    - e. Visual acuity diminished
    - f. Reaction time diminished
    - g. Hearing loss
  - 10. Nervous system
    - a. Neuron loss
    - b. Sleep-wake cycle disrupted
- B. Psychological
  - 1. Wisdom attributed to age in some cultures
  - 2. 95 percent of older adults live in communities
  - 3. Challenges
    - a. Self-worth
    - b. Declining well-being
    - c. Financial burdens
    - d. Death or dying of companions

# Public Health

## EMT Education Standard

Uses simple knowledge of the principles of illness and injury prevention in emergency care.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level, PLUS the following material:

- I. Basic Principles of Public Health
  - A. Role of Public Health
    - 1. Many definitions
    - 2. Public health mission and functions
    - 3. Public health differs from individual patient care
    - 4. Review accomplishments of public health
      - a. Widespread vaccinations
      - b. Clean drinking water and sewage systems
      - c. Declining infectious disease
      - d. Fluoridated water
      - e. Reduction in use of tobacco products
      - f. Prenatal care
      - g. Others
  - B. Public Health Laws, Regulations, and Guidelines
  - C. EMS Interface With Public Health
    - 1. EMS is a public health system
      - a. EMS provides a critical public health function
      - b. Incorporate public health services into EMS system
      - c. Collaborations with other public health agencies
    - 2. Roles for EMS in public health
      - a. Health prevention and promotion
        - i. primary prevention—preventing disease development
          - a) vaccination
          - b) education
        - ii. secondary prevention—preventing the complications and/or progression of disease
        - iii. health screenings
      - b. Disease surveillance
        - i. EMS providers are first line care givers
        - ii. patient care reports may provide information on epidemics of disease
    - 3. Injury prevention
      - a. Safety equipment

- b. Education
  - i. car seat safety
  - ii. seat belt use
  - iii. helmet use
  - iv. driving under the influence
  - v. falls
  - vi. fire
- c. Injury surveillance

# Pharmacology

## Principles of Pharmacology

### EMT Education Standard

Applies fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Medication safety
- II. Kinds of Medications Used in an Emergency
  - A. Forms of Medication
    - 1. Solid
      - a. Pills
      - b. Tablets – compressed powders
      - c. Powder – inhalation
    - 2. Liquids
      - a. Enteral (ingested)
      - b. Parenteral (injected)
    - 3. Gases; aerosols – inhalation
  - B. Routes of Medication Administration
    - 1. Enteral (ingested)
      - a. Sublingual (e.g., nitroglycerin)
      - b. Oral (e.g., glucose)
    - 2. Parenteral (injected and inhaled)
      - a. Inhaled (e.g., oxygen)
      - b. Injection (e.g., epinephrine)
      - c. Methods of injection
        - i. subcutaneous
        - ii. intramuscular
        - iii. intravenous
- III. Basic Medication Terminology
  - A. Drug Name
    - 1. Generic
    - 2. Trade

- B. Drug Profile
  - 1. Actions
    - a. Pharmacodynamics – impact of age and weight upon medication administration
    - b. Indication
    - c. Intended effects
  - 2. Contraindications
  - 3. Side effects
    - a. Unintended effects
    - b. Untoward effects
  - 4. Dose
  - 5. Route
- C. Prescribing Information

# Pharmacology

## Medication Administration

### EMT Education Standard

Applies fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Assist/Administer Medications to a Patient
  - A. Administration versus Assistance of Medications
    - 1. Assisting patients in taking prescribed medications
    - 2. Administering medication
    - 3. Medical Direction
      - a. Off-line; standing orders, written protocols
      - b. On-line; verbal order
        - a) Confirmation – echo technique
        - b) Confusion – clarification
  - B. Medication Administration Procedure
    - 1. The “rights” of drug administration
      - a. Right patient – prescribed to patient
      - b. Right medication – patient condition
      - c. Right route – patient condition
      - d. Right dose – prescribed to patient
      - e. Right time – within expiration date
  - C. Techniques of Medication Administration
    - 1. Oral
      - a. Advantages
      - b. Disadvantages
      - c. Techniques
    - 2. Sublingual
      - a. Advantages
      - b. Disadvantages
      - c. Techniques
    - 3. Intramuscular injection by Auto injector
      - a. Advantages
      - b. Disadvantages
      - c. Techniques



- 4. Inhalation
  - a. Advantages
  - b. Disadvantages
  - c. Techniques
- D. Reassessment
  - 1. Data – indications for medication
  - 2. Action – medication administered
  - 3. Response – effect of medication
- E. Documentation

# Pharmacology

## Emergency Medications

### EMT Education Standard

Applies fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

The EMT must know the names, mechanism of action, indications, contraindications, complications, routes of administration, side effects, interactions, dose, and any specific administration considerations, for all of the following emergency medications. Individual training programs have the authority to add any medication used locally by EMTs.

- I. Specific Medications
  - A. EMT – Administer Medications
    - 1. Aspirin
    - 2. Oral glucose
    - 3. Oxygen
  - B. EMT – Assisted Medications
    - 1. Inhaled bronchodilators
    - 2. Epinephrine
    - 3. Nitroglycerin

# Airway Management, Respiration, and Artificial Ventilation

## Airway Management

### EMT Education Standard

Applies knowledge (fundamental depth, foundational breadth) of anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Airway Anatomy
  - A. Upper Airway Tract
    - 1. Nose – warm and humidify air
    - 2. Mouth and oral cavity
      - a. Alternative airway, especially in emergency
      - b. Entrance to the digestive system
      - c. Also involved in the production of speech
      - d. Tongue
    - 3. Jaw
    - 4. Pharynx
      - a. Nasopharynx
      - b. Oropharynx
      - c. Laryngopharynx
    - 5. Larynx
      - a. Epiglottis – muscular structure which protects the airway of conscious patients during swallowing
      - b. Vocal cords – thin muscles which are the center for speech and protect the lower airways
      - c. Thyroid cartilage
      - d. Cricoid ring
  - B. Lower Airway Tract
    - 1. Trachea
      - a. Hollow tube which passes air to the lower airways
      - b. Supported by cartilage rings
    - 2. Carina – the bifurcation of the trachea into the two mainstem bronchi
    - 3. Bronchi
      - a. Hollow tubes which further divide into lower airways of the lungs
      - b. Supported by cartilage

4. Lungs
  - a. Bronchioles
    - i. thin hollow tubes leading to the alveoli
    - ii. remain open through smooth muscle tone
  - b. Alveoli
    - i. the end of the airway
    - ii. millions of thin walled sacs
    - iii. each alveolus surrounded by capillary blood vessels
    - iv. site where oxygen and carbon dioxide (waste) are exchanged
  - c. Pulmonary capillary beds
    - i. blood vessels that begin as capillary surrounding each alveolus
    - ii. with adequate blood volume and blood pressure, the vessels return oxygenated blood to the heart

## II. Airway Assessment

- A. Signs of Adequate Airway
  1. Airway is open, can hear/feel air move in and out
  2. Patient is speaking in full sentences
  3. Sound of the voice is normal for the patient
- B. Signs of Inadequate Airway (*Not every sign listed below is present in every patient who has inadequate airway*)
  1. Unusual sounds are heard with breathing
    - a. stridor
    - b. snoring
  2. Awake patient is unable to speak or sounds hoarse
  3. No air movement (apnea)
  4. Airway obstruction
    - a. Tongue
    - b. Food
    - c. Vomit
    - d. Blood
    - e. Teeth
    - f. Foreign body
- C. Swelling Due to Trauma or Infection

## III. Techniques of Assuring a Patent Airway

- A. Manual Airway Maneuvers -- review and elaborate on the manual airway maneuvers used by EMRs
- B. Mechanical Airway Devices
  1. Review and elaborate on the mechanical airway maneuvers used by EMRs
  2. Nasopharyngeal
    - a. Purpose
    - b. Indications
    - c. Contraindications

- d. Complications
      - e. Procedure
    - C. Relief of Foreign Body Airway Obstruction (refer to current American Heart Association guidelines)
    - D. Upper Airway Suctioning -- review and elaborate on all material from the EMR Level
  - IV. Consider Age-Related Variations in Pediatric and Geriatric Patients (see Special Patient Populations Section)

# Airway Management, Respiration, and Artificial Ventilation

## Respiration

### EMT Education Standard

Applies knowledge (fundamental depth, foundational breadth) of anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Anatomy of the Respiratory System
  - A. Includes All Airway Anatomy Covered in the Airway Management Section
  - B. Additional Respiratory System Anatomy
    - 1. Chest cage
    - 2. Ribs
    - 3. Muscles
      - a. Intercostal
      - b. diaphragm
    - 4. Pleura
    - 5. Phrenic nerve innervation
  - C. Vascular Structures Which Support Respiration
    - 1. Pulmonary capillary structures
    - 2. The heart
      - a. Right heart
        - i. receives systemic circulation
        - ii. drives pulmonary circulation
      - b. Left heart
        - i. receives pulmonary circulation
        - ii. drives systemic circulation
      - c. Automaticity
    - 3. Arteries, arterioles, capillaries, venules, veins
    - 4. Tissue/cellular beds
  - D. Cells
    - 1. All cells perform a specific function
    - 2. Cells require chemicals in order to function, including oxygen, glucose, and electrolytes
      - a. Cells must excrete waste products, including carbon dioxide and water
      - b. Aerobic versus anaerobic respiration

3. Respiratory regulation – influenced by carbon dioxide and oxygen levels in the blood and spinal fluid
4. Respiration; pulmonary ventilation – the movement of air in and out of the lungs
  - a. External respiration – the exchange of respiratory gases between the alveoli and the pulmonary capillary bed
  - b. Internal respiration – the exchange of respiratory gases between the systemic capillaries and their surrounding tissue beds
  - c. Cellular respiration and metabolism – the use of oxygen and carbohydrates to produce energy and the creation of carbon dioxide and water as a by-product of metabolism

## II. Physiology of Respiration

### A. Pulmonary Ventilation

1. Ventilation is the movement of air in and out of the lungs
2. Adequate ventilation is necessary for, but does not assure, adequate respiration
3. The mechanics of ventilation
  - a. Inhalation
  - b. Exhalation
4. Alveolar Ventilation
  - a. Tidal volume
  - b. Dead space
  - c. Vital capacity
  - d. Respiratory Rate
  - e. Minute volume
  - f. Residual volume

### B. Oxygenation

1. Oxygenation is the process of loading oxygen molecules onto hemoglobin molecules in the bloodstream
2. Oxygenation is required for, but does not assure, internal respiration

### C. Respiration

1. Respiration is the exchange of oxygen and carbon dioxide and is essential for life
  - a. External respiration – exchange of oxygen and carbon dioxide between the alveoli and the blood in the pulmonary capillaries
  - b. Internal respiration – exchange of oxygen and carbon dioxide between the capillaries of the body tissues and the individual cells
  - c. Cellular respiration
    - i. each cell of the body performs a specific function
    - ii. oxygen and sugar are essential to produce energy for cells to perform their function
    - iii. produce carbon dioxide as a waste product

2. Adequate ventilation is required for, but does not assure, external respiration
3. Adequate external ventilation and perfusion are required for, but do not assure, internal respiration

### III. Pathophysiology of Respiration

#### A. Pulmonary Ventilation

1. Interruption of nervous control
  - a. Drugs
  - b. Trauma
  - c. Muscular dystrophy
2. Structural damage to the thorax
3. Bronchoconstriction
4. Disruption of airway patency
  - a. Infection
  - b. Trauma/burns
  - c. Foreign body obstruction
  - d. Allergic reactions
  - e. Unconsciousness (loss of muscle tone)

#### B. Oxygenation

#### C. Respiration

1. External
  - a. Altitude
  - b. Closed environments
  - c. Toxic or poisonous environments
2. Internal
  - a. Pathology typically related to changes in alveolar – capillary gas exchange
  - b. Typical disease processes
    - i. emphysema
    - ii. pulmonary edema
    - iii. pneumonia
    - iv. environmental/occupational exposure
    - v. drowning

#### 3. Cellular

#### D. Circulation compromise

1. Pathology typically related to derangement of pulmonary and systemic perfusion and oxygenation
2. Typical disease processes
  - a. Obstruction of blood flow
    - i. pulmonary embolism
    - ii. tension pneumothorax
    - iii. heart failure
    - iv. cardiac tamponade
  - b. Anemia
  - c. Hypovolemia
  - d. Vasodilatory shock



- E. Cells
  - 1. Hypoxia
  - 2. Hypoglycemia
  - 3. Infection
  
- IV. Assessment of Adequate and Inadequate Ventilation
  - A. Internal Respiration is Necessary for Life
  - B. It Is Sometimes Difficult to Assess Internal Respiration
  - C. It May Be Difficult to Determine If You Have a Respiration, Ventilation, or Oxygenation Problem as They May Coexist and One Can Cause Another
  - D. Assessment of Ventilation
    - 1. Signs of adequate ventilation
      - a. Respiratory rate is normal
      - b. Breath sounds are clear on both sides of the chest
        - i. anterior
        - ii. posterior
      - c. Tidal volume
      - d. Minute volume
    - 2. Signs of inadequate ventilation (*not every sign listed below is present in every patient who has inadequate ventilation and/or oxygenation*)
      - a. Abnormal work of breathing
        - i. retractions
        - ii. nasal flaring
        - iii. abdominal breathing
        - iv. diaphoresis
      - b. Abnormal breath sounds
        - i. stridor
        - ii. wheezing
        - iii. crackles
        - iv. silent chest
        - v. breath sounds are unequal
          - a) trauma
          - b) infection
          - c) pneumothorax
      - c. Minute volume (respiratory rate x tidal volume)
      - d. Chest wall movement or damage
        - i. trauma
          - a) paradoxical
          - b) splinting
          - c) penetrating
      - e. Irregular respiratory pattern
        - i. head trauma
        - ii. stroke
        - iii. metabolic
        - iv. toxic
        - v. rapid respiratory rate without clinical improvement
  
- E. Assessment of Respiration

1. Ambient air is abnormal
  - a. Enclosed space
  - b. High altitude
  - c. Poison gas
2. Level of consciousness
3. Skin color/mucosa is not normal
  - a. Cyanosis – etiology
  - b. Pallor – etiology
  - c. Mottling – etiology
4. Assessment of oxygenation
  - a. Mental status
    - i. baseline
  - b. Skin color normal
  - c. Oral mucosa normal
  - d. Pulse oximeter reading within acceptable level
  - e. Pulse oximetry
    - i. purpose
      - a) assesses oxygenation
      - b) quantify hemoglobin saturation
      - c) assess adequacy of oxygen delivery during positive pressure ventilation
      - d) assess impact of interventions
    - ii. indications – routine vital sign
    - iii. contraindications
    - iv. complications
      - a) hypoperfusion
      - b) carbon monoxide
      - c) cold extremity
      - d) time lag in detection of respiratory insufficiency
    - v. procedure
      - a) refer to the manufacturer's instructions for the device being used
      - b) considered alternative measurement sites

## V. Management of Adequate and Inadequate Respiration

- A. Assure an Adequate Airway
- B. Supplemental Oxygen Therapy
  1. Ambient air is
    - a. Oxygen
    - b. Nitrogen
    - c. Carbon dioxide
  2. Supplemental oxygen therapy replaces some of the inert gas with oxygen and can improve internal respiration

3. Oxygen sources
  - a. Portable oxygen cylinder
    - i. cylinder size
    - ii. assembly and use of cylinders
    - iii. changing a cylinder
      - a) safe residual for operation is 200 psi
      - b) calculating cylinder duration
    - iv. securing and handling cylinders
  - b. Liquid oxygen
4. Oxygen delivery devices
  - a. Nasal cannula
    - i. purpose
    - ii. indications
    - iii. contraindications
    - iv. complications
    - v. procedure
  - b. Partial re-breather face mask
    - i. purpose
    - ii. indications
    - iii. contraindications
    - iv. complications
    - v. procedure
  - c. Non-rebreather
    - i. purpose
    - ii. indications
    - iii. contraindications
    - iv. complications
    - v. procedure
  - d. tracheostomy mask
    - i. purpose
    - ii. indications
    - iii. contraindications
    - iv. complications
    - v. procedure
  - e. Venturi mask
    - i. purpose
    - ii. indications
    - iii. contraindications
    - iv. complications
    - v. procedure
  - f. Humidifiers
    - i. purpose
    - ii. indications
    - iii. contraindications
    - iv. complications
    - v. procedure

- C. Assisting Ventilation in Respiratory Distress/Failure
  - 1. Purpose
    - a. To improve oxygenation
    - b. To improve ventilation
  - 2. Indications
    - a. Shows signs and symptoms of inadequate ventilation
      - i. altered mental status
      - ii. inadequate minute ventilation
      - iii. fatigue from work of breathing
      - iv. others
  - 3. Complications
    - a. Combative/hypoxic patients
    - b. Inadequate mask seal
    - c. Over pressure causing injury to the lung
    - d. Risk of gastric inflation and vomiting
  - 4. Procedure
    - a. Explain the procedure to the patient
    - b. Place the mask over the patient's nose and mouth
    - c. Initially assist at the rate at which the patient has been breathing
    - d. Squeeze the bag each time the patient begins to inhale
    - e. Over the next 5-10 breaths
      - i. slowly adjust the rate and the delivered tidal volume
      - ii. appropriate rate and volume are determined by minute ventilation

VI. Consider Age-Related Variations in Pediatric and Geriatric Patients (see Special Patient Populations)

# Airway Management, Respiration, and Artificial Ventilation

## Artificial Ventilation

### EMT Education Standard

Applies knowledge (fundamental depth, foundational breadth) of anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. The Management of Inadequate Ventilation
  - A. Assure an Adequate Airway
  - B. Supplemental Oxygen Therapy
  - C. Artificial Ventilation Devices
    - 1. Bag-valve-mask with reservoir
      - a. Advantages
      - b. Disadvantages
    - 2. Manually triggered ventilation device
      - a. Advantages
        - i. allows for a single rescuer to use both hands to maintain a mask-to-face seal while providing positive pressure ventilation to a patient
        - ii. reduces rescuer fatigue during extended transport times
      - b. Disadvantages
        - i. difficult to maintain adequate ventilation without assistance
        - ii. requires oxygen however, typical adult ventilation consumes 5 liters per minute O<sub>2</sub> versus 15-25 liters per minute for a bag-valve-mask
        - iii. typically used on adult patients only
        - iv. requires special unit and additional training for use in pediatric patients
        - v. the rescuer is unable to easily assess lung compliance
        - vi. high ventilatory pressures may damage lung tissue
    - 3. Automatic Transport Ventilator/Resuscitator
      - a. Advantages
      - b. Disadvantages
        - i. requires oxygen, however typical adult ventilation consumes 5 liters per minute O<sub>2</sub> versus 15-25 liters per minute for a bag-valve-mask
        - ii. may require an external power source

- iii. must have bag-valve-mask device available
  - iv. may interfere with timing of chest compressions during CPR
  - v. must monitor to assure full exhalation
  - vi. barotrauma
- D. Ventilation of an Apneic Patient
  - 1. Purpose
  - 2. Indications
  - 3. Contraindications
  - 4. Procedure
- E. Ventilation of the Protected Airway
  - 1. Purpose
  - 2. Indications
  - 3. Contraindications
  - 4. Complications
  - 5. Procedure

## II. The Differences Between Normal and Positive Pressure Ventilation

- A. Air Movement
  - 1. Normal ventilation
    - a. Negative intrathoracic pressure
    - b. Air is sucked into lungs
  - 2. Positive pressure ventilation
- B. Blood Movement
  - 1. Normal ventilation
    - a. Blood return from the body happens naturally
    - b. Blood is pulled back to the heart during normal breathing
  - 2. Positive pressure ventilation
    - a. Venous return is decreased during lung inflation
    - b. Amount of blood pumped out of the heart is reduced
- C. Airway Wall Pressure
  - 1. Normal ventilation
  - 2. Positive pressure ventilation
    - a. Walls are pushed out of normal anatomical shape
    - b. More volume is required to have the same effect as normal breathing
- D. Esophageal Opening Pressure
  - 1. Normal ventilation
  - 2. Positive pressure ventilation
    - a. Air is pushed into the stomach during ventilation
    - b. Gastric distention may lead to vomiting
  - 3. Sellick's maneuver (cricoid pressure)
    - a. Use during positive pressure ventilation
    - b. Reduces amount of air in stomach

- c. Procedure
      - i. identify cricoid cartilage
      - ii. apply firm backward pressure to cricoid cartilage with thumb and index finger
    - d. Do not use if
      - i. patient is vomiting or starts to vomit
      - ii. patient is responsive
      - iii. breathing tube has been placed by advanced level providers
  - E. Over Ventilation (Either by Rate or Volume) Can Be Detrimental to the Patient
    - 1. Positive pressure ventilation may cause
      - a. Hypotension
      - b. Gastric distention
      - c. Other unintended consequences
- III. Consider Age-Related Variations in Pediatric and Geriatric Patients (see Special Patient Considerations)

# Patient Assessment

## Scene Size-Up

### EMT Education Standard

Applies scene information and patient assessment findings (scene size-up, primary and secondary assessment, patient history, reassessment) to guide emergency management.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Scene Safety
  - A. Common Scene Hazards
    - 1. Environmental
    - 2. Hazardous substances
      - a. Chemical
      - b. Biological
    - 3. Violence
      - a. Patient
      - b. Bystanders
      - c. Crime scenes
    - 4. Rescue
      - a. Motor vehicle collisions
        - i. extrication hazards
        - ii. roadway operation dangers
      - b. Special situations
  - B. Evaluation of the Scene -- is the scene safe?
    - 1. Yes -- establish patient contact and proceed with patient assessment.
    - 2. No -- is it possible to quickly make the scene safe?
      - a. Yes -- assess patient
      - b. No -- do not enter any unsafe scene until minimizing hazards
    - 3. Request specialized resources immediately
- II. Scene Management
  - A. Impact of the Environment on Patient Care
    - 1. Medical
      - a. Determine nature of illness
      - b. Hazards at medical emergencies
    - 2. Trauma
      - a. Determine mechanism of injury
      - b. Hazards at the trauma scene



3. Environmental considerations
  - a. Weather or extreme temperatures
  - b. Toxins and gases
  - c. Secondary collapse and falls
  - d. Unstable conditions
- B. Addressing Hazards
  1. Protect the patient
    - a. After making the scene safe for the EMT, the safety of the patient becomes the next priority
    - b. If the EMT cannot alleviate the conditions that represent a health or safety threat to the patient, move the patient to a safer environment
  2. Protect the bystanders
    - a. Minimize conditions that represent a hazard for bystanders
    - b. If the EMT cannot minimize hazards, remove bystanders from the scene
  3. Request resources
    - a. Multiple patients – additional ambulances
    - b. Fire hazard – fire department
    - c. Traffic or violence issues – law enforcement
  4. Scan the scene for information related to
    - a. Mechanism of injury
    - b. Nature of the illness
- C. Violence
  1. EMTs should not enter a scene or approach a patient if the threat of violence exists
  2. Park away from the scene and wait for the appropriate law enforcement officials to minimize the danger
- D. Need for Additional or Specialized Resources
  1. A variety of specialized protective equipment and gear is available for specialized situations
    - a. Chemical and biological suits can provide protection against hazardous materials and biological threats of varying degrees
    - b. Specialized rescue equipment may be necessary for difficult or complicated extrications
    - c. Ascent or descent gear may be necessary for specialized rescue situations
  2. Only specially trained responders should wear or use the specialized equipment
- E. Standard Precautions
  1. Overview
    - a. Based on the principle that all blood, body fluids, secretions, excretions (except sweat), non-intact skin, and mucous membranes may contain transmissible infectious agents
    - b. Include a group of infection prevention practices that apply to all patients, regardless of suspected or confirmed infection status, in any healthcare delivery setting

- c. Universal precautions were developed for protection of healthcare personnel
    - d. Standard precautions focus on protection of patients
  - 2. Implementation
    - a. The extent of standard precautions used is determined by the anticipated blood, body fluid, or pathogen exposure
      - i. hand washing
      - ii. gloves
      - iii. gowns
      - iv. masks
      - v. protective eyewear
  - 3. Personal Protective Equipment
    - a. Personal protective equipment includes clothing or specialized equipment that provides some protection to the wearer from substances that may pose a health or safety risk
    - b. Wear PPE appropriate for the potential hazard
      - i. steel-toe boots
      - ii. helmets
      - iii. heat-resistant outerwear
      - iv. self-contained breathing apparatus
      - v. leather gloves
- F. Multiple-Patient Situations
  - 1. Number of patients and need for additional support
    - a. How many patients?
    - b. Does the dispatch suggest the need for additional support?
    - c. Protection of the patient
      - i. weather or extreme temperatures
      - ii. unstable conditions
    - d. Protection of bystanders
      - i. remove
      - ii. isolate
      - iii. barricade
  - 2. Need for additional resources
    - a. Incident Command System (ICS or IMS)
    - b. Consider if this level of commitment is required

# Patient Assessment

## Primary Assessment

### EMT Education Standard

Applies scene information and patient assessment findings (scene size-up, primary and secondary assessment, patient history, reassessment) to guide emergency management.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Primary Survey/Primary Assessment
  - A. Initial General Impression – Based on the Patient’s Age-Appropriate Appearance
    - 1. Appears stable
    - 2. Appears stable but potentially unstable
    - 3. Appears unstable
  - B. Level of Consciousness
    - 1. While approaching the patient or immediately upon patient contact attempt to establish level of consciousness
      - a. Speak to the patient and determine the level of response
      - b. EMT should identify himself or herself
      - c. EMT should explain that he or she is there to help
    - 2. Patient response
      - a. Alert
        - i. the patient appears to be awake
        - ii. the patient acknowledges the presence of the EMT
      - b. Responds to verbal stimuli
        - i. the patient opens his/her eyes in respond to the EMT’s voice
        - ii. the patient responds appropriately to a simple command
      - c. Responds to painful stimuli
        - i. the patient neither acknowledges the presence of the EMT nor responds to loud voice
        - ii. patient responds only when the EMT applies some form of irritating stimulus
          - a) when an irritating stimulus is encountered, the human body will either attempt to move away from the stimulus or will attempt to move the stimulus away from the body
          - b) acceptable stimuli
            - i) pinch the patient’s ear

- ii) trapezius squeeze
    - iii) others
  - d. Unresponsive – the patient does not respond to any stimulus
- C. Airway Status
  - 1. Unresponsive patient
    - a. Medical patients
      - i. open and maintain the airway with head-tilt, chin-lift technique
      - ii. see the current American Heart Association guidelines for the steps in performing this procedure for victims of all ages
    - b. Trauma patients
      - i. open and maintain the airway with modified jaw thrust technique while maintaining manual cervical stabilization
      - ii. see the current American Heart Association guidelines for the steps in performing this procedure for victims of all ages
  - 2. Responsive patient
    - a. If the patient speaks, the airway is functional but may still be at risk -- foreign body or substances in the mouth may impair the airway and must be removed
      - i. finger sweep (solid objects)
      - ii. suction (liquids)
    - b. If the upper airway becomes narrowed, inspiration may produce a high-pitched whistling sound known as stridor
      - i. foreign body
      - ii. swelling
      - iii. trauma
    - c. Airway patency must be continually reassessed
- D. Breathing Status
  - 1. Patient responsive
    - a. Breathing is adequate (rate and quality)
    - b. Breathing is too fast (>24 breaths per minute)
    - c. Breathing is too slow (<8 breaths per minute)
    - d. Breathing absent (choking)
  - 2. Patient unresponsive
    - a. Breathing is adequate (rate and quality)
    - b. Breathing is inadequate
    - c. Breathing is absent
- E. Circulatory Status
  - 1. Radial pulse present (rate and quality)
    - a. Normal rate
    - b. Fast
    - c. Slow
    - d. Irregular rate
  - 2. Radial pulse absent
  - 3. Assess if major bleeding is present

- 4. Perfusion status
      - a. Skin color
      - b. Skin temperature
      - c. Skin moisture
      - d. Capillary refill (as appropriate)
  - F. Identifying Life Threats
    - 1. Assess patient and determine if the patient has a life-threatening condition
      - a. Unstable – if a life threatening condition is found, treat immediately
      - b. Stable – assess nature of illness or mechanism of injury
  - G. Assessment of Vital Functions
- II. Integration of Treatment/Procedures Needed to Preserve Life
- III. Evaluating Priority of Patient Care and Transport
- A. Primary Assessment: Stable
  - B. Primary Assessment: Potentially Unstable
  - C. Primary Assessment: Unstable

# Patient Assessment History-Taking

## EMT Education Standard

Applies scene information and patient assessment findings (scene size-up, primary and secondary assessment, patient history, reassessment) to guide emergency management.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Investigation of the Chief Complaint
  - A. The Chief Complaint Is a Very Brief Description of the Reason for Summoning EMS to the Scene
  - B. Factors Influencing the Data Collection
    - 1. What is the source of the information?
      - a. Patient
        - i. usually the best source for information
      - b. Family
      - c. Friends
      - d. Bystanders
      - e. Public safety personnel
      - f. Medical identification jewelry or other medical information sources
    - 2. How reliable is the data?
  - C. History of the Present Illness
    - 1. Detailed evaluation of the chief complaint
    - 2. Provides a full, clear, chronological account of the signs and symptoms
- II. Components of a Patient History
  - A. Statistical and Demographic
    - 1. Obtain correct dates
    - 2. Accurately document all times
    - 3. Identifying data
      - a. Age
      - b. Sex
      - c. Race
  - B. Past Medical History (Pertinent to the Medical Event)
    - 1. Medical
    - 2. Trauma
    - 3. Surgical
    - 4. Consider medical identification tag

- C. Current Health Status (Pertinent to the Medical Event)
  - 1. Focuses on present state of health
  - 2. Environmental conditions
  - 3. Individual factors
    - a. Current medications
    - b. Allergies
    - c. Tobacco use
    - d. Alcohol, drugs and related substances
    - e. Diet
    - f. Screening tests
    - g. Immunizations
    - h. Environmental hazards
    - i. Use of safety measures (in and out of the home)
    - j. Family history
- III. Techniques of History Taking
  - A. Setting the Stage
    - 1. Environment – personal space
    - 2. EMS personnel demeanor and appearance
      - a. Be aware of body language
      - b. Clean, neat, and professional
    - 3. Note-taking
      - a. Difficult to remember all details
      - b. Most patients comfortable with note-taking
  - B. Learning About the Present Illness
    - 1. Refer to the patient by name
      - a. Refer to the patient by their last name with the proper title
        - i. Mr., Mrs., or Ms.
        - ii. if they inform you to address them by their first name, do so
      - b. Avoid the use of unfamiliar or demeaning terms such as “granny” or “honey”
  - C. Determine Chief Complaint
    - 1. Use a general, open-ended question
    - 2. Follow the patient’s lead
      - a. Facilitation
        - i. posture, actions, or words should encourage the patient to say more
        - ii. making eye contact or saying phrases such as “go on” or “I’m listening” may help the patient to continue
      - b. Reflection
        - i. repeating the patient’s words encourages additional responses
        - ii. typically does not bias the story or interrupt the patient’s train of thought
      - c. Clarification – used to clarify ambiguous statements or words

- d. Empathetic responses – use techniques of therapeutic communication to interpret feelings and your response
  - e. Confrontation – some issues or responses may require you to confront patients about their feelings
  - f. Interpretation – goes beyond confrontation, requires you to make an inference
- D. History of the Present Illness
  - 1. Location (where is it?)
  - 2. Onset (when did it start?)
  - 3. Provocative, palliative, and positioning
    - a. What makes it worse?
    - b. What makes it better?
    - c. What position is the patient comfortable?
  - 4. Quality (what is it like?)
  - 5. Radiation (does it move anywhere?)
  - 6. Severity
    - a. Attempt to quantify the pain
    - b. Utilize the scale, 1-10
  - 7. Time
    - a. Duration
    - b. When did it start?
    - c. How long does it last?
  - 8. Associated signs and symptoms
  - 9. Pertinent negative(s)
  - 10. For trauma patients, determine the mechanism of injury
- E. Assess Past Medical History (Pertinent to the Medical Event)
  - 1. Pre-existing medical conditions or surgeries
  - 2. Medications
  - 3. Allergies
  - 4. Family history
  - 5. Social history; travel history
- F. Current Health Status
  - 1. Tobacco use
  - 2. Use of alcohol, drugs, and other related substances
  - 3. Diet

#### IV. Standardized Approach to History-Taking

- A. SAMPLE History
  - 1. S = Signs and symptoms
  - 2. A = Allergies
    - a. Medication
    - b. Environmental
  - 3. M = Medications
    - a. Over the counter (OTC)
    - b. Prescribed
    - c. Vitamins and herbal
    - d. Birth control / erectile dysfunction



- e. Other people's medications
  - f. Recreational drugs
- 4. P = Past pertinent medical history – relevant information concerning the illness or injury
- 5. L = Last oral intake
  - a. Fluids
  - b. Food
  - c. Other substances
- 6. E = Events leading to the illness or injury
  - a. What was taking place just prior to the illness or injury?
- B. OPQRST History
  - 1. O = Onset – time the signs or symptoms started
  - 2. P = Provocative, palliative, and positioning
    - a. What makes it worse?
    - b. What makes it better?
    - c. Positioning
      - i. in what position is the patient found?
      - ii. should the patient remain in that position?
  - 3. Q = Quality of the discomfort
    - a. Patient's ability to describe the type of discomfort
      - i. burning
      - ii. stabbing
      - iii. crushing
  - 4. R = Radiation
    - a. Does the discomfort move in any direction?
  - 5. S = Severity
    - a. Pain scale
  - 6. T = Time
    - a. Relating to onset, however, more definitive in regards to initial onset in the history

## V. Taking History on Sensitive Topics

- A. Alcohol and Drugs
- B. Physical Abuse or Violence
- C. Sexual History
- D. Special Challenges
  - 1. Silent patient
    - a. Silence is often uncomfortable
    - b. Be alert for nonverbal clues of distress
    - c. Silence may be the result of the interviewer's lack of sensitivity
  - 2. Overly talkative patients
    - a. Give the patient free reign for the first several minutes
    - b. Summarize frequently
  - 3. Patient with multiple symptoms
  - 4. Anxious patient
    - a. Anxiety is natural

- b. Be sensitive to nonverbal clues
  - c. Reassurance
- 5. Angry and hostile patient
  - a. Understand that anger and hostility are natural
  - b. Often the anger is displaced toward the clinician
  - c. Do not get angry in return
- 6. Intoxicated patient
  - a. Be accepting, not challenging
  - b. Do not attempt to have the patient lower their voice or stop cursing; this may aggravate them
  - c. Avoid trapping them in small areas
  - d. Treat with dignity, despite their intoxication
- 7. Crying patient may provide valuable insight
- 8. Depressed patient
  - a. Be alert for signs of depression
  - b. Be willing to listen and be non-judgmental
- 9. Patient with confusing behavior or history
- 10. Patient with limited cognitive abilities
  - a. Do not overlook the ability of these patients to provide you with adequate information
  - b. Be alert for omissions
- 11. EMT-patient language barrier – take every possible step to find a translator
- 12. Patient with hearing problem – if the patient can write, have the patient write down questions and answers on paper
- 13. Patient with visual impairment – be careful to announce presence and provide careful explanations
- 14. Talking with family and friends
  - a. Some patients may not be able to provide you with all information
  - b. Try to find a third party who can help you get the whole story

## VI. Age-Related Variations for Pediatric and Geriatric Assessment and Management

- A. Pediatric (see Special Patient Population section)
- B. Geriatric (see Special Patient Population section)
  - 1. Obtain eye glasses and hearing aids
  - 2. Expect history to take more time

# Patient Assessment

## Secondary Assessment

### EMT Education Standard

Applies scene information and patient assessment findings (scene size-up, primary and secondary assessment, patient history, reassessment) to guide emergency management

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Techniques of Physical Examination
  - A. General Approach
    - 1. Examine the patient systematically
    - 2. Place special emphasis on areas suggested by the present illness and chief complaint
    - 3. Keep in mind that most patients view a physical exam with apprehension and anxiety—they feel vulnerable and exposed
    - 4. Maintain professionalism throughout the physical exam while displaying compassion towards your patient
  - B. Respiratory System
    - 1. Expose the chest as appropriate for the environment
    - 2. Chest shape and symmetry
    - 3. Respiratory effort
      - a. Accessory muscle use
      - b. Retractions
    - 4. Auscultation
      - a. Technique – medical versus trauma
      - b. Presence of breath sounds
      - c. Absence of breath sounds
  - C. Cardiovascular System
    - 1. Pulse
      - a. Rate
      - b. Rhythm
      - c. Predictable
      - d. Adjust timing for irregularity
      - e. Strength
      - f. Location
        - i. common locations
        - ii. relation to perfusion

2. Perfusion
  - a. Blood pressure
    - i. equipment size
    - ii. placement of cuff
    - iii. position of patient
    - iv. position of arm
    - v. methods of measurement
      - a) auscultation
      - b) palpation
    - vi. relation to perfusion
- D. Neurological System
  1. Mental status
    - a. Appearance and behavior
      - i. assess for level of consciousness (AVPU)
        - a) alert
        - b) response to verbal stimuli
          - i) drowsiness
          - ii) stupor
            - (a) state of lethargy
            - (b) person seems unaware of surroundings
        - c) response to painful stimuli
        - d) unresponsive
          - i) coma
            - (a) state of profound unconsciousness
            - (b) absence of spontaneous eye movements
            - (c) no response to verbal or painful stimuli
            - (d) patient cannot be aroused by any stimuli
      - ii. observe posture and motor behavior
      - iii. facial expression
        - a) anxiety
        - b) depression
        - c) anger
        - d) fear
        - e) sadness
        - f) pain
    - b. Speech and language
      - i. rate
      - ii. appropriateness
        - a) slurred
        - b) garbled
        - c) aphasia

- c. Mood
      - i. nature
      - ii. intensity
      - iii. suicidal ideation
    - d. Thought and perceptions
      - i. assess thought processes
        - a) logic
        - b) organization
      - ii. assess thought content
        - a) unusual thoughts
        - b) unpleasant thoughts
      - iii. assess perceptions
        - a) unusual
        - b) hearing things
        - c) seeing things
    - e. Memory and attention
      - i. person
      - ii. place
      - iii. time
      - iv. purpose
- E. Musculoskeletal System
  - 1. Pelvic region
    - a. Symmetry
    - b. Tenderness
  - 2. Lower extremities
    - a. Overview
      - i. symmetry
      - ii. surface findings
    - b. General physical findings
      - i. range of motion
      - ii. sensory
      - iii. motor function
      - iv. circulatory function
    - c. Peripheral vascular system
      - i. tenderness
      - ii. temperature of lower legs
      - iii. distal pulses
  - 3. Upper extremities
    - a. Overview
      - i. symmetry
      - ii. strength
      - iii. surface findings
    - b. General physical findings
      - i. range of motion
      - ii. sensory
      - iii. motor function
      - iv. circulatory function

- v. arm drift
  - 4. Back
    - a. Overview
      - i. symmetry
      - ii. contour
      - iii. surface findings
    - b. General physical findings
      - i. flank tenderness
      - ii. spinal column tenderness
- F. All Anatomical Regions
  - 1. Head
    - a. Scalp
    - b. Skull
    - c. Face
      - i. symmetry of expression
      - ii. appropriate facial expression
    - d. Eyes
      - i. pupil size, shape, and response
        - a) normal – equal and reactive to light
        - b) abnormal
          - i) constricted
          - ii) dilated
          - iii) unequal
      - ii. conjunctiva color and hydration
    - e. Ears – fluids
    - f. Nose
      - i. symmetry
      - ii. fluid in nares
    - g. Mouth and pharynx
      - i. odor
      - ii. hydration
      - iii. condition of teeth
  - 2. Neck
    - a. Physical findings
    - b. Symmetry
    - c. Masses
    - d. Arterial pulses
  - 3. Chest
    - a. Overview
      - i. expose appropriately
      - ii. chest shape and symmetry
      - iii. respiratory effort
      - iv. surface findings – inspection
    - b. Auscultation
      - i. technique – medical versus trauma
      - ii. lung sounds
        - a) presence of breath sounds – wheezes

- b) absence of breath sounds
    - c. Anterior chest
      - i. auscultation findings – lungs
      - ii. intercostal muscle use
      - iii. retraction
    - d. Posterior chest
      - i. auscultation
      - ii. spinal column
  - 4. Abdomen
    - a. Overview
      - i. position patient for examination
      - ii. shape and size
      - iii. palpation method
        - a) four quadrants
        - b) palpate affected area last
    - b. Physical findings
      - i. symmetry
      - ii. masses
      - iii. organ margins
      - iv. contour
      - v. softness
      - vi. tenderness
      - vii. findings associated with pregnancy – physical changes of contour and shape

## II. Special Considerations for Pediatric and Geriatric Patients (see Special Patient Populations section)

# Patient Assessment Monitoring Devices

## EMT Education Standard

Applies scene information and patient assessment findings (scene size-up, primary and secondary assessment, patient history, reassessment) to guide emergency management.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Pulse Oximetry
  - A. Purpose
    - 1. Assess oxygenation
    - 2. Assess adequacy of oxygen delivery during positive pressure ventilation
    - 3. Assess impact of interventions
  - B. Indications
  - C. Procedure
    - 1. Refer to the manufacturer's instructions for the specific device being used
    - 2. Considered alternative measurement sites
  - D. Limitations
    - 1. General
      - a. Appropriateness of use
      - b. Does not provide a direct measurement of blood oxygen content
      - c. Does not indicate whether body cells can utilize the oxygen present
    - 2. Specific
      - a. Hypoperfusion
      - b. Carbon monoxide
      - c. Cold extremity
      - d. Time lag in detection of respiratory insufficiency
- II. Non-Invasive Blood Pressure
  - A. Purpose
    - 1. Obtaining blood pressure after manual blood pressure
  - B. Indication
    - 1. Routine vital sign
    - 2. Continuous monitoring of patient
  - C. Procedure
    - 1. Refer to the manufacturer's instructions for the specific device being used
  - D. Limitations
    - 1. Erroneous readings or values



III. Other Monitoring Devices

- A. As Additional Monitoring Devices Become Recognized as the “Standard of Care” in the Out-of-Hospital Setting, Those Devices Should Be Incorporated Into the Primary Education of Those Who Will Be Expected to Use Them in Practice
- B. State regulatory processes may elect to expand, delete, or modify the monitor devices in this section

# Patient Assessment Reassessment

## EMT Education Standard

Applies scene information and patient assessment findings (scene size-up, primary and secondary assessment, patient history, reassessment) to guide emergency management.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. How and When to Reassess
- II. Identify and Treat Changes in the Patient's Condition in a Timely Manner
  - A. Monitor the patient's condition
  - B. Monitor the effectiveness of interventions
  - C. Identify trends in the patients vital signs
- III. Reassessments Should Be Performed at Regular Intervals
  - A. Unstable Patients – Every Five Minutes, or as Often as Practical Depending on the Patient's Condition
  - B. Stable Patients – At Least Every 15 Minutes or as Deemed Appropriate by the Patient's Condition
- IV. A Reassessment Includes:
  - A. Primary Assessment
  - B. Vital Signs
  - C. Chief Complaint
  - D. Interventions
- V. Compare to the Baseline Status of That Component
  - A. Level of Consciousness – Is the Patient Maintaining the Same Level of Responsiveness or Becoming More/Less Alert?
  - B. Airway – Recheck the Airway for Patency
  - C. Breathing – Reassess the Adequacy of Breathing by Monitoring Both Breathing Rate and Tidal Volume
  - D. Circulation – Reassess the Adequacy of Circulation by Checking Both Central and Peripheral Pulses

- VI. Vital Signs
  - A. Repeat Vital Signs as Necessary
  - B. Attention Should Be Paid to:
    - 1. Respirations
    - 2. Pulse
    - 3. Blood pressure
    - 4. Pupils
- VII. Chief Complaint
  - A. Constantly Reassess the Patient's Chief Complaint or Major Injury
  - B. Determine If Their Pain/Discomfort Is Remaining the Same, Getting Worse, or Getting Better
  - C. Be Sure to Ask If There Are Any New or Previously Undisclosed Complaints
- VIII. Interventions – Reassess the Effectiveness of Each Intervention Performed and Consider the Need for New Interventions or Modifications to Care Already Being Provided
- IX. Age-Related Considerations for Pediatric and Geriatric Assessment and Management

# Medicine

## Medical Overview

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Assessment Factors
  - A. Scene Safety
  - B. Environment
  - C. Chief Complaint
    - 1. Primary reason for EMS response
    - 2. Verbal or non-verbal
    - 3. Possibly misleading
  - D. Life-Threatening Conditions
  - E. Non-Life Threatening Conditions
  - F. Distracting Injuries
  - G. Tunnel Vision
  - H. Patient Cooperation
  - I. EMT Attitude
    - 1. Biases
    - 2. Labeling
- II. Major Components of the Patient assessment
  - A. Standard Precautions
  - B. Scene Size-Up
  - C. General Impression
  - D. Initial Assessment
  - E. SAMPLE History
    - 1. Importance of a Thorough History
      - a. Primary component of the overall assessment of the medical patient
      - b. Requires a balance of knowledge and skill to obtain a thorough and accurate history
      - c. Helps to ensure the proper care will be provided for the patient
    - 2. Unresponsive patient
      - a. Pill containers
      - b. Medical jewelry

- c. Family members
  - d. Bystanders
  - e. Medical devices
- 3. Responsive patient
  - a. Obtained directly from the patient
  - b. Focused on the patient's chief complaint
  - c. Additional history may be obtained from evidence at the scene
    - i. pill containers
    - ii. medical jewelry
    - iii. family members
    - iv. bystanders
- 4. OPQRST mnemonic for evaluation of pain
  - a. O – onset
    - i. focuses on what the patient was doing when the problem began
    - ii. question: what were you doing when the problem began?
  - b. P – provoke
    - i. focuses on what might provoke the problem for the patient
    - ii. question: does anything you do make the problem better or worse?
  - c. Q – quality
    - i. focuses on the patient's own description of the problem
    - ii. questions
      - a) Can you describe your pain/discomfort?
      - b) What does it feel like?
      - c) Is it sharp? Dull?
      - d) Is it steady or does it come and go?
  - d. R - region/radiate
    - i. focuses on the specific area of the pain/discomfort
    - ii. questions
      - a) Can you point with one finger where you feel the pain/discomfort the most?
      - b) Does the pain/discomfort radiate to any other areas of your body?
  - e. S – severity
    - i. focuses on the severity of the pain/discomfort
    - ii. questions
      - a) Use a pain scale to ask the patient: How would you rate your pain right now?
      - b) How would you rate your pain when it first began?
      - c) Has there been any change since it first began?
  - f. T – time
    - i. focuses on the duration of the problem/pain/discomfort
    - ii. question: when did your problem/pain/discomfort first begin?
- F. Baseline Vital Signs
- G. Secondary Assessment

1. May not be appropriate to perform a complete secondary assessment on all medical patients
2. Designed to identify any signs or symptoms of illness that may not have been revealed during the initial assessment
  - a. Head/scalp
    - i. pain
    - ii. symmetry
  - b. Face
    - i. pain
    - ii. symmetry of facial muscles
  - c. Eyes
    - i. pupil size
    - ii. equality and reactivity to light
    - iii. pink moist conjunctiva
  - d. Ears
    - i. pain
    - ii. drainage
  - e. Nose
    - i. pain
    - ii. nasal flaring
  - f. Mouth
    - i. foreign body
    - ii. loose dentures
    - iii. pink and moist mucosa
  - g. Neck
    - i. pain
    - ii. accessory muscle use
    - iii. jugular vein distention
    - iv. medical jewelry
    - v. stoma
  - h. Chest
    - i. pain
    - ii. equal rise and fall
    - iii. guarding
    - iv. breath sounds
    - v. retractions
    - vi. scars
    - vii. medication patches
    - viii. medical devices
  - i. Abdomen
    - i. pain
    - ii. rigidity
    - iii. distention
    - iv. scars
    - v. medical devices

- j. Pelvis/genital
  - i. pain
  - ii. incontinence
- k. Arms
  - i. pain
  - ii. distal circulation
  - iii. sensation
  - iv. motor function
  - v. track marks
  - vi. medical jewelry
- l. Legs
  - i. pain
  - ii. distal circulation
  - iii. sensation
  - iv. motor function
  - v. track marks
  - vi. medical jewelry
- m. Back
  - i. pain
  - ii. scars

H. Continued Assessment

1. When practical, transport the patient in the recovery position to help ensure a patent airway
2. Consider the need for ALS backup

# Medicine

## Neurology

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Stroke/TIA
  - A. Causes
    - 1. Hemorrhage
    - 2. Clot
  - B. Review of Anatomy and Function of the Brain and Cerebral Blood Vessels
  - C. Assessment Findings and Symptoms
    - 1. Confused, dizzy, weak
    - 2. Decreasing or increasing level of consciousness
    - 3. Combative or uncooperative or restless
    - 4. Facial drooping, inability to swallow, tongue deviation
    - 5. Double vision or blurred vision
    - 6. Difficulty speaking or absence speech
    - 7. Decreased or absent movement of one or more extremities
    - 8. Headache
    - 9. Decreased or absent sensation in one or more extremities or other areas of body
    - 10. Coma
  - D. Stroke Alert Criteria
    - 1. Cincinnati Prehospital Stroke Scale
    - 2. Other stroke scales
  - E. Management of Patient With Stroke Assessment Findings or Symptoms
  - F. Scene Safety and Standard Precautions
    - 1. ABCs /position
    - 2. Oxygen/suction
    - 3. Pulse oximetry
    - 4. Emotional support
    - 5. Rapid transport
  - G. Transient Ischemic Attack (TIA)



- II. Seizures
  - A. Incidence
  - B. Causes
  - C. Types of Seizures
    - 1. Generalized tonic – clonic
      - a. Aura
      - b. Tonic
      - c. Clonic
      - d. Postictal
    - 2. Partial seizures
    - 3. Status epilepticus
  - D. Assessment Findings
    - 1. Spasms, muscle contractions
    - 2. Bite tongue, increased secretions
    - 3. Sweating
    - 4. Cyanosis
    - 5. Unconscious gradually increasing level of consciousness
    - 6. May cause shaking or tremors and no loss of consciousness
    - 7. Incontinent
    - 8. Amnesia of event
  - E. Management
    - 1. Safety of patient/position
    - 2. ABCs, consider nasopharyngeal airway
    - 3. Oxygen/suction
    - 4. Pulse oximetry
    - 5. Emotional support
- III. Headache
  - A. As a Symptom
  - B. As a Neurological Condition
  - C. Assessment Findings and Symptoms
  - D. Management
- IV. Age-Related Variations for Pediatric and Geriatric Assessment and Management
  - A. Pediatrics
    - 1. Epidemiology
    - 2. Anatomic and physiologic differences in children
    - 3. Pathophysiology
    - 4. Causes of altered mental status in children
    - 5. Assessment
      - a. History
      - b. Physical findings
    - 6. Meningitis
    - 7. Seizures
    - 8. Altered mental status
    - 9. Management
  - B. Geriatrics – Stroke Common in This Age Group

V. Communication and Documentation

VI. Transport Decisions -- Rapid Transport to Appropriate Facility

# Medicine

## Abdominal and Gastrointestinal Disorders

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Define Acute Abdomen
- II. Anatomy of the Organs of the Abdominopelvic Cavity
  - A. Stomach
  - B. Intestines
  - C. Esophagus
  - D. Spleen
  - E. Urinary Bladder
  - F. Liver
  - G. Gall Bladder
  - H. Pancreas
  - I. Kidney
  - J. Reproductive Organs
- III. Assessment and Symptoms
  - A. Techniques
    - 1. Inspection
    - 2. Palpation
  - B. Normal Findings—Soft Non-Tender
  - C. Abnormal Findings
    - 1. Nausea/vomiting
      - a. Excessive
      - b. Hematemesis
    - 2. Change in bowel habits/stool
      - a. Constipation
      - b. Diarrhea
      - c. Dark tarry stool
    - 3. Urination
      - a. Pain
      - b. Frequency

- c. Color
    - d. Odor
  - 4. Weight loss
  - 5. Belching/flatulence
  - 6. Concurrent chest pain
  - 7. Pain, tenderness, guarding, distension
  - 8. Other
- IV. General Management for Patients With an Acute Abdomen
  - A. Scene Safety and Standard Precautions
  - B. Airway, Ventilatory, and Circulation
  - C. Position
  - D. Emotional Support
- V. Specific Acute Abdominal Conditions—Definition, Causes, Assessment Findings and Symptoms, Complications, and Specific Prehospital Management
  - A. Acute and Chronic Gastrointestinal Hemorrhage
  - B. Peritonitis
  - C. Ulcerative Diseases
- VI. Consider Age-Related Variations for Pediatric and Geriatric Assessment and Management
- VII. Pediatrics
  - A. Anatomic and Physiologic Differences in Children
  - B. Pathophysiology
  - C. Assessment
    - 1. History
    - 2. Physical findings
      - a. Vomiting causes dehydration
      - b. Appendicitis common in children
      - c. Abdominal pain from constipation
      - d. Vomiting
      - e. GI Bleeding
    - 3. Management
  - D. Geriatric
    - 1. May not exhibit rigidity or guarding
    - 2. Abdominal pain related to cardiac conditions
- VIII. Communication and Documentation for Patients With an Abdominal or Gastrointestinal Condition or Emergency
- IX. Transport Decisions

# Medicine

## Immunology

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Introduction
  - A. Definition of Terms
    - 1. Allergic reaction
    - 2. Anaphylaxis
  - B. Risk Factors and Common Allergens
- II. Basic Immune System's Response to Allergens
  - A. The Purpose of the Response
  - B. The Type of Response (Local versus Systemic)
  - C. The Speed of the Response
- III. Fundamental Pathophysiology
  - A. Increased Capillary Permeability
  - B. Vasodilation
  - C. Bronchoconstriction
  - D. Increased Mucus Production
- IV. Assessment Findings for Allergic Reaction
  - A. Respiratory System—Sneezing, Tightness in Chest, Cough, Rapid and Labored Breathing, Wheezing, Stridor
  - B. Cardiovascular—Increased Heart Rate
  - C. Skin—Pale or Redness, Hives, Swelling Locally or Generalized, Itching
  - D. Other—Anxiety, Itchy and Watery Eyes, Dizziness
- V. Assessment Findings for Anaphylaxis
  - A. Respiratory System—Severe Respiratory Distress, Wheezing to Silent Chest
  - B. Cardiovascular—Rapid Pulse, Hypotension
  - C. Skin—Pale, Red, or Cyanotic
  - D. Other—Decreasing Mental Status

- VI. Management
  - A. ABCs
  - B. Position
  - C. Oxygen
  - D. Emotional Support
  - E. Vitals
  - F. Assist With Patient's Auto injector
  - G. Remove Allergen If Possible
- VII. Epinephrine as a Treatment for Allergic Reaction
  - A. Indications – Severe Allergic Reaction or Hypersensitivity to Exposed Substance
  - B. Contraindications – Not Patient's Drug, Expired, or Discolored
  - C. Actions – Slows Allergic Response, Raises B/P, Dilates the Bronchioles
  - D. Side Effects – Increased Pulse Rate and B/P, Anxiety, Cardiac Arrhythmias
  - E. Auto injection Systems
    - 1. Physician order
    - 2. Expiration date and patient prescription
    - 3. Prep site, remove needle cover
    - 4. Lateral thigh; push against thigh; hold until drug fully injected
    - 5. Monitor patient response
    - 6. Dispose properly
- VIII. Consider Age-Related Variations for Pediatric and Geriatric Assessment and Management
  - A. Pediatric – Pediatric Weight-Based Auto injector Available
  - B. Geriatric – Possible Contraindication in Coronary Artery Disease
- IX. Communication and Documentation
- X. Transport Decisions

# Medicine

## Infectious Disease

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Causes of Infectious Disease
  - A. Infectious Agents
    - 1. Bacteria
    - 2. Viruses
    - 3. Fungi
    - 4. Protozoa
    - 5. Helminths (worms)
- II. Body Substance Isolation, Personal Protective Equipment, and Cleaning and Disposing of Equipment and Supplies
  - A. Principles of Body Substance Isolation
  - B. Hand Washing Guidelines
  - C. Recommendations for PPE
  - D. Recommendations for Cleaning or Sterilization of Equipment
  - E. Recommendations for Disposing of Contaminated Linens and Supplies Including Sharps
  - F. Recommendations for Decontaminating the Ambulance
- III. Consider Age-Related Variations in Pediatric and Geriatric Patients as They Relate Assessment and Management of Patients With a Gastrointestinal Condition or Emergency
- IV. Communication and Documentation for a Patient With a Communicable or Infectious Disease
- V. Transport Decisions Including Special Infection Control Procedures

- VI. Legal Requirements Regarding Reporting Communicable or Infectious Diseases/Conditions
  - A. Exposure of Health Care Provider
    - 1. Current recommended treatment modalities and follow-up
    - 2. Prevention of exposure or immunizations/vaccines
- VII. Required Reporting to the Health Department or Other Health Care Agency



# Medicine

## Endocrine Disorders

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Introduction
  - A. Definition of Terms
    - 1. Diabetes—types I and II
    - 2. Hypoglycemia
    - 3. Hyperglycemia, diabetic ketosis
  - B. Anatomy and Function of the Pancreas
  - C. General Assessment Findings and Symptoms
    - 1. Confusion, vertigo, headache, syncope
    - 2. Decreasing level of consciousness
    - 3. Combative or uncooperative or restless
    - 4. Increasing level of consciousness
    - 5. Visual changes
    - 6. Speech changes
    - 7. Movement and sensation changes
- II. Diabetes
  - A. Overview of Condition
    - 1. Incidence
    - 2. Explanation of relationship of glucose and insulin
    - 3. Normal Blood Glucose Levels (BGL)
    - 4. Types
      - a. Type 1 (formerly known as Insulin Dependent Diabetes or Type I)
      - b. Type 2 (formerly known as Non-Insulin Dependent Diabetes or Type II)
        - i. oral agents
        - ii. diet-controlled
    - 5. Diabetic medications
      - a. Insulins
      - b. Oral agents
    - 6. Complications

- B. Hyperglycemia/Diabetic Ketoacidosis
  - 1. Pathophysiology
  - 2. Causes
  - 3. History and assessment findings
    - a. onset—slow changes in mental status
    - b. Kussmaul’s breathing, acetone breath
    - c. Dehydration, poor skin turgor, pale, warm and dry
    - d. Weakness, nausea, and vomiting
    - e. Weak and rapid pulse
    - f. Polyuria, polydipsia, polyphagia
    - g. Other
    - h. Medical alert identification
  - 4. Management
    - a. ABCs (airway adjunct)
    - b. Position
    - c. Oxygen
    - d. Pulse oximetry
    - e. Emotional support
- C. Hypoglycemia
  - 1. Causes
  - 2. History and assessment findings
    - a. Onset – rapid changes in mental status
    - b. Bizarre behavior, tremors, shaking
    - c. Sweating, hunger
    - d. Rapid full pulse, rapid shallow respirations
    - e. Seizures, coma late
    - f. Medical alert identification
  - 3. Management
    - a. ABCs, oxygen
    - b. Oral glucose as indicated (must be able to control airway)
    - c. Emotional support
  - 4. Oral glucose
    - a. Indication/contraindications
    - b. Actions
    - c. Side effects
    - d. Dose and route
    - e. Medical control role
    - f. When in doubt if hyper/hypoglycemia, give glucose
- D. Consider Age-Related Variations for Pediatric and Geriatric Assessment and Management
  - 1. Pediatric
    - a. Usually insulin dependant called juvenile diabetes
    - b. Late stages of hyperglycemia may have cerebral edema
    - c. Prone to seizures
    - d. Prone to dehydration
    - e. May be undiagnosed

2. Geriatric
  - a. Can mask signs and symptoms of myocardial infarction
  - b. Prone to dehydration and infections

III. Communication and Documentation

IV. Transport Decisions—Rapid Transport for Altered Level of Consciousness

# Medicine Psychiatric

## EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Define
  - A. Behavior
  - B. Psychiatric Disorder
  - C. Behavioral Emergency
- II. Epidemiology of Psychiatric Disorders
- III. Assessment
  - A. General Appearance
  - B. Speech
  - C. Skin
  - D. Posture/Gait
  - E. Mental Status
  - F. Mood, Thought, Perception, Judgment, Memory, and Attention
- IV. Behavioral Change
  - A. Factors That May Alter a Patient's Behavior – May Include Situational Stresses, Medical Illnesses, Psychiatric Problems, and Alcohol or Drugs
  - B. Common Causes of Behavioral Alteration
    - 1. Low blood sugar
    - 2. Lack of oxygen
    - 3. Hypoperfusion
    - 4. Head trauma
    - 5. Mind altering substances
    - 6. Psychogenic – resulting in psychotic thinking, depression or panic
    - 7. Excessive cold
    - 8. Excessive heat
    - 9. Meningitis
    - 10. Seizure disorders
    - 11. Toxic ingestions – overdose
    - 12. Withdrawal of drugs or alcohol

- V. Psychiatric Emergencies
  - A. Acute Psychosis
  - B. Assessment for Suicide Risk
    - 1. Depression
    - 2. Risk factors/signs or symptoms
      - a. Ideation or defined lethal plan of action which has been verbalized and/or written
      - b. Alcohol and substance abuse
      - c. Purposelessness
      - d. Anxiety, agitation, unable to sleep or sleeping all the time
      - e. Feeling trapped, no way out
      - f. Hopelessness
      - g. Withdrawal from friends, family and society
      - h. Anger and/or aggressive tendencies
      - i. Recklessness or engaging in risky activities
      - j. Dramatic mood changes
      - k. History of trauma or abuse
      - l. Some major physical illness (cancer, CHF, etc.)
      - m. Previous suicide attempt
      - n. Job or financial loss
      - o. Relational or social loss
      - p. Easy access to lethal means
      - q. Lack of social support and sense of isolation
      - r. Certain cultural and religious beliefs
    - 3. Important questions
      - a. How does the patient feel?
      - b. Determine suicidal tendencies
      - c. Is patient threat to self or others?
      - d. Is there a medical problem?
      - e. Is there trauma involved?
      - f. Interventions?
  - C. Agitated Delirium
    - 1. Emergency medical care
      - a. Scene size-up, personal safety
      - b. Establish rapport
        - i. utilize therapeutic interviewing techniques
          - a) engage in active listening
          - b) supportive and empathetic
          - c) limit interruptions
          - d) respect patient's territory, limit physical touch
        - ii. avoid threatening actions, statements and questions
        - iii. approach slowly and purposefully
      - c. Patient assessment
        - i. intellectual functioning
        - ii. orientation
        - iii. memory
        - iv. concentration

- v. judgment
- vi. thought content
  - a) disordered thoughts
  - b) delusions, hallucinations
  - c) unusual worries, fears
- vii. language
  - a) speech pattern and content
  - b) garbled or unintelligible
- viii. mood
  - a) anxiety, depression, elation, agitation
  - b) level of alertness, distractibility
    - i) appearance, hygiene, dress
    - ii) psychomotor activity
- d. Calm the patient – do not leave the patient alone, unless unsafe situation; consider need for law enforcement
- e. Restrain if necessary
- f. Transport
- g. If overdose, bring medications or drugs found to medical facility

#### VI. Medical-Legal Considerations

- A. Types of Restraints
- B. Transport Against Patient Will

#### VII. Consider Age-Related Variations for Pediatric and Geriatric Assessment and Management

- A. Pediatric Behavioral Emergencies
  - 1. Teenage suicide concerns
  - 2. Aggressive behavior may be a symptom of an underlying disorder or disability
- B. Geriatrics -- suicide issues/depression common

# Medicine

## Cardiovascular

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Anatomy of the Cardiovascular System
  - A. Heart
    - 1. Chambers
    - 2. Valves
    - 3. Blood supply to myocardium
    - 4. Myocardial muscle cells
    - 5. Specialized electrical cells
    - 6. Automaticity
    - 7. Autonomic system control
      - a. Sympathetic – “fight or flight”
      - b. Parasympathetic
  - B. Vessels
    - 1. Aorta
    - 2. Arteries
    - 3. Arterioles
    - 4. Capillaries
    - 5. Venules
    - 6. Veins
    - 7. Vena cava
  - C. Blood
    - 1. Red blood cells
    - 2. White blood cells
    - 3. Platelets
    - 4. Plasma
- II. Physiology
  - A. Cardiac Cycle
    - 1. Systole
    - 2. Diastole

- B. Pulses
  - 1. Peripheral Pulses
  - 2. Central pulses
- C. Blood Pressure
  - 1. Systolic
  - 2. Diastolic
- D. Blood Circulation Through a Double Pump
  - 1. Respiratory system
    - a. Deoxygenated blood to lungs
    - b. Oxygenated blood back to heart
  - 2. Body
- E. Cardiac Output
  - 1. Heart rate X blood volume ejected/beat
- F. Perfusion
  - 1. Function of red blood cells in oxygen delivery
  - 2. Factors governing adequate perfusion
    - a. Rate
    - b. Pump
    - c. Volume
- G. Oxygenation of Tissues
  - 1. Delivery of oxygenated blood
  - 2. Removal of tissue wastes

### III. Pathophysiology

- A. Cardiac Compromise
  - 1. Inadequate circulation of blood and/ or perfusion of vital processes or organs
  - 2. Atherosclerosis
    - a. Plaque buildup in lumen of artery
    - b. Obstruction of blood flow
    - c. Interference with dilation and constriction of vessel
    - d. Occlusion
    - e. Ischemia is a result of decreased blood flow
  - 3. Rate-related compromise
  - 4. Inadequate pumping
  - 5. Inappropriate circulating volume

### IV. Assessment

- A. Primary Survey
  - 1. Level of responsiveness
    - a. Restlessness, anxiety
    - b. Feeling of impending doom
  - 2. Airway
  - 3. Breathing
    - a. Rate and depth
    - b. Effort



- c. Breath sounds
  - d. Significance of findings
- 4. Circulation
  - a. Pulse
    - i. rate
    - ii. quality
  - b. Skin
    - i. color
    - ii. temperature
    - iii. moisture
    - iv. edema
  - c. Blood pressure
- B. History
  - 1. Chief complaint
  - 2. History of the present illness
    - a. Chest discomfort/pain
      - i. signs and symptoms
      - ii. OPQRST evaluation
    - b. Respiratory
      - i. dyspnea
        - a) continuous
        - b) exertional
        - c) non-exertional
        - d) orthopneic
      - ii. cough
        - a) dry
        - b) productive
    - c. Related signs and symptoms
      - i. nausea/vomiting
      - ii. fatigue
      - iii. palpitations
      - iv. headache
      - v. recent trauma
  - 3. Past medical history
    - a. SAMPLE history
    - b. Previous heart disease/surgery
      - i. angina
      - ii. previous AMI
      - iii. hypertension
      - iv. heart failure
      - v. valve disease
      - vi. aneurysm
      - vii. pulmonary disease
      - viii. diabetes
      - ix. COPD
      - x. renal disease

- c. Current/past medications
        - i. prescribed
        - ii. over-the-counter
        - iii. home remedies
        - iv. recreational drug use
      - d. Family history
    - C. Secondary Survey
  - V. Management (refer to the current American Heart Association guidelines)
    - A. Place in proper position
    - B. Evaluation and appropriate management of ventilations/respirations
      - 1. Oxygen saturation evaluation
      - 2. pulse oximetry
    - C. May be unreliable in cardiac arrest, toxic inhalation
      - 1. Appropriate management of any related ventilatory/respiratory compromise
        - a. BVM assistance
        - b. PEEP
        - c. CPAP/BiPAP
        - d. MTV/ATV
      - 2. Appropriate oxygen therapy
    - D. Evaluation and appropriate management of cardiac compromise
      - 1. Manual and auto BP
      - 2. Mechanical CPR
      - 3. AED
    - E. Pharmacological interventions
      - 1. Aspirin
      - 2. Nitroglycerin
      - 3. Oral glucose
    - F. Consider AEMT/Paramedic assistance at the scene
    - G. Appropriate transportation
  - VI. Specific Cardiovascular Emergencies (refer to current American Heart Association guidelines)
    - A. Acute Coronary Syndromes (ACS) Heart Failure
    - B. Hypertensive Emergencies
      - 1. Systolic BP greater than 160 mmHg
      - 2. Diastolic BP greater than 94 mmHg
      - 3. Signs and symptoms
        - a. Strong, bounding pulse
        - b. Skin warm, dry, or moist
        - c. Headache
        - d. Ringing in ears
        - e. Nausea/vomiting
        - f. Nose bleed
      - 4. Assessment
    - C. Cardiogenic Shock

- D. Cardiac Arrest
- VII. Pharmacological Agents
  - A. Aspirin
    - 1. Generic and trade names
    - 2. Indications
    - 3. Contraindications
    - 4. Actions
    - 5. Side effects
    - 6. Precautions
    - 7. Expiration date
    - 8. Dosage
    - 9. Administration
  - B. Nitroglycerin
    - 1. Generic and trade names
    - 2. Indications
    - 3. Contraindications
    - 4. Actions
    - 5. Side effects
    - 6. Precautions
    - 7. Expiration date
    - 8. Dosage
    - 9. Administration
  - C. Role of Medical Oversight in Medication Administration
  - D. Patient Assisted Administration
  - E. Documentation
- VIII. Consider Age-Related Variations for Pediatric and Geriatric Patients for Assessment and Management of Cardiac Compromise
  - A. Pediatric
    - 1. Cardiac problems typically associated with congenital heart condition
    - 2. Cardiovascular compromise often caused by respiratory compromise
  - B. Geriatric -- typical MI presentation often related to other underlying disease processes
    - 1. Diabetes
    - 2. Asthma
    - 3. COPD

# Medicine

## Toxicology

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Introduction
  - A. Define Toxicology, Poisoning, Overdose
  - B. National Poison Control Center
  - C. Routes of Absorption
    - 1. Ingestion
    - 2. Inhalation
    - 3. Injection
    - 4. Absorption
- II. Poisoning by Ingestion
  - A. Examples
  - B. Assessment Findings
  - C. General Management Considerations
- III. Poisoning by Inhalation
  - A. Examples
  - B. Assessment Findings
  - C. General Management Considerations
- IV. Poisoning by Injection
  - A. Examples
  - B. Assessment Findings
  - C. General Management Considerations
- V. Poisoning by Absorption
  - A. Examples
  - B. Assessment Findings
  - C. General Management Considerations

## VI. Drugs of Abuse

### A. Opiates/Narcotics

1. Common causative agents
2. Assessment findings and symptoms
  - a. Decreased level of consciousness, sedation
  - b. Hypotension
  - c. Respiratory depression/arrest
  - d. Nausea, pinpoint pupils
  - e. Seizures and coma
3. Management for a patient using opiates

### B. Alcohol

1. Overview of alcoholism including long-term effects
2. Alcohol abuse
  - a. CNS changes—agitation to sedation to altered level of consciousness
  - b. Respiratory depression
  - c. Nausea and vomiting
  - d. Uncoordination
3. Alcohol withdrawal
  - a. Tremors, sweating weakness
  - b. Hallucinations and seizures
4. Assessment findings and symptoms for patients with alcohol abuse and alcohol withdrawal
5. Management for a patient using alcohol or withdrawing from alcohol — airway, ventilation, and circulation

### C. Common Causative Agents, Assessment Findings and Symptoms, Management

1. Cannabis
2. Hallucinogens
3. Stimulants
4. Barbiturates/sedatives/ hypnotics

## VII. Poisonings and Exposures

### A. Scene Safety Issues

### B. Common Causative Agents, Assessment Findings and Symptoms, Management

1. Pesticides
2. Chemicals
3. Household cleaning poisonings
4. Poisonous plants

## VIII. Medication Overdose

### A. Common Causes of Overdoses (Other Than Drugs of Abuse)

1. Cardiac medications
2. Psychiatric medications
3. Non-prescription pain medications including Salicylates and Acetaminophen
4. Other

### B. Assessment Findings and Symptoms for Patients With Medication Overdose

### C. Management for a Patient With Medication Overdose

- IX. General Treatment Modalities for Poisonings
  - A. Scene Safety
  - B. Standard Precautions and Decontamination
  - C. Airway Control
  - D. Ventilation and Oxygenation
  - E. Circulation
  - F. Use of Activated Charcoal
    - 1. Indications/contraindications/side effects
    - 2. Physician order
    - 3. Dose
- X. Consider Age-Related Variations for Pediatric and Geriatric Assessment and Management
  - A. Pediatric
    - 1. Toddler-aged prone to ingestions of toxic substance
    - 2. Adolescent prone to experimentation with drugs of abuse
  - B. Geriatric -- Alcoholism is common in elderly
- XI. Communication and Documentation for Patients With Toxicological Emergencies
- XII. Transport Decisions

# Medicine

## Respiratory

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Anatomy of the Respiratory System
  - A. Upper Airway
  - B. Lower Airway
  - C. Lungs and Accessory Structures
- II. Normal Respiratory Effort
- III. Assessment Findings and Symptoms and Management for Respiratory Conditions
  - A. Respiratory Distress
    - 1. Assessment
      - a. Shortness of breath
      - b. Restlessness
      - c. Increased pulse rate
      - d. Changes in respiratory rate or rhythm
      - e. Skin color changes
      - f. Abnormal sounds of breathing/lung sounds
      - g. Inability to speak
      - h. Retractions
      - i. Altered mental status
      - j. Abdominal breathing
      - k. Coughing
      - l. Tripod position
    - 2. Management of respiratory distress
      - a. Scene safety and Standard Precautions
      - b. ABCs, position
      - c. Oxygen/suction
      - d. Pulse oximetry
      - e. Emotional support
      - f. Transport

- IV. Specific Respiratory Conditions—Definition, Causes, Assessment Findings and Symptoms, Complications, and Specific Prehospital Management and Transport Decisions
  - A. Asthma
  - B. Pulmonary Edema
  - C. Chronic Obstructive Pulmonary Disease
  - D. Pneumonia
  - E. Spontaneous Pneumothorax
  - F. Pulmonary Embolism
  - G. Epiglottitis
  - H. Pertussis
  - I. Cystic Fibrosis
  - J. Environmental/Industrial Exposure/ Toxic Gasses
  - K. Viral Respiratory Infections
- V. Metered-Dose Inhaler and Small Volume Nebulizer
  - A. EMT Role in Assisting
  - B. Indication/ Contraindications
  - C. Actions
  - D. Side Effects
  - E. Dose and Route
  - F. Medical Control Role
- VI. Communication and Documentation for Patients With Respiratory Emergencies
- VII. Consider Age-Related Variations for Pediatric and Geriatric Assessment and Management
  - A. Pediatric
    - 1. Upper airway obstruction (i.e. foreign body aspiration or tracheostomy dysfunction)
    - 2. Lower airway disease (i.e. foreign body lower airway obstruction)
  - B. Geriatrics—Pneumonia and Chronic Conditions Such as COPD Common
    - 1. Upper airway obstruction
      - a. Croup
      - b. Foreign body aspiration
      - c. Epiglottitis
      - d. Tracheostomy dysfunction
    - 2. Lower airway disease
      - a. Asthma
      - b. Bronchiolitis
      - c. Pneumonia
      - d. Foreign body lower airway obstruction
      - e. Pertussis
      - f. Cystic fibrosis
- VIII. Transport Decisions



# Medicine

## Hematology

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Anatomy and Physiology
  - A. Blood
    - 1. Red blood cells
    - 2. White blood cells
    - 3. Platelets
  - B. Plasma
  - C. Blood-Forming Organs
    - 1. Red cell production
    - 2. Red cell destruction
- II. Pathophysiology of Sickle Cell
- III. Sickle Cell Crisis
  - A. General Assessment
    - 1. Level of consciousness
    - 2. Skin
    - 3. Visual disturbances
    - 4. Gastrointestinal
    - 5. Skeletal
    - 6. Cardiorespiratory
    - 7. Genitourinary
  - B. General Management
    - 1. Airway, ventilation, and circulation
    - 2. Oxygen
    - 3. Transport considerations
    - 4. Psychological/communication strategies
- IV. Clotting Disorders
- V. Consider Age-Related Variations
  - A. Pediatrics
  - B. Geriatrics

# Medicine

## Genitourinary/Renal

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Anatomy and Physiology of Renal System
- II. Pathophysiology
  - A. Kidney Failure
  - B. Kidney Stones
- III. Dialysis
  - A. Hemodialysis
    - 1. Shunt
    - 2. Fistula
    - 3. Graft
  - B. Peritoneal Dialysis
  - C. Special Considerations for Hemodialysis Patients
    - 1. Obtaining B/P
  - D. Complications/Adverse Effects of Dialysis
    - 1. Hypotension
    - 2. Muscle cramps
    - 3. Nausea/vomiting
    - 4. Hemorrhage especially from access site
    - 5. Infection at access site
  - E. Missed Dialysis Treatment
    - 1. Weakness
    - 2. Pulmonary edema
- IV. Management for a Patient With a Dialysis Emergency
  - A. ABCs, Support Ventilation
  - B. Stop Bleeding From Shunt as Needed
  - C. Position—Flat If Shocky, Upright If Pulmonary Edema
- V. Urinary Catheter Management

- VI. Consider Age-Related Variations in Pediatric and Geriatric Patients
- VII. Communication and Documentation
- VIII. Transport Decisions

# Medicine

## Gynecology

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Introduction
  - A. Female Reproductive System Anatomy and Physiology
    - 1. External Genitalia
    - 2. Internal Organs and Structures
- II. Assessment Findings
  - A. Abdominal Pain or Vaginal Pain
  - B. Vaginal Bleeding
  - C. Vaginal Discharge
  - D. Fever
  - E. Nausea and Vomiting
  - F. Syncope
- III. General Management
  - A. Protect Privacy and Modesty
  - B. Communication Techniques
  - C. Consider Pregnancy and/or Sexually Transmitted Diseases
- IV. Specific Gynecological Emergencies—Definition, Causes, Risk Factors, Assessment Findings, Management
  - A. Vaginal Bleeding
  - B. Sexual Assault — Legal Issues
  - C. Infections — Pelvic Inflammatory Disease
  - D. Sexually Transmitted Diseases
- V. Age-Related Variations for Pediatric and Geriatric Assessment and Management
  - A. Pediatrics -- Menarche could be cause of bleeding
  - B. Geriatrics -- Menopausal women can get pregnant
- VI. Communication and Documentation
- VII. Transport Decisions

# Medicine

## Non-Traumatic Musculoskeletal Disorders

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Anatomy and physiology review
  - A. Bones
  - B. Muscles
- II. Pathophysiology
  - A. Non-Traumatic Fractures (i.e. cancer or osteoporosis)
- III. Assessment
  - A. Pain or Tenderness
  - B. Swelling
  - C. Abnormal or Loss of Movement
  - D. Sensation Changes
  - E. Circulatory Changes
  - F. Deformity
- IV. Management
  - A. Airway, Ventilation, and Circulation
  - B. Splinting
  - C. Transport Considerations
  - D. Communications and Documentation
- V. Consider Age-Related Variations
  - A. Pediatric
  - B. Geriatric

# Medicine

## Diseases of the Eyes, Ears, Nose, and Throat

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.

### EMT-Level Instructional Guideline

- I. Nosebleed
  - A. Causes
    - 1. Trauma
    - 2. Medical
      - a. Dryness
      - b. High blood pressure
  - B. General Assessment Findings and Symptoms
    - 1. Pain or tenderness
    - 2. Bleeding from nose
    - 3. Vomits swallowed blood
    - 4. Can block airway if patient is unresponsive
  - C. Techniques to Stop Bleeding in Conscious Patient If No Risk of Spine Injury
    - 1. Sit patient up and lean forward
    - 2. Pinch the nostrils together firmly
    - 3. Tell patient not to sniffle or blow nose

# Shock and Resuscitation

## EMT Education Standard

Applies a fundamental knowledge of the causes, pathophysiology, and management of shock, respiratory failure or arrest, cardiac failure or arrest, and post-resuscitation management.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Ethical Issues in Resuscitation
  - A. Withholding Resuscitation Attempts
    - 1. Irreversible death
    - 2. Do Not Resuscitate (DNR) orders
  - B. Provide Emotional Support for Family
- II. Anatomy and Physiology Review
  - A. Respiratory System
    - 1. Passageway for fresh oxygen to enter the lungs and blood supply
    - 2. Respiratory waste products to leave the blood and lungs
  - B. Cardiovascular System
    - 1. Heart
      - a. Four chambers
      - b. Pumps blood to the lungs to pick up oxygen
      - c. Pumps blood around the body
        - i. to deliver oxygen and nutrients to the tissues
        - ii. to remove waste products from the tissues
    - 2. Vascular System
      - a. Arteries carry blood to tissues
        - i. carotid pulse
        - ii. femoral pulse
        - iii. radial pulse
        - iv. brachial pulse
      - b. Veins carry blood to heart
- III. Respiratory Failure
  - A. Pathophysiology
    - 1. Constrictive
    - 2. Obstructive
    - 3. Destructive

- B. Assessment
    - 1. Pulmonary symptoms
    - 2. Cardiovascular symptoms
    - 3. Neurological symptoms
    - 4. Other symptoms
  - C. Treatment
    - 1. Oxygen therapy
    - 2. Ventilatory support
      - a. Carbon dioxide clearance
      - b. Pharmacological therapy
- IV. Respiratory Arrest
- A. Assessment
  - B. Treatment
    - 1. Oxygen therapy
    - 2. Ventilatory support
      - a. Carbon dioxide clearance
      - b. Advanced airways
- V. Cardiac Arrest
- A. Pathophysiology
    - 1. If the heart stops contracting, no blood will flow
    - 2. The body cannot survive when the heart stops
      - a. Organ damage begins quickly after the heart stops
      - b. Brain damage begins 4-6 minutes after the patient suffers cardiac arrest — damage becomes irreversible in 8-10 minutes
    - 3. Cardio-pulmonary resuscitation (CPR)
      - a. Artificial ventilation — oxygenates the blood
      - b. External chest compressions — pushing on the chest squeezes the heart and simulates a contraction
      - c. Oxygenated blood is circulated to the brain and other vital organs
  - B. General Reasons for the Heart to Stop Beating
    - 1. Sudden death and heart disease
    - 2. Breathing stops, especially in infants and children
    - 3. Medical emergencies
    - 4. Trauma
- VI. Resuscitation
- A. System Components to Maximize Survival
    - 1. Early access
      - a. Public education and awareness
        - i. rapid recognition of a cardiac emergency
        - ii. rapid notification before CPR starts — "phone first"
      - b. 911-pre-arrival instructions and dispatcher directed CPR



2. Early CPR
    - a. Lay public
      - i. family
      - ii. bystanders
    - b. Emergency Medical Responders
  3. Early Defibrillation
  4. Early Advanced Care
- B. Basic Cardiac Life Support (Refer to the Current American Heart Association Guidelines)
1. Adult CPR and foreign body airway obstruction
  2. Child CPR and foreign body airway obstruction
  3. Infant CPR and foreign body airway obstruction
- C. Airway Control and Ventilation
1. Basic Airway adjuncts
  2. Ventilation
    - a. Delivery of excessive rate or depth of ventilation reduces blood return to the right side of the heart
    - b. Reduces the overall blood flow that can be generated with CPR
- D. Chest Compressions
1. Factors which decrease effectiveness
    - a. Compression that are too shallow
    - b. Slow compression rate
    - c. Sub-maximum recoil
    - d. Frequent interruptions
  2. Devices to assist circulation
    - a. Impedance Threshold Device
    - b. Mechanical Piston Device
    - c. Load-Distributing Band or Vest CPR
- VII. Automated External Defibrillation (AED) (Refer to the current American Heart Association guidelines)
- A. Adult AED Use
  - B. Child AED Use
  - C. Infant AED Use
  - D. Special AED situations
    1. Pacemaker
    2. Wet patients
    3. Transdermal medication patches
- VIII. Shock (Poor Perfusion)
- A. Definition
    1. Perfusion is the passage of blood and oxygen and other essential nutrients to the body's cells
    2. While delivering these essentials to the body's cells, the circulatory system is also removing waste such as carbon dioxide from the cells

3. Shock is a state of hypoperfusion, or inadequate perfusion of blood through body tissues
  4. Hypoperfusion can lead to death if not corrected
- B. Anatomy and Physiology Review
1. Heart/Blood vessels
  2. Physiology of respiration
    - a. Gas exchange
      - i. alveolar level
      - ii. tissue level
    - b. Circulation
      - i. pulmonary
      - ii. systemic
  3. Essential components for normal perfusion
    - a. Functioning pump/heart
      - i. pump delivers blood to the tissue
      - ii. pump collects blood from the body
      - iii. controlled by the autonomic nervous system during shock
    - b. Adequate volume
      - i. blood contains formed elements
        - a) RBCs transport oxygen
        - b) WBCs fight infection
        - c) platelets form blood clots
        - d) clots are very unstable and prone to rupture
      - ii. plasma is the fluid that transports the formed elements
    - c. Intact container/vessels
      - i. arteries surrounded by smooth muscle contract and dilate to deliver blood to tissue
      - ii. capillary beds are the site where perfusion occurs
      - iii. veins are low pressure vessels responsible for returning blood to the heart
      - iv. smooth muscle and sphincters controlled by the autonomic nervous system to constrict or dilate
      - v. blood flow controlled by cellular tissue demands
- C. Disruptions That Can Cause Shock
1. Inadequate fluid/blood – blood/water loss
  2. Failing pump/heart
    - a. Disease or injury to conduction system
    - b. Damage to cardiac muscle
  3. Leaky or dilated container/vessels
    - a. Loss of nervous control
    - b. Severe allergic reactions
    - c. Massive infection
    - d. Hypothermia

- D. Categories of Shock
  - 1. Compensated shock
  - 2. Decompensated shock
  - 3. Irreversible shock
- E. Shock Due to Fluid Loss
  - 1. Hypovolemic
    - a. Examples
    - b. Signs and symptoms
- F. Shock Due to Pump Failure
  - 1. Cardiogenic
    - a. Examples
    - b. Signs and symptoms
- G. Shock Due to Container Failure
  - 1. Anaphylaxis
    - a. Examples
    - b. Signs and symptoms
  - 2. Neurogenic
    - a. Examples
    - b. Signs and symptoms
  - 3. Sepsis
    - a. Examples
    - b. Signs and symptoms
- H. Patient Assessment
  - 1. Complete a scene size-up
  - 2. Perform a primary assessment
  - 3. Obtains a relevant history
  - 4. Perform secondary assessment
  - 5. Perform a reassessment
- I. Management
  - 1. Manual in-line spinal stabilization, as needed
  - 2. Comfort, calm, and reassure the patient while awaiting additional EMS resources
  - 3. Do not give food or drink
  - 4. Airway control – adjuncts, as needed
  - 5. Breathing
    - a. Oxygen administration (high-flow/high-concentration)
    - b. Assist ventilation, as needed
  - 6. Circulation
    - a. Attempt to control obvious uncontrolled external bleeding
    - b. Position patient appropriately for all ages
    - c. Keep patient warm – attempt to maintain normal body temperature
  - 7. Pneumatic anti-shock garment (PASG) application
  - 8. Begin transport at the earliest possible moment
  - 9. Treat any additional injuries that may be present

- J. Age-related variations
  - 1. Pediatrics
    - a. Common causes of shock
      - i. trauma
      - ii. fluid loss
      - iii. infection
      - iv. anaphylaxis
      - v. congenital heart disease
      - vi. chest wall injury
    - b. Presentation of Shock
      - i. cardiovascular
      - ii. skin signs
      - iii. CNS
      - iv. decreased fluid output
      - v. vital signs
    - c. Management
      - i. inline spinal stabilization, if indicated
      - ii. suction, as needed
      - iii. high oxygen concentration
      - iv. control bleeding
      - v. positioning
      - vi. maintain body temperature
      - vii. transport
  - 2. Geriatrics
    - a. Assessment
      - i. body system changes affecting presentation of shock
        - a) CNS
        - b) cardiovascular
        - c) respiratory
        - d) skin
        - e) renal
        - f) GI
      - ii. vital signs changes
        - a) CNS
        - b) hypoxia
      - iii. airway
        - a) decreased cough reflex
        - b) cervical arthritis
        - c) loose dentures
      - iv. breathing
        - a) higher resting respiratory rate
        - b) lower tidal volume
        - c) less elasticity/compliance of chest wall

- v. circulation
  - a) higher resting heart rate
  - b) irregular pulses
- vi. skin
  - a) dry, less elastic
  - b) cold
  - c) fever, not common
  - d) hot
- b. Management
  - i. inline spinal stabilization, if indicated
  - ii. suction, as needed
  - iii. high oxygen concentration
  - iv. control bleeding
  - v. positioning
  - vi. maintain body temperature
  - vii. transport

# Trauma

## Trauma Overview

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Identification and Categorization of Trauma Patients
  - A. Entry-level students need to be familiar with the National Trauma Triage Protocol
    - 1. Centers for Disease Control and Prevention. Guidelines for Field Triage of Injured Patients: Recommendations of the National Expert Panel on Field Triage. MMWR 2008;58 RR-1:1-35.
    - 2. <http://cdc.gov/fieldtriage> contains the National Trauma Triage Protocols and additional instructional materials.
- II. Pathophysiology of the Trauma Patient
  - A. Blunt Trauma
    - 1. Non-bleeding
    - 2. Multiple forces and conditions can cause blunt trauma
  - B. Penetrating Trauma -- high, medium, and low velocity
- II. Assessment of the Trauma Patient
  - A. Major Components of the Patient Assessment
    - 1. Standard precautions
    - 2. Scene size-up
    - 3. General impression
    - 4. Mechanism of injury
    - 5. Primary assessment
    - 6. Baseline vital signs
    - 7. History
    - 8. Secondary assessment
    - 9. Re-assessment
  - B. Mechanism of Injury (MOI)
    - 1. Significant MOI (including, but not limited to)
      - a. Multiple body systems injured
      - b. Vehicle Crashes with intrusion
      - c. Falls from heights
      - d. Pedestrian versus vehicle collision

- e. Motorcycle crashes
  - f. Death of a vehicle occupant in the same vehicle
- 2. Non-significant MOI (including, but not limited to)
  - a. Isolated trauma to a body part
  - b. Falls without loss of consciousness (adult and pediatric)
- 3. Pediatric considerations
  - a. Falls >10 feet without loss of consciousness
  - b. Falls <10 feet with loss of consciousness
  - c. Bicycle collision
  - d. Medium- to high-speed vehicle collision (>25 mph)
- 4. Re-evaluating the MOI
- 5. Special Considerations
  - a. Spinal precautions must be initiated soon as practical based on the MOI
  - b. When practical, roll the supine patient on their side to allow for an appropriate assessment of the posterior body
  - c. Consider the need for ALS backup for all patients who have sustained a significant MOI
- C. Primary Survey
  - 1. Airway
    - a. Clear airway; jaw thrust, suction
    - b. Protect airway
  - 2. Breathing
    - a. Assess ventilation
    - b. Administer high concentration oxygen
    - c. Check thorax and neck
      - i. deviated trachea
      - ii. tension pneumothorax
      - iii. chest wounds and chest wall motion
      - iv. sucking chest wound
      - v. neck and chest crepitation
      - vi. multiple broken ribs
      - vii. fractured sternum
    - d. Listen for breath sounds
  - e. Circulation
    - i. Apply pressure to sites of external bleeding
    - ii. Radial and carotid pulse locations, B/P determination
    - iii. Jugular venous distention
  - f. Hypovolemia
  - g. Disability
    - i. brief neurological exam
    - ii. pupil size and reactivity
    - iii. limb movement
    - iv. Glasgow Coma Scale

- h. Exposure
          - i. completely remove all clothes
          - ii. logroll as part of inspection
    - D. Secondary Assessment - Head-to-Toe Physical Exam
      - 1. Described in detail in Patient Assessment: Secondary Survey
    - E. Secondary Assessment
      - 1. Rapid Method
      - 2. Modified secondary assessment
    - F. Trauma Scoring
      - 1. Glasgow Coma Score
      - 2. Revised Trauma Score
  - III. Management of the Trauma Patient
    - A. Rapid Transport and Destination Issues
      - 1. Scene time
      - 2. Air versus ground
    - B. Destination Selection
    - C. Trauma System Components
      - 1. Hospital categorizations
      - 2. Levels and qualifications
    - D. Transport Considerations



# Trauma Bleeding

## EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.

## EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Pathophysiology
  - A. Type of Traumatic Bleeding
    - 1. Internal
    - 2. External
    - 3. Arterial
      - a. Bright red bleeding “spurting”
      - b. Difficult to control, due to size of vessels, volume of blood, and pressure that blood is pushed through arteries
      - c. As blood pressure drops, amount of spurting blood drops
    - 4. Venous
      - a. Darker red blood can vary from slow to severe stream, depending on size of vein
      - b. Can be difficult to control, but easier to control than arterial bleeds
      - c. Bleeding can be profuse and life-threatening
    - 5. Capillary – blood oozes from wound
      - a. Usually easy to control or stop without intervention
      - b. Clots spontaneously
  - B. Severity – Related to
    - 1. Volume of blood loss
    - 2. Rate of blood loss
    - 3. Age and pre-existing health of patient
  - C. Physiological Response to Bleeding
    - 1. Clotting and clotting disorders
    - 2. Factors that affect clotting
      - a. Movement of injured area
      - b. Body temperature
      - c. Medications
      - d. Removal of bandages
    - 3. Localized vasoconstriction

- II. General Assessment
  - A. Mechanism of Injury
  - B. Primary Survey
    - 1. Identify and manage life threats related to bleeding
    - 2. Mental status
  - C. Physical Exam
    - 1. Blood pressure is not a reliable indicator of early shock
    - 2. Lung sounds
    - 3. Peripheral perfusion
    - 4. Skin parameters
  - D. History – Pre-Existing Illnesses
  - E. Pediatric Considerations
    - 1. Vital sign variations
    - 2. Total fluid volume less than adults
  - F. Geriatric Considerations
- III. Management Strategies
  - A. Body Substance Isolation
  - B. Airway Patency – May be obstructed if unconscious
  - C. Oxygenation and Ventilation
    - 1. Pulse oximetry
    - 2. Apply oxygen
  - D. Internal and External Bleeding Control
    - 1. External bleeding
      - a. Direct pressure
        - i. application of even pressure to an open injury that includes the area just proximal and distal to the injury
        - ii. using a gloved hand and dressings, the wound is covered and firm pressure applied until bleeding is controlled
        - iii. usually effective in capillary and minor venous bleeding
        - iv. in cases of heavier bleeding or major wounds, multiple dressings may be necessary; do not remove existing dressings but apply additional dressings on top of existing dressings in cases of continuing hemorrhage
      - b. Splints
        - i. soft
        - ii. rigid
        - iii. traction splint
        - iv. pressure splints
      - c. Tourniquet – if severe bleeding is not controlled by direct pressure
      - d. Signs and symptoms – bleeding may not slow after much blood loss
        - i. some patients may be quiet and calm due to excessive blood loss
        - ii. the amount of blood at the scene does not always indicate the amount of blood loss; the patient may move

- iii. estimating the amount of blood loss by the size of a blood pool or the amount on clothing is not accurate
    - iv. assess for signs and symptoms of shock
  - 2. Internal bleeding
    - a. Definition/description
      - i. any bleeding in a cavity or space inside the body.
      - ii. internal bleeding can be severe and life threatening.
      - iii. may initially go undetected without proper assessment (mechanism of injury, signs, and symptoms)
    - b. Signs and symptoms
      - i. guarding, tenderness, deformity, discoloration of the affected area
      - ii. coughing up blood, blood in urine, rectal bleeding
      - iii. abdominal tenderness, guarding, rigidity, distention
      - iv. bleeding from a body orifice.
      - v. signs of shock
- E. Stabilize Body Temperature
- F. Psychological Support
- G. Transport Considerations
  - 1. Trauma center
  - 2. Aeromedical transport
  - 3. ALS mutual aid

# Trauma

## Chest Trauma

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Incidence of Chest Trauma
  - A. Morbidity
  - B. Mortality
- II. Mechanism of Injury for Chest Trauma
  - A. Blunt
  - B. Penetrating
  - C. Energy and Injury
- III. Anatomy of the Chest
  - A. Skin
  - B. Muscles
  - C. Bones
  - D. Trachea
  - E. Bronchi
  - F. Lungs
  - G. Vessels
  - H. Heart
  - I. Esophagus
  - J. Mediastinum
- IV. Physiology
  - A. Role of the Chest in Systemic Oxygenation
    - 1. Musculoskeletal structure
    - 2. Intercostal muscle
    - 3. Diaphragm
    - 4. Accessory muscle
    - 5. Changes in intrathoracic pressure

- B. Ventilation
  - 1. Gas exchange depends on
    - a. Normal inspiration
      - i. active process
      - ii. normal chest rise
      - iii. negative pressure in chest allows air to flow in
    - b. Normal expiration – passive process
  - 2. Chest wall movement – intact chest wall
  - 3. Minute volume – volume of air exchanged between lungs and environment per minute
- V. Pathophysiology of Chest Trauma
  - A. Impaired Cardiac Output Related to
    - 1. Trauma that affects the heart
      - a. Heart can't refill with blood
      - b. Blood return to the heart is blocked
    - 2. Blood loss (external and internal)
  - B. Impaired Ventilation
    - 1. Collapse of lung
    - 2. Multiple rib fractures
  - C. Impaired Gas Exchange
    - 1. Blood in lungs
    - 2. Bruising of lung tissue
- VI. General Assessment Findings
  - A. Vital Signs
    - 1. Blood pressure
    - 2. Pulse
      - a. Increases initially if hypoxia or shock
      - b. Decreases when patient near arrest from shock or hypoxia
    - 3. Respiratory rate and effort – respiratory distress
  - B. Skin – Color, Temperature, Moisture
  - C. Head, Neck, Chest, and Abdomen
    - 1. Jugular vein distension
    - 2. Paradoxical movement
  - D. Level of Consciousness
  - E. Medical History
    - 1. Medications
    - 2. Respiratory/cardiovascular diseases
  - F. Physical Exam
    - 1. Inspection
    - 2. Auscultation – breath sounds present or absent
    - 3. Palpation
  - G. Associated Injuries
  - H. Blunt Injury
  - I. Penetrating Injury

- VII. General Management
  - A. Airway and Ventilation
    - 1. Occlusion of open wounds
    - 2. Positive pressure ventilation – to support flail chest
  - B. Circulation
- VIII. Blunt Trauma or Closed Chest Injury
  - A. Closed Chest Injury
    - 1. Specific injuries
      - a. Rib fractures
      - b. Flail segment – stabilizing a flail is contraindicated
      - c. Sternal fracture – consider underlying injury
      - d. Clavicle fracture
      - e. Commotio Cordis
- IX. Open Chest Injury
  - A. Mechanism of Injury
    - 1. Penetrating injury from weapons
    - 2. Penetrating injury secondary to blunt chest wall trauma
    - 3. Specific injuries
      - a. Lung Injury
      - b. Air in pleural space causes lung to collapse (pneumothorax)
        - i. closed
        - ii. open (sucking chest wound)
      - c. Increasing amounts of air in space causing pressure on vessels and heart (tension pneumothorax)
      - d. Blood in chest due to injury (hemothorax)
      - e. Signs and symptoms of lung injury
        - i. oxygenation changes due to open chest injuries
        - ii. decreased or absent lung sounds due to open chest injuries
      - f. Assessment of lung injury – presence or absence of lung sounds
      - g. Management – apply non-porous (occlusive) dressing
      - h. Myocardial injury
        - i. Penetrating – effect on pumping action of the heart and blood loss with blood in the sac surrounding the heart restricting heart's ability to pump (pericardial tamponade)
      - j. Signs and symptoms of heart injury
        - i. irregular pulse
        - ii. chest pain
        - iii. hypo-perfusion
      - k. Assessment
      - l. Management
- X. Age-Related Variations for Pediatric and Geriatric Assessment and Management
  - A. Pediatric
  - B. Geriatric

# Trauma

## Abdominal and Genitourinary Trauma

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Incidence
  - A. Morbidity
  - B. Mortality
- II. Anatomy
  - A. Quadrants and Boundaries of the Abdomen
  - B. Surface Anatomy of the Abdomen
  - C. Intraperitoneal Structures
  - D. Retroperitoneal Structures
  - E. Reproductive Organs
- III. Physiology
  - A. Solid Organs
  - B. Hollow Organs
  - C. Vascular Structures
- IV. Specific Injuries
  - A. Closed Abdominal Trauma
    - 1. Mechanism of Injury
      - a. Compression
      - b. Deceleration
      - c. MVA
      - d. Motorcycle collisions
      - e. Pedestrian injuries
      - f. Falls
      - g. Assault
      - h. Blast injuries
    - 2. Signs and Symptoms
      - a. Pain
      - b. Guarding
      - c. Distention – rise in abdomen between pubis and xiphoid process

- d. Discoloration of abdominal wall
  - e. Tenderness – on movement
  - f. Lower rib fractures
  - g. May be overlooked in multi-system injuries
  - h. Suspicion based on mechanism of injury
- 3. Assessment
  - a. Inspection
  - b. Noting position of the patient
  - c. Noting pain with movement
  - d. Auscultation – little value
  - e. Blood loss through rectum or vomit
- 4. Management
  - a. Oxygen
  - b. Transport in position of comfort if indicated
  - c. Treat for shock – internal bleeding
- B. Penetrating/Open Abdominal Trauma
  - 1. Low-velocity penetration – knife wound, tear of abdominal wall, consider injury to underlying organ
  - 2. Medium velocity penetration – shot gun wound
  - 3. High velocity penetration – gunshot wound
  - 4. Signs and Symptoms of penetrating abdominal trauma
    - a. Bleeding
    - b. Puncture wounds – entrance and exits
    - c. Many signs and symptoms of closed abdominal wounds could also be present along with a puncture wound
  - 5. Assessment
    - a. Clothing removal
    - b. Inspection – look for exit wounds including posterior
    - c. Noting position of patient
  - 6. Management
    - a. Cover wounds
    - b. Use non-porous dressing if chest may be involved
    - c. Treat for shock
    - d. Oxygen
    - e. Transport decision
- C. Considerations in Abdominal Trauma
  - 1. Hollow organs injuries
    - a. Stomach
    - b. Small bowel
    - c. Large bowel
    - d. Gallbladders
    - e. Urinary bladder
    - f. Considerations of signs and symptoms of hollow organ injuries
      - i. pain – may be intense with open wounds to the stomach or small bowel
      - ii. infection – delayed complication which may be fatal
      - iii. air in peritoneal cavity



2. Solid organ injuries
  - a. Blood in the abdomen does not acutely produce abdominal pain
  - b. Abdominal pain from solid organ penetration or rupture is of slow onset
  - c. Liver
    - i. largest organ
    - ii. very vascular leading to hypo-perfusion
    - iii. injured with lower right rib fractures or penetrating trauma
  - d. Spleen
    - i. injured in auto crashes, falls, bicycle accidents, motorcycles
    - ii. injured with lower left rib fractures or penetrating trauma
    - iii. left shoulder pain
  - e. Pancreas – injury with penetrating trauma
  - f. Kidney
    - i. vascular
    - ii. blood in urine
  - g. Diaphragm
    - i. abnormal respiratory sounds
    - ii. shortness of breath
  - h. Retroperitoneal structures – the abdomen can hold a large volume of blood due to injuries of solid organs and major blood vessels

#### V. General Assessment

- A. High Index of Suspicion
- B. Pain With Abdominal Trauma Is Often Masked Due to Other Injuries
- C. Airway Patency
- D. External and Internal Hemorrhage – Monitor Vital Signs Closely With Suspicion
- E. Identification and Management of Life Threats
- F. Spinal Immobilization
- G. Physical Exam
  1. Inspection
  2. Auscultation
  3. Palpation
- H. Associated Trauma – Provide Emergency Staff With History of Events Causing Trauma
- I. Recognition and Prevention of Shock
- J. PASG for Pelvic Fracture Stabilization
- K. Transportation Decisions to Appropriate Facility

#### VI. General Management

- A. Scene Safety / Standard Precautions
- B. Airway Management
- C. Oxygenation and Ventilation
- D. Spinal Immobilization Considerations
- E. Control External Hemorrhage
- F. Identification of Life-Threatening Injury

- G. Application and Inflation of PASG for Pelvic Fracture Stabilization
  - H. Abdominal Trauma May Be Masked by Other Body System Trauma
  - I. Transportation to Appropriate Facility
    - 1. No transport decisions
    - 2. Transport to acute care facility
    - 3. Transport to trauma center
    - 4. ALS mutual aid
  - J. Communication and Documentation
- VII. Age-Related Variations for Pediatric and Geriatric Assessment and Management
- A. Pediatric
    - 1. Mechanism of injury as pedestrian
    - 2. Use of PASG (fracture stabilization)
  - B. Geriatric
- VIII. Special Considerations of Abdominal Trauma
- A. Sexual Assault
    - 1. Criminal implications and evidence management
    - 2. Patient confidentiality
    - 3. Treat wounds as other soft tissue injuries
  - B. Vaginal Bleeding Due to Trauma
    - 1. May be due to penetrating or blunt trauma
    - 2. Assess to determine pregnancy
    - 3. Apply sterile absorbent vaginal pad
    - 4. Determine mechanism of injury
    - 5. Do not insert gloved fingers for instruments in vagina

# Trauma

## Orthopedic Trauma

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Incidence
  - A. Morbidity/Mortality
    - 1. Upper extremity
    - 2. Lower extremity
  - B. Pediatric Considerations
  - C. Geriatric Considerations
  - D. Mechanism of Injury
    - 1. Direct force
    - 2. Indirect force
    - 3. Twisting force
- II. Anatomy
  - A. Skin Layers
  - B. Subcutaneous Layers
  - C. Extremity Structures
    - 1. Vascular structure
      - a. Venous
      - b. Arterial
    - 2. Muscles
    - 3. Bony structure
      - a. Scapula
      - b. Clavicle
      - c. Humerus
      - d. Radius
      - e. Ulna
      - f. Carpals
      - g. Metacarpals
      - h. Phalanges
      - i. Pelvis
        - i. ileum
        - ii. ischium

- iii. pubis
    - iv. acetabulum
  - j. Femur
    - i. greater trochanter
    - ii. lesser trochanter
  - k. Tibia
  - l. Fibula
  - m. Talus
  - n. Calcaneus
  - o. Tarsals
  - p. Metatarsals
  - q. Phalanges
- D. Axial Structures
  - 1. Skull
  - 2. Vertebral column
- E. Components of a Long Bone
  - 1. Head
  - 2. Shaft

### III. Physiology

- A. Function of Musculoskeletal System
  - 1. Support
    - a. Ligaments
    - b. Tendons
    - c. Cartilage
    - d. Joints
  - 2. Flexion
  - 3. Extension
  - 4. Rotation

### IV. Mechanism of Injury

- A. Upper Extremity
  - 1. Structures
    - a. Humerus
    - b. Radius
    - c. Ulna
    - d. Metacarpal
    - e. Carpal
    - f. Phalanges
    - g. Clavicle
    - h. Joints
  - 2. Direct
  - 3. Indirect
  - 4. Open – hemorrhage significance
  - 5. Closed – hemorrhage significance
  - 6. Sprains/strains
  - 7. Amputations

- B. Lower Extremity
  - 1. Direct
  - 2. Indirect
  - 3. Open
  - 4. Closed
  - 5. Structures
    - a. Pelvis
    - b. Femur
    - c. Tibia
    - d. Fibula
    - e. Talus
    - f. Calcaneus
    - g. Tarsals
    - h. Metatarsals
    - i. Phalanges
- V. Complications
  - A. Hemorrhage
  - B. Instability
  - C. Loss of Tissue
  - D. Contamination
  - E. Long-Term Disability
  - F. Interruption of Blood Supply
  - G. Pregnancy With Pelvic Fracture
- VI. Descriptions of Fractures
  - A. Greenstick
  - B. Oblique
  - C. Transverse
  - D. Comminuted
  - E. Spiral
- VII. Dislocations
  - A. Specific Injuries
    - 1. Acromio-clavicular
    - 2. Shoulder
    - 3. Elbow
    - 4. Wrist
    - 5. Metacarpal-phalanx
      - a. Hip
      - b. Posterior
      - c. Anterior
      - d. Associated with fracture
    - 6. Knee
      - a. Posterior
      - b. Anterior
      - c. Patella

- 7. Foot
    - 8. Hand
    - 9. Ankle
  - B. Management
    - 1. Scene safety/standard precautions
    - 2. Limb-threatening injury
    - 3. Splinting
- VIII. Sprains/Strains
  - A. Mechanism of Injury
  - B. Assessment
  - C. Management
- IX. Pelvic Fracture
  - A. Incidence
  - B. Mechanism of Injury
  - C. Signs and Symptoms
  - D. Assessment
  - E. Management – PASG (Pelvic Stabilization)
- X. General Assessment
  - A. Scene Safety/Standard Precautions
  - B. Mechanism of Injury
    - 1. Primary injury
    - 2. Secondary injury
  - C. Determine Life Threat
    - 1. Life threatening
    - 2. Limb threatening
  - D. Six P's of Assessment
    - 1. Pain
      - a. Palpation
      - b. Movement
    - 2. Pallor
    - 3. Paresthesia
    - 4. Pulses
    - 5. Paralysis
    - 6. Pressure
  - E. Physical Exam
  - F. Bleeding
    - 1. External
    - 2. Internal
  - G. Guarding/Self-Splinting
  - H. Associated Injuries

## XI. General Management

- A. Control Hemorrhage
  - 1. Internal
  - 2. External
    - a. Direct pressure
    - b. Tourniquet
    - c. Traction splint with fracture
- B. General Considerations for Immobilization/Splinting
  - 1. PASG for pelvic fracture
  - 2. Traction for femur fracture
  - 3. Neurologic exam before and after splinting
  - 4. Bandage/dress wounds before immobilization
  - 5. In position found
  - 6. Remove jewelry
  - 7. Above and below the joint for fractures
  - 8. Bones above and below for joints
  - 9. Complications of improper splinting
  - 10. Equipment needed for splinting
- C. Neurologic/Circulatory Examination
  - 1. Motor/sensory
  - 2. Distal pulses
  - 3. Capillary refill
  - 4. Color, temperature
- D. Pain Management
  - 1. Elevate
  - 2. Cold
  - 3. Immobilize injury
- E. Associated Injuries
- F. Transport to Appropriate Facility
- G. Appropriate Communication and Documentation

## XII. Specific Injuries

- A. Amputation
  - 1. Control bleeding of stump
    - a. Direct pressure
    - b. Tourniquet
  - 2. Locate and Transport Amputate; Management
    - a. Clean
    - b. Wrap in sterile, moist gauze and place in plastic bag
    - c. Place bag on crushed ice (do not freeze)
    - d. Transport with patient
    - e. Transport to appropriate resource hospital
- B. Sprains/Strains
  - 1. Description
    - a. Sprain
    - b. Strain

- 2. Difficult to differentiate from a fracture
    - 3. Manage as fracture
  - C. Pelvic
    - 1. Shock
    - 2. Immobilize on long spine board
    - 3. Apply PASG (pelvic stabilization)
  - D. Femur
    - 1. Traction splint
      - a. types
      - b. application
    - 2. Long spine board
    - 3. Assess for soft tissue, vascular, and nerve damage
  - E. Tibia/Fibula
    - 1. Pneumatic splint
    - 2. Long spine board splint
    - 3. Splint to opposite leg
  - F. Shoulder
    - 1. Sling
    - 2. Swathe
  - G. Knee
    - 1. Vascular and nerve damage
    - 2. No traction splint
  - H. Clavicle – Sling
  - I. Humerus
    - 1. Sling
    - 2. Swathe
  - J. Forearm
    - 1. Splint
    - 2. Elevate
- XIII. Types of Splints
- A. Rigid
  - B. Formable
  - C. Traction
  - D. Air
  - E. Vacuum
  - F. Pillow/Blanket
  - G. Short Spine Board
  - H. Long Spine Board
- XIV. Age-Related Variations for Pediatric and Geriatric Assessment and Management
- A. Pediatric
  - B. Geriatric – Osteoporosis (Decreased Bone Density) Increases the Likelihood of Fractures With Minimal Trauma



## XV. Sprains/Strains

### A. Pathophysiology

1. Review previous knowledge
2. Strain – muscle pull
  - a. Stretch, tear or rip of muscle itself
  - b. Produced by abnormal contraction
  - c. May range from minute separation to complete rupture
3. Sprain
  - a. Tearing of stabilizing connective tissue
  - b. Injury to ligaments, articular capsule, synovial membrane and tendons crossing the joint
  - c. Most vulnerable – ankles, knees, shoulders

### B. Special Assessment Findings

1. Review previous knowledge
2. Strains
  - a. Sound of a “snap” when muscle tears
  - b. Severe weakness of the muscle
  - c. Sharp pain immediately with occurrence
  - d. Extreme point tenderness
3. Sprains
  - a. Edema at joint
  - b. Sound of a “snap” with injury
  - c. Point tenderness

### C. Special Management Considerations

1. Review previous knowledge
2. Strains
  - a. Apply cold and pressure
  - b. Elastic wrap
  - c. Pain relief
  - d. Elevation of part
3. Sprains
  - a. Apply cold and pressure
  - b. Elevation
  - c. Elastic wrap to control swelling
  - d. Immobilization if needed
  - e. Pain management

# Trauma

## Soft Tissue Trauma

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Incidence of Soft Tissue Injury
  - A. Mortality
  - B. Morbidity
- II. Anatomy and Physiology of Soft Tissue Injury
  - A. Layers of the Skin
  - B. Function of the Skin
- III. Closed Soft Tissue Injury
  - A. Type of Injuries
    - 1. Contusion
    - 2. Hematoma
    - 3. Crush injuries
  - B. Signs and Symptoms
    - 1. Discoloration
    - 2. Swelling
    - 3. Pain
  - C. Assessment
    - 1. Mechanism of injury, suspect underlying organ trauma/injury
    - 2. Diffuse or generalized soft tissue trauma can be critical
    - 3. Pulse, movement, sensation distal to injury
  - D. Management
    - 1. Cold
    - 2. Splinting if necessary
- IV. Open Soft Tissue Injury
  - A. Type of Injuries
    - 1. Abrasions
    - 2. Lacerations and incisions
    - 3. Avulsions
    - 4. Bites

5. Impaled objects
  6. Amputations
  7. Blast injuries/High Pressure
  8. Penetrating/Punctures
  - B. Complications of Soft Tissue Injury
    1. Bleeding – shock
    2. Pain
    3. Infection
      - a. Mechanisms of infection
      - b. Risk factors
  - C. Signs and Symptoms of Open Soft Tissue Injuries
    1. Bleeding
    2. Shock
    3. Pain
    4. Hemorrhage
    5. Contaminated wounds
    6. Impaled objects
    7. Loss of extremity
    8. Entrance and exit wounds
    9. Flap of skin attached
- V. General Assessment
- A. Safety of Environment / Standard Precautions
  - B. Airway Patency
  - C. Respiratory Distress
  - D. Concepts of Open Wound Dressings/Bandaging
    1. Sterile
    2. Non-sterile
    3. Occlusive
    4. Non-occlusive
    5. Wet
    6. Dry
    7. Tourniquet
    8. Complications of dressings/bandages
  - E. Hemorrhage Control
    1. Pressure dressing
    2. Tourniquets
  - F. Associated Injuries
    1. Airway
    2. Face
    3. Neck trauma – increased bleeding
- VI. Management
- A. Airway Management
  - B. Control Hemorrhage – Dress/Bandage Open Wounds
  - C. Prevention of Shock

- D. Prevent Infection
  - E. Transport to the Appropriate Facility
  - F. Bites
    - 1. Control hemorrhage
    - 2. Bites often lead to serious infection
  - G. Avulsions
    - 1. Never remove skin flap regardless of size
    - 2. Complete avulsion often has serious infection concerns
    - 3. Place skin in anatomic position if flat avulsion
- VII. Incidence of Burn Injury
- A. Morbidity/Mortality
  - B. Risk Factors
- VIII. Anatomy and Physiology of Burns
- A. Types of Burns
    - 1. Thermal
      - a. Types
      - b. Severity related to
        - i. exposure time
        - ii. temperature
      - c. Enclosed space versus open
      - d. Scalds with unusual history patterns may be abuse
    - 2. Inhalation
      - a. Airway obstruction due to swelling may be very rapid
      - b. Carbon monoxide inhalation
      - c. Enclosed space vs. open space
    - 3. Chemical
      - a. Severity related to
        - i. type of chemical
        - ii. concentration of chemical
        - iii. duration of exposure
      - b. Solutions and powders are different
    - 4. Electrical
      - a. External burns may not indicate seriousness of burn
      - b. Entrance and exit wounds
      - c. May cause cardiac arrest
      - d. Lighting strikes may cause cardiac arrest
    - 5. Radiation
  - B. Depth Classification of Burns
    - 1. Superficial
    - 2. Partial-thickness
    - 3. Full-thickness
  - C. Body Surface Area of Burns
    - 1. Rule of nines
    - 2. Rule of ones (palm)

- D. Severity of Burns
  - 1. Minor
  - 2. Moderate
  - 3. Severe
- IX. Complications of Burn Injuries
  - A. Infection
  - B. Shock
  - C. Hypoxia
  - D. Airway Obstruction
  - E. Hypothermia
  - F. Hypovolemia
  - G. Complications of Circumferential Burns
- X. General Assessment of Burn Injuries
  - A. Scene Safety/Standard Precautions
    - 1. Identification of burn type
    - 2. Possibility of inhalation injury
  - B. Airway Patency
  - C. Respiratory Distress
  - D. Classification of Burn Depth
  - E. Percentage of Body Surface Area Burned
  - F. Severity
- XI. General Management
  - A. Stop the Burning
  - B. Airway Management
  - C. Respiratory Distress
    - 1. Administer high concentration oxygen
    - 2. Assist ventilation if indicated
    - 3. Position with head elevated if spine injury not suspected
  - D. Circulatory
  - E. Dry, Sterile, Non-Adherent Dressing
    - 1. After initial cooling of burn
    - 2. Moist dressing if burn less than ten percent body surface area
  - F. Remove Jewelry and Clothing
  - G. Treat Shock
  - H. Prevent Hypothermia
  - I. Transportation to Appropriate Facility
    - 1. ALS mutual aid
    - 2. Criteria for burn center
  - J. Pediatric Considerations
    - 1. Pediatric
      - a. Rule of nines
      - b. Increased risk of hypothermia
    - 2. Abuse
  - K. Geriatric Considerations

## XII. Specific Burn Injury Management Considerations

### A. Thermal

1. Complete general management
2. May be associated with an inhalation injury
3. Large burns may cause hypovolemia and hypothermia
4. Cool small burns or those remaining hot (patient who has just been rescued from fire)
5. Dry dressing help prevent infection and provide comfort
6. Time in contact with heat increases damage

### B. Inhalation

1. Complications are related to toxic chemicals within inhaled air
  - a. Carbon monoxide
  - b. Cyanide
  - c. Other toxic gasses
2. Edema of mucosa of airway can be rapid -- consider ALS backup if signs and symptoms of edema are present, such as:
  - a. Hoarseness
  - b. Singed nasal or facial hair
  - c. Burns of face
  - d. Carbon in sputum
3. Burns in enclosed spaces without ventilation cause inhalation injuries

### C. Chemical

1. Liquid chemicals – flush with water
2. Dry powder chemicals and need brushed off to remove chemicals
3. Chemical burns treatments can be specific to the burning agent and labels should be read
4. Burns at industrial sites may have experts available on scene

### D. Electrical

1. The type of electric current, amperage and volts, have effect on seriousness of burns
2. No patient should be touched while in contact with current
3. Sometimes electric current crosses the chest and causes cardiac arrest or arrhythmias
4. Many underlying injuries to organs and the nervous system may be present

### E. Radiation – radiation burns require special rescue techniques

## XIII. Age-Related Variations

### A. Pediatric

1. Percentage of surface area in a burn patient
2. Alteration in calculating the burned area

### B. Geriatrics

# Trauma

## Head, Facial, Neck, and Spine Trauma

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Introduction
  - A. Incidence
    - 1. Head/scalp
    - 2. Face injury
    - 3. Neck injury
  - B. Mechanisms of Head, Face, and Neck (Non-Spine) Injury
    - 1. Motor vehicle crashes
    - 2. Sports
    - 3. Falls
    - 4. Penetrating trauma
    - 5. Blunt trauma
  - C. Morbidity and Mortality
  - D. Associated Injuries
    - 1. Airway compromise
    - 2. Cervical spine injury
- II. Review of Anatomy and Physiology of the Head, Face, and Neck
  - A. Arteries
  - B. Veins
  - C. Nerves
  - D. Bones
    - 1. Nasal
    - 2. Zygoma/Zygomatic arch
    - 3. Orbital
    - 4. Maxilla
    - 5. Mandible
    - 6. Skull
  - E. Scalp
    - 1. Hair
    - 2. Subcutaneous tissue
    - 3. Muscle

- F. Mouth/Throat
    - 1. Airway
      - a. Oropharynx
      - b. Larynx
      - c. Trachea
      - d. Tongue
      - e. Teeth
  - G. Neck
    - 1. Blood vessels
      - a. Carotid arteries
      - b. Jugular veins
    - 2. Airway – trachea
    - 3. Gastrointestinal – esophagus
  - H. Eye
    - 1. Bony orbit
    - 2. Sclera
    - 3. Cornea
    - 4. Iris
    - 5. Pupil
    - 6. Lens
    - 7. Retina
    - 8. Optic nerve
- III. General Patient Assessment
- A. Scene Size-Up
  - B. Primary Survey
    - 1. Airway
    - 2. Ventilation and oxygenation
    - 3. Circulation
    - 4. Disability
      - a. Level of consciousness
      - b. Motor/sensory response
      - c. Pupils – anisocoria
    - 5. Expose
    - 6. Identify and manage life threats
- IV. Specific Injuries to Head, Face, and Neck
- A. Scalp
    - 1. Assessment
      - a. Open wounds
      - b. Closed wounds
      - c. Consider underlying injury
    - 2. Signs and Symptoms
      - a. Open wounds bleed heavily
      - b. Direct pressure is complicated with underlying skull injury



- c. Injuries above the ears may be more serious
    - d. Battle's sign is a delayed finding of basal skull fracture
  - 3. Management considerations
    - a. Apply pressure to control bleeding
    - b. Dressings and bandages should not close mouth
- B. Facial Injuries
  - 1. Types
    - a. Soft tissue injuries
    - b. Fractures of facial bones
    - c. Eye injuries
    - d. Oral/dental injuries
      - i. mandibular fractures
      - ii. maxillar fractures
      - iii. tooth avulsion
  - 2. Signs/symptoms
    - a. Soft tissue injuries are similar to others, but swelling may be more severe
    - b. Facial bones may fracture causing airway and ventilation obstruction
    - c. Eye injuries suffer soft tissue type injuries, abrasions, lacerations, punctures, chemical burns, etc.
    - d. Eye injuries may cause vision disturbances
    - e. Eyes injured with chemicals need flushing with copious amounts of water
    - f. Excessive pressure on the eye may "blow out" bones in the orbit
    - g. Nasal fractures may cause bleeding
    - h. Oral injuries may cause airway management complications
  - 3. Assessment considerations in facial and eye injuries
    - a. Inspection
      - i. open wounds
      - ii. swelling
      - iii. deformity of bones
      - iv. eye clarity without foreign objects
      - v. eye symmetry
      - vi. bone alignment in anatomical position
    - b. Palpation – facial bones
    - c. Eye examination
      - i. follows finger up, down, lateral
      - ii. can read regular print
      - iii. no blood visible in iris area
  - 4. Management considerations in facial and eye injuries
    - a. Maintain patent airway
    - b. Nasopharyngeal airways are contraindicated
    - c. May need frequent suctioning
    - d. Bring broken teeth to hospital with patient
    - e. Flush eyes contaminated with chemicals with copious amounts of water

- f. Control simple nose bleeds by pinching nostrils
  - g. Eye injuries require patching of both eyes
  - h. Stabilize impaled objects in the eye
  - i. Impaled objects in cheeks may be removed if bleeding obstructs the airway
  - j. Patients with these injuries may be more comfortable sitting up – if no risk of spinal injury
  - k. Bandaging should not occlude the mouth
- C. Neck Injuries (Non-Spinal)
  - 1. Types of Injuries
    - a. Open wounds
    - b. Blunt trauma
  - 2. Considerations in neck injuries
    - a. May have underlying spinal injury
    - b. Open wounds may bleed profusely and cause death
    - c. Airway passages may be obstructed
  - 3. Assessment considerations in neck injuries
    - a. Monitor airway throughout care
    - b. Patient may not be able to swallow with esophageal injury
    - c. Swelling may be related to air escape under the skin which can “crackle” with digital pressure
    - d. Larynx injuries will cause changes in voice sounds
    - e. Air may enter the circulatory system if there is penetrating injury to a large blood vessel in the neck
  - 4. Management considerations in neck injuries
    - a. Single digital pressure (gloves on) to control bleeding of carotid artery or jugular veins may be necessary
    - b. ALS intercept or air medical transport may be necessary in severe cases of airway compromise
    - c. Occlusive dressing for large vessel wounds (after bleeding controlled) – to prevent air entry into circulatory system
- D. Nasal Fractures
  - 1. Mechanism of Injury
    - a. Blunt
    - b. Penetrating
  - 2. Assessment – epistaxis
  - 3. Management
- E. Eye/Orbital
  - 1. Types of Vision
    - a. Central
    - b. Peripheral
  - 2. Types of Injury
    - a. Penetrating
      - i. abrasions – cornea
      - ii. foreign body
      - iii. lacerations – eyelid
    - b. Blunt

- c. Burns to cornea
      - i. acid
      - ii. alkali
      - iii. ultraviolet
    - d. Blast
    - e. Avulsions
  - 3. Assessment
  - 4. Management
    - a. Airway
    - b. Control bleeding
      - i. blunt injury
        - a) positioning
        - b) bandage
          - i) one/both
          - ii) no pressure
      - ii. penetrating
        - a) positioning
        - b) moist bandage
        - c) stabilize impaled object
        - d) patch both eyes
      - iii. burns
        - a) acid
        - b) alkali
    - c. Foreign Body
- F. Dental
  - 1. Mechanism of Injury
  - 2. Assessment
  - 3. Management – bring tooth with patient
- G. Laryngeal Injuries
  - 1. Definition
  - 2. Mechanism of Injury
    - a. Blunt
    - b. Penetrating – do not remove
  - 3. Signs/symptoms
  - 4. Assessment
    - a. Neck bruising, hematoma, or bleeding
    - b. Cyanotic, pale skin
    - c. Sputum in wound
    - d. Subcutaneous air
  - 5. Associated Injuries
    - a. Soft tissue and fascia
    - b. Cervical spine injury
  - 6. Management
    - a. Oxygenation and ventilation
    - b. Cervical immobilization (avoid rigid collars)
    - c. Stabilize impaled objects if not obstructing airway

## H. Head Injury

1. Definition
2. Mechanism of injury
  - a. Penetrating
  - b. Blunt
  - c. Open
  - d. Closed
3. Signs/symptoms of fractures and other injuries
  - a. Cerebral spinal fluid – clear drainage from ears or nose
  - b. Discoloration around eyes
  - c. Discoloration around ears
  - d. Skull deformity
  - e. Decreased mentation
  - f. Irregular breathing pattern
  - g. Unequal pupils
  - h. Nausea and/or vomiting
  - i. Seizure activity
  - j. Elevated blood pressure
  - k. Slow heart rate
4. Assessment
  - a. Airway patency
  - b. Ventilation
  - c. Vital signs
  - d. Pupils
  - e. Neurological exam
5. Associated injuries
6. Management
  - a. Standard precautions
  - b. Manage airway
  - c. Administer oxygen
  - d. Assist ventilation if indicated
  - e. Immobilize spine
  - f. Shock prevention
    - i. control bleeding
    - ii. body positioning

## I. Brain Injury

1. Definition
2. Signs/Symptoms
3. Mechanism of Injury
  - a. Penetrating
  - b. Blunt
4. Pathophysiology of head/brain injury
  - a. Increased intracranial pressure (ICP)
  - b. Direct or indirect injury
    - i. edema
    - ii. bleeding
    - iii. hypotension

5. Types of Injury
  - a. Intracranial hematoma
    - i. epidural
      - a) signs/symptoms
      - b) assessment
      - c) management
    - ii. subdural
      - a) signs/symptoms
      - b) assessment
      - c) management
    - iii. intracerebral
      - a) signs/symptoms
      - b) assessment
      - c) management
    - iv. subarachnoid
      - a) signs/symptoms
      - b) assessment
      - c) management
  - b. Concussion
    - i. signs/symptoms
      - a) delayed motor and verbal responses
      - b) inability to focus attention
      - c) lack of coordination
      - d) disorientation
      - e) inappropriate emotional responses
      - f) memory deficit
      - g) inability to recall simple concepts, words
      - h) nausea/vomiting
      - i) headache
    - ii. assessment
    - iii. management
6. Assessment
  - a. Cerebral cortices
  - b. Hypothalamus – vomiting
  - c. Brain Stem
    - i. vagus nerve pressure – bradycardia
    - ii. respiratory centers
    - iii. posturing
    - iv. seizures
  - d. Indicators of increasing ICP
    - i. decreased level of consciousness
    - ii. increased blood pressure and slowing pulse rate
    - iii. pupils still reactive
    - iv. Cheyne Stokes respirations
    - v. initially localize to painful stimuli
    - vi. all effects reversible at this stage

- vii. middle brain stem involved
      - a) wide pulse pressure and bradycardia
      - b) pupils nonreactive or sluggish
      - c) central neurogenic hyperventilation
      - d) extension
    - viii. lower portion of brain stem involved/medulla
      - a) pupil blown – same side as injury
      - b) ataxic respirations
      - c) flaccid response to painful stimuli
      - d) pulse rate
      - e) diminished blood pressure
    - ix. Cushing's phenomenon
  - e. Glasgow coma scale
    - i. head injury classified according to score
      - a) mild – 13-15
      - b) moderate – 8-12
      - c) severe – <8
    - f. Vital signs
    - g. Bilateral pupil size and reaction – fixed and dilated
    - h. History of unconsciousness or amnesia of event
    - i. Hypotension
    - j. Hypoxemia
    - k. Pediatric considerations – pre-verbal Glasgow coma scale
    - l. Geriatric considerations
- 7. Management
  - a. Suspect cervical spine injury based on mechanism of injury at scene assessment
    - i. management of a patient wearing a helmet – consideration for removal of helmet
    - ii. types of helmets
  - b. Secure airway if patient cannot maintain an adequate airway
  - c. Administer oxygen
  - d. Assist ventilation if indicated
  - e. Control external bleeding
  - f. Disability – repeated assessment crucial
  - g. Position – elevate head of backboard 30 degrees
  - h. Transport considerations
    - i. identify need for rapid intervention and transportation
    - ii. trauma center
    - iii. use of lights and sirens
  - i. Psychological support
  - j. Effective communication and appropriate documentation

## V. Age-Related Variations

- A. Pediatric -- modifications for Glasgow coma scale
- B. Geriatric

# Trauma

## Nervous System Trauma

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Incidence
  - A. Morbidity
  - B. Mortality
- II. Anatomy and Physiology of the Brain and Spine
  - A. Spine
    - 1. Spinous process
    - 2. Cervical
    - 3. Thoracic
    - 4. Lumbar
    - 5. Spinal Fluid
  - B. Spinal Cord
  - C. Brain
    - 1. Skull
    - 2. Meninges
      - a. Dura mater
      - b. Arachnoid mater
      - c. Pia mater
    - 3. Gray matter – composed of nerve cells
    - 4. White matter – covered nerve pathways that conduct messages of the brain
    - 5. Brain stem – center for involuntary functions, temperature regulation, respiratory and heart rate, nerve function transmissions
    - 6. Cerebrum – main part of brain, divided into two hemispheres, with four lobes
    - 7. Cerebellum – center for equilibrium and coordination
    - 8. Meninges – coverings of the brain
    - 9. Cerebral spinal fluid
  - D. Types of Skull Fractures
    - 1. Basal
    - 2. Compressed

3. Open
4. Linear
- E. Types of Brain injuries
  1. Concussion – temporary disruption to brain without injury due to closed trauma
  2. Contusion – bruise of brain matter, may be diffuse or localized to one area
  3. Cerebral laceration
  4. Space occupying lesions
    - a. Epidural bleed – typically arterial with high emergent risk
    - b. Subdural – typically venous, may be acute or chronic
  5. Penetrating wounds

### III. General Assessment Considerations for Brain Trauma Patients

- A. Airway and Ventilation
  1. Maintain airway
  2. Assess for adequate ventilation
- B. Mechanism of Injury
  1. Consider the potential for blunt head trauma based on mechanism of injury
  2. Assess the need to remove the helmet with proper spinal considerations if airway compromise or bleeding under the helmet is present
- C. Spinal Immobilization
  1. In patients with head injuries with altered mental status
  2. Mechanism of injury that suggests the possibility of trauma to the spine
- D. Respiratory Status -- brain injuries can cause irregular breathing patterns due to injuries affecting the brain stem
- E. Complete a Neurological Exam
  1. Appearance and behavior
    - a. Alert
    - b. Responds to verbal stimuli
    - c. Responds to painful stimuli
    - d. Unresponsive
  2. Observe posture and motor behavior – appropriate movement
  3. Facial expression
  4. Speech and language
  5. Thoughts and perceptions
    - a. Logical
    - b. Ability to make decisions
  6. Memory and attention
    - a. Assess orientation
      - i. person
      - ii. place
      - iii. time
      - iv. purpose
    - b. Knowledge of recent events



7. Pupils
    - a. Equal
    - b. React to light
  8. Vital signs
    - a. Blood pressure
      - i. systolic pressure increase
      - ii. hypotension is associated with poorer outcomes in head injured patients
    - b. Pulse rate – may be slower than normal if severe head injury
  - F. Management Considerations With Brain Trauma
    1. Maintain airway throughout care
    2. Administer oxygen by non-rebreather mask – maintain oxygen saturation >90 percent at all times
    3. Nasopharyngeal airways should not be used
    4. Assist ventilation if indicated – avoid hyperventilation; except in specific circumstances
  - G. Transport Considerations
    1. Head trauma patients with impaired airway or ventilation, open wounds, abnormal vital signs, or who do not respond to painful stimuli may need rapid extrication
    2. Head trauma patients must be transported to appropriate trauma centers
    3. Head trauma patients may deteriorate rapidly and may need air medical transport
    4. Adequate airway, ventilation, and oxygenation are critical to the outcome of head trauma patients
    5. Head trauma patients frequently vomit – keep suction available
    6. Head trauma patient frequently have seizures
  - H. Refer to Brain Injury Foundation Guidelines
- IV. Age-Related Variations for Pediatric and Geriatric Assessment and Management of Brain Injury
- A. Pediatric
  - B. Geriatric
- V. Spinal Cord Injuries
- A. Types of Associated Spinal Injuries
    1. Fractures
    2. Dislocations
    3. Open wounds
    4. Flexion
    5. Extension
  - B. General Assessment Considerations in Spinal Trauma
    1. Often present with other injuries
      - a. Head trauma
      - b. Penetrating trauma
        - i. anterior
        - ii. posterior

- c. Direct blunt trauma
    - d. Falls or diving injuries
    - e. Car crashes and multi-system trauma
    - f. Rapid deceleration injuries
  - 2. Neurological examination considerations
    - a. Movement of extremities
      - i. absent or weak
      - ii. note level of impairment
    - b. Respiratory ability
      - i. chest wall movement
      - ii. abdominal Excursion
    - c. Sensation
      - i. present throughout body
      - ii. absent – note the specific level of impairment
      - iii. altered sensation distal to injury – jingling, numbness, “electric shocks”
    - d. Pain and tenderness present at site
    - e. Vital signs
      - i. Hypotension may be present with cervical or high thoracic spine injuries;
      - ii. Heart rate may be slow or fail to increase in response to hypotension
    - f. Other signs or symptoms associated with spinal cord trauma
      - i. priapism
      - ii. inability to maintain body temperature
      - iii. loss of bowel or bladder control
  - 3. History for patient with suspected spinal trauma
- C. General Management Considerations With Spinal Trauma
  - 1. Manual immobilization of spine when airway opened
  - 2. Immobilization principles
  - 3. Log-roll patient with suspected spinal trauma to move or examine back
  - 4. Cervical collars
    - a. Rigid
    - b. Proper size
  - 5. Seated patient spinal immobilization
  - 6. Standing patient spinal immobilization
  - 7. Lifting and moving patient with suspected spinal injury
  - 8. Rapid moves for patient with suspected spinal injury
  - 9. Helmet removal if present with airway complications
  - 10. Consideration for pneumatic antishock garment use

## VI. Age-Related Variations for Pediatric and Geriatric Assessment and Management of Spinal Injury

- A. Pediatric
  - 1. Head size and anatomical positioning during immobilization
  - 2. Use of child safety seats

- B. Geriatric
  - 1. Unusual spinal anatomy due to aging
  - 2. Special modifications of spinal immobilization techniques

# Trauma

## Special Considerations in Trauma

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Trauma in Pregnancy
  - A. Special Unique Considerations for Pregnant Patient Involved in Trauma
    - 1. Mechanism of injury
      - a. Pregnant patients can sustain all types of trauma
      - b. Susceptible to falls and physical abuse
    - 2. Fetal considerations – trauma to an expectant mother can have effects on fetal health
  - B. Special Anatomy, Physiology, and Pathophysiology Considerations
    - 1. Cardiovascular
      - a. Increase to total vascular volume
      - b. Increase in maternal heart rate in third trimester
      - c. Shock in a third trimester patient may be difficult to detect
      - d. Third trimester fetus size can affect venous return in patients lying flat on their backs
      - e. Decreased gastrointestinal motility increases risk of vomiting and aspiration after trauma
  - C. Unique Types of Injuries and Conditions of Concern for Pregnant Patients Involved in Trauma
    - 1. Fetal distress due to hypoxia or hypovolemia/shock
    - 2. Separation of the placenta from the uterine wall
      - a. Abdominal pain
      - b. Vaginal bleeding often present
      - c. High risk of fetal death
    - 3. Fetal injury from penetrating trauma
    - 4. Seat belts
    - 5. Cardiac arrest due to trauma
  - D. Unique Assessment Considerations for Pregnant Patients Involved in Trauma
    - 1. Two patients to consider
      - a. Mother
        - i. immobilize and tilt the long spine board to the left if spinal injury is suspected

- ii. internal blood loss is difficult to assess as signs of shock are masked
      - iii. vaginal exam may be present
      - iv. increased risk of aspiration from decreased gastrointestinal motility
    - b. Fetus
      - i. size of fetus is important (number of weeks pregnant)
      - ii. difficult to assess so treat mother aggressively if severe trauma
- E. Unique Management Considerations for the Pregnant Patients Involved in Trauma
  - 1. Airway, ventilation, and oxygenation
    - a. Anticipate vomiting – have suction available
    - b. Assure bilateral breath sounds are present
    - c. Keep oxygenation levels high (100%) – administer oxygen by non-rebreather mask
    - d. Assist ventilation if inadequate
  - 2. Circulation
  - 3. Transport considerations
    - a. Transport on left side
    - b. Major trauma may need ALS intercept or air medical resources
    - c. Trauma centers – inform them that pregnant patient is involved in the trauma

## II. Trauma in the Pediatric Patient

- A. Special Unique Considerations for Pediatric Patient Involved in Trauma
  - 1. Vehicle crashes
  - 2. Pedestrian versus vehicle collisions
  - 3. Drowning
  - 4. Burns
  - 5. Falls
  - 6. Penetrating trauma
- B. Unique Anatomy, Physiology, and Pathophysiology Considerations of Injured Pediatric Patients
  - 1. Heavy head with weak neck muscles in children increases risk of cervical spine injury
  - 2. Chest wall flexibility produces flail chest
- C. Unique Assessment Considerations for a Pediatric Patient Who Has Sustained Trauma
  - 1. Pediatric assessment triangle
    - a. Appearance
    - b. Work of breathing
    - c. Circulation
  - 2. Airway, ventilation, oxygenation
    - a. Respiratory rates vary by age
    - b. Accessory muscle use more prominent during respiratory distress
  - 3. Vital signs
    - a. Assess brachial pulse in infants

- b. Pulse rates vary by age
  - c. Slow pulse rate indicates hypoxia
  - d. Blood pressure for age 3 or younger unreliable
  - e. Blood pressure varies by age
  - f. Normal blood pressure may be present in compensated shock
- D. Unique Management Considerations for Pediatric Patients Involved in Trauma
  - 1. Manage hypovolemia and shock as for adults
  - 2. Shaken baby syndrome may cause brain trauma
  - 3. Prevent hypothermia in shock
  - 4. Transport to appropriate facility
  - 5. Pad beneath child from shoulders to hips during cervical immobilization to prevent flexion of the neck
  - 6. Ventilate bradycardic pediatric patient

### III. Trauma in the Elderly Patient

- A. Special Considerations for Geriatric Patients Involved in Trauma
  - 1. Vehicle crashes
  - 2. Pedestrian versus vehicle collisions
  - 3. Fall
  - 4. Burns
  - 5. Penetrating trauma
  - 6. Elder abuse
- B. Unique Anatomy, Physiology, and Pathophysiology Considerations of Injured Geriatric Patients
  - 1. Changes in pulmonary, cardiovascular, neurologic, and musculoskeletal systems make older patients susceptible to trauma
  - 2. Circulation changes lead to inability to maintain normal vital signs during hemorrhage, blood pressure drops sooner
  - 3. Multiple medications are more common and may affect
    - a. Assessment, especially vital signs
    - b. Blood clotting
  - 4. Brain shrinks leading to higher risk of cerebral bleeding following head trauma
  - 5. Skeletal changes cause curvature of the upper spine that may require padding during spinal immobilization
  - 6. Loss of strength, sensory impairment, and medical illness increase risk of falls
- C. Unique Assessment Considerations for Injured Geriatric Patients
  - 1. Airway
    - a. Dentures may cause airway obstruction
    - b. May have decrease in cough reflex so suctioning is important
    - c. Curvature of the spine may require padding to keep patient supine
  - 2. Breathing
    - a. Use pulse oximetry to monitor oxygenation
    - b. Minor chest trauma can cause lung injury
  - 3. Circulation

- D. Unique Management Considerations for Injured Geriatric Patients
  - 1. Suctioning is important in elderly due to decrease cough reflex
  - 2. Decrease muscle size in the abdomen may mask abdominal trauma
  - 3. Prevent hypothermia
  - 4. Broken bones are common – traction splints are not used to treat hip fractures
  - 5. Falls leading to trauma must be investigated as to the reason for the fall
- IV. Trauma in the Cognitively Impaired Patient
  - A. Unique Considerations for Injured Cognitively Impaired Patients
    - 1. Types of cognitive impairment
      - a. Alzheimer's disease
      - b. Vascular dementia
      - c. Down's syndrome
      - d. Autistic disorders
      - e. Brain injury
      - f. Stroke
    - 2. Mechanism of injury – cognitively impaired patients are more susceptible to trauma
  - B. Unique Anatomy, Physiology, and Pathophysiology Considerations for Injured Cognitively Impaired Patients
    - 1. Sensory loss related to aging and disease may increase risk of injury and alter the patient's response to injury
    - 2. Musculoskeletal strength due to aging or impairment
    - 3. Memory loss with Alzheimer's disease will alter patient assessment
    - 4. Cardiovascular changes with dementia
  - C. Unique Assessment Consideration for Cognitive Impaired Patients Involved in Trauma
    - 1. Poor historians of past medical history or events of trauma
    - 2. Pain perception may be altered
    - 3. Psychological implications of trauma may be different
    - 4. Patient may be bed ridden or under nursing home care
  - D. Unique Management Consideration for Cognitively Impaired Patients Involved in Trauma
    - 1. Cognitively impaired patient special care
    - 2. Involve usual care givers in emergency treatment

# Trauma

## Environmental Emergencies

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Submersion Incidents
  - A. Drowning
    - 1. Definition
    - 2. Incidence
    - 3. Predictors of morbidity and mortality
  - B. Types
    - 1. Fresh water
    - 2. Salt water
  - C. Pathophysiology
    - 1. Little difference in patient lungs regardless of what type of water submersion occurred
    - 2. Submersion in cold water results in better survival than warm water
    - 3. Age is a factor due to cardiovascular health
    - 4. Duration under water effects outcome
    - 5. Submersion in very cold water can produce cardiac disturbances
    - 6. Hypoxia from submersion is major factor in death
    - 7. Diving in shallow water can cause spinal trauma
    - 8. Prolonged hypoxia causes death of brain tissue
  - D. Unique Signs and Symptoms
    - 1. Airway – obstructed with water immediately after rescue
    - 2. Breathing
      - a. May be coughing if early rescue
      - b. Agonal breaths if prolonged submersion
      - c. Respiratory arrest if very prolonged submersion
    - 3. Circulation
      - a. May be in cardiac arrest
      - b. Skin is cyanotic
      - c. Skin may be cold
  - E. Assessment Considerations
    - 1. Airway, ventilation, and oxygenation
      - a. Oxygen saturation may be difficult to obtain if patient is cold



- b. Use spinal precautions when opening airway to assess if risk of spinal trauma is possible
      - c. Auscultate breath sounds
    - 2. Assess for presence of other injuries
    - 3. Obtain past medical history
  - F. Management Considerations
    - 1. Airway, ventilation, and oxygenation
      - a. Suction and maintain open airway
        - i. anticipate vomiting
        - ii. position lateral recumbent if no risk of spinal injury
      - b. Ventilate with bag-mask if impaired ventilation or respiratory arrest
      - c. Administer oxygen by non-rebreather mask if breathing is adequate
    - 2. Circulation
      - a. If cardiac arrest is present, refer to current American Heart Association guidelines
      - b. Defibrillate with AED if indicated (refer to current American Heart Association guidelines)
    - 3. Transport Considerations
      - a. Transport to appropriate facility
      - b. All patients who had submersion injury with any report of signs and symptoms during or after submersion need transport to the hospital

## II. Temperature-Related Illness

- A. Incidents
  - 1. Temperature-related illness
    - a. Cold-related illness
    - b. Heat-related illness
  - 2. How the body loses heat
    - a. Conduction
    - b. Convection
    - c. Radiation
    - d. Evaporation
    - e. Respiration
  - 3. Type of temperature-related illness
    - a. Generalized cold injury (hypothermia)
    - b. Localized cold injury
    - c. Generalized heat injury – may affect full body or muscle groups
- B. Pathophysiology
  - 1. Cold-related injuries
    - a. Low environmental temperatures generalized exposure
      - i. factors that contribute to risk of cold injury
        - a) clothing of the patient
        - b) age
        - c) time of exposure

- d) alcohol or other medication ingestion
      - e) suicide
      - f) activity level of the victim
      - g) pre-existing injury or illness
    - ii. environment factors that contribute to risk of cold injury
      - a) ambient temperature
      - b) wind speed
      - c) moisture
  - b. Local cold exposure
    - i. local exposure of body appendage to cold – ears, fingers, and toes very susceptible
    - ii. ice crystals form
    - iii. impairs local blood flow
    - iv. temporary or permanent tissue damage – may lead to amputation
2. Heat-related illness
- a. Environmental factors that contribute to risk of heat-related illness
    - i. ambient temperature
    - ii. humidity
  - b. Patient factors that contribute to risk of heat injury
    - i. no acclimation to heat
    - ii. medical illness or injury
    - iii. age
    - iv. exertion
    - v. alcohol or other medication use
  - c. Patient with moist, pale, cool skin – excessive fluid and salt loss
  - d. Patient with hot, dry skin
    - i. true emergency
    - ii. seen on hot, humid days in patients with fluid and salt loss
    - iii. body unable to regulate temperature
  - e. Patient with hot, moist skin
    - i. true emergency
    - ii. seen when extreme exertion exceeds the body's ability to regulate temperature

C. Signs and Symptoms

- 1. Cold-related illness – (generalized) hypothermia
  - a. Decreased level of consciousness
  - b. Impaired motor function
    - i. rigidity
    - ii. altered balance
  - c. Shivering
    - i. muscle contractions help to increase body temperature
    - ii. temperature will drop quickly when shivering stops
  - d. Slow pulse and breathing in later stages
  - e. Cool abdominal skin below clothing
  - f. Extreme hypothermia
    - i. cardiac insufficiency

- ii. may have no palpable pulse
    - iii. cardiac arrest
  - 2. Cold-related illness (localized)
    - a. Frozen extremity
    - b. Loss of color
    - c. Loss of movement
    - d. Pain
  - 3. Heat-related illness (moist, pale skin)
    - a. Muscle cramps
    - b. Change in level of consciousness, dizziness
    - c. Weakness
    - d. Weak, rapid pulse
    - e. Nausea and vomiting
    - f. Apply pulse oximetry
  - 4. Heat-related illness (hot skin)
    - a. Little or no perspiration – in exertional heat stroke the skin may be sweaty and hot
    - b. Loss of consciousness
    - c. Rapid breathing
    - d. Rapid pulse
    - e. Seizures
- D. Management Considerations
  - 1. Cold-related illness – (generalized) hypothermia
    - a. Move the patient from the cold environment
    - b. Remove any wet clothing
    - c. Administer oxygen – warmed and humidified if available
    - d. Cover with warm blankets
    - e. Rewarm with hot packs in groin, arm pits – use caution to avoid burns
    - f. Provide warm clear liquids if conscious and not vomiting
    - g. Rewarm slowly
    - h. Transport
    - i. Passive rewarming is best delivered at the appropriate facility
    - j. Handle gently to decrease risk of ventricular fibrillation
    - k. If unconscious and in cardiac arrest follow AHA recommendations for CPR
  - 2. Cold-related illness (localized)
    - a. Move patient out of cold environment
    - b. Administer oxygen
    - c. Consider active rewarming if no chance of re-injury
      - i. immerse part in tepid (100 – 105 degrees Fahrenheit) water
      - ii. after rewarming, apply sterile dressings
      - iii. keep patient warm
      - iv. transport as soon as possible
  - 3. Heat-related illness, with moist, pale, cool skin
    - a. Remove from hot environment
    - b. Administer oxygen

- c. Remove clothing
- d. Splash the patient with cool water
- 4. Heat-related illness with hot skin
  - a. Remove patient from hot environment
  - b. Administer high concentration oxygen
  - c. Assist ventilation if inadequate
  - d. Cool packs to armpits, groin, neck
  - e. Transport immediately
  - f. This is true emergency

### III. Bites and Envenomations

- A. Injuries of Concern
  - 1. Spider bites
  - 2. Snake bites
  - 3. Hymenoptera (bees, wasps, ants, yellow jackets)
- B. Pathophysiology of Bites and Envenomations
  - 1. Spider bites (black widow) -- inject neurotoxins
  - 2. Snake bites -- rattlesnake is most common in United States
    - a. toxins affect blood and nervous system both at the bite site and systemically
    - b. patient age and size cause different effects
    - c. amount of toxin injected is related to toxicity (often none at all)
    - d. initial 6-8 hours of care is essential
  - 3. Hymenoptera
    - a. Cause allergic reactions in sensitized (allergic) people
    - b. May lead to anaphylactic response
- C. Signs and Symptoms
  - 1. Spider bite (black widow)
    - a. Localized swelling initially
    - b. Chest or abdominal pain depending on bite site
    - c. Dangerous in children, may be fatal
  - 2. Rattlesnake bite
    - a. Time of bite to care is important
    - b. Pain at site
    - c. Progressive weakness
    - d. Nausea and vomiting
    - e. Seizures
    - f. Vision problems
    - g. Changes in level of consciousness
  - 3. Bee, wasp, and other stings
    - a. Pain at site
    - b. Swelling
    - c. Signs of allergic reaction
    - d. Signs of anaphylaxis
- D. Unique Management Considers of Bites and Stings
  - 1. Spider bite (black widow)
    - a. Ice pack to area of bite

- b. Clean wound with soap and water
    - c. Transport immediately with supportive care
  - 2. Rattlesnake bite
    - a. Note time of bite to transport
    - b. Slow venous return
    - c. Keep patient calm
    - d. Immobilize extremity
    - e. Position extremity
    - f. Clean bite site with soap and water
    - g. Identify snake if possible
  - 3. Bees, wasps, and other stings
    - a. Remove stinger or venom sac
    - b. If anaphylaxis develops follow protocol

#### IV. Diving Emergencies (Dysbarism)

- A. Mechanism of Injury
  - 1. SCUBA diving at greater depths for long periods of time
  - 2. Repeated dives at depth on the same day
- B. Pathophysiology
  - 1. Diver remains at depth too long
  - 2. Compressed air in blood at depth expands upon ascent, turning into bubbles in blood which obstruct blood flow
- C. Signs and Symptoms
  - 1. Occur after the patient raises to the surface too fast following dive at depths
  - 2. Cyanosis
  - 3. Cough
  - 4. Respiratory distress
  - 5. Pain in joints
- D. Unique Management Considerations
  - 1. Administer high-concentration oxygen
  - 2. Transport rapidly for recompression therapy at the appropriate facility

#### V. Electrical

- A. Electrical
  - 1. Skin wounds may not indicate seriousness of burn
  - 2. Entrance and exit wounds
  - 3. May cause cardiac arrest
  - 4. Lightning strikes may cause cardiac arrest

#### VI. Radiation

#### VII. Age-Related Variations for Pediatric and Geriatric Assessment and Management

# Trauma

## Multi-System Trauma

### EMT Education Standard

Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Kinematics of Trauma
  - A. Definition
    - 1. Looking at a trauma scene and attempting to predict what injuries might have resulted based on an evaluation of the motion involved
    - 2. Kinetic energy – function of weight of an item and its speed – speed is the most important variable
    - 3. Blunt trauma
      - a. Objects collide during crashes
        - i. car with object
        - ii. patient with part of car
        - iii. organs collide inside body
      - b. Unbelted drivers and front seat passengers suffer multi-system trauma due to multiple collisions of the body and organs
      - c. Direction of the force has impact on type of injury
        - i. frontal impacts
        - ii. rear impacts
        - iii. side impacts
        - iv. rotational impacts
        - v. rollovers
    - 4. Deceleration Injuries
    - 5. Penetrating Trauma
      - a. Damage is influenced by
        - i. distance from shooter
        - ii. size of bullet
        - iii. fragmentation
        - iv. cavitation
        - v. velocity of weapon
      - b. Energy levels have effect
        - i. low energy (stabblings)
        - ii. medium energy (handguns, some rifles)
        - iii. high energy (military weapons)

- c. Signs and symptoms will vary according to the organ struck
  - i. head
  - ii. chest
  - iii. abdomen
  - iv. extremities

## II. Multi-System Trauma

### A. Definition

1. Almost all trauma affects more than one system
2. Typically a patient considered to have “multi-system trauma” has more than one major system or organ involved
  - a. Head and spinal trauma
  - b. Chest and abdominal trauma
  - c. Chest and multiple extremity trauma
3. Multi-system trauma treatment involves a team of physicians to treat the patient. This may include specialists such as neurosurgeons, thoracic surgeons, and orthopedic surgeons
4. Multi-system trauma has a high level of morbidity and mortality

### B. The Golden Principles of Out-of-Hospital Trauma Care

1. Safety of rescue personnel and patient
2. Determination of additional resources
3. Kinematics
  - a. Mechanism of injury
  - b. High index of suspicion
4. Identify and manage life threats
5. Airway management while maintaining cervical spinal immobilization
6. Support ventilation and oxygenation – oxygen saturation greater than 95 percent
7. Control external hemorrhage
8. Basic shock therapy
  - a. Maintain normal body temperature
  - b. Splint musculoskeletal injuries
9. Maintain spinal immobilization on long spine board
  - a. Standing patients
  - b. Sitting patients
  - c. Rapid transport considerations
  - d. Prone patients
  - e. Supine patients
10. Transportation considerations
  - a. Golden period
  - b. Closest appropriate facility
  - c. ‘Platinum 10 Minutes’
11. Obtain medical history
12. Secondary survey after treatment of life threats

### C. Critical Thinking in Multi-System Trauma Care

1. Airway, ventilation, and oxygenation are key elements to success
  - a. Airway must be opened and clear throughout care

- b. Adequate ventilation must occur – patients with low minute volume need assisted ventilation
    - c. Administration of high concentrations of oxygen
  - 2. Oxygenation cannot occur when patients are bleeding profusely
    - a. Stop arterial bleeding rapidly
    - b. Consider use of tourniquets if severe extremity bleeding cannot be controlled with direct pressure
  - 3. Sequence of treating patients
    - a. Not all treatments are linear. At times care must be adjusted depending on the needs of the patient.
    - b. Example:
      - i. control arterial bleeding in an awake patient first
      - ii. much care can be done en route
  - 4. Rapid transport is essential
    - a. The definitive care for multi-system trauma may be surgery which cannot be done in the field
    - b. On scene time is critical and should not be delayed
    - c. Rapid extrication should be considered for critically injured patients
    - d. Use of advanced life support intercept and air medical resources in a multi-trauma patient should be highly considered
    - e. Early notification of hospital resources is essential
    - f. Transport to the appropriate facility is critical – know your local trauma system capabilities
  - 5. Backboards – serve as entire body splints when patients are appropriately secure in unstable patients
  - 6. Personal safety
    - a. Most important when arriving on scene, and throughout care, an injured EMT can not provide care
    - b. Be sure to assess your environment
      - i. passing automobiles
      - ii. hazardous situation
      - iii. hostile environments
      - iv. unsecured crime scenes
      - v. suicide patients who may become homicidal
  - 7. Experience
    - a. Do not develop “tunnel” vision by focusing on patients who complain of pain and are screaming for your help while other quiet patients who may be hypoxic or bleeding internally can not call out for help because of decreases in level of consciousness
    - b. Sometimes an obvious injury does not have the most potential for harm
    - c. Trauma care is a leading cause of death of young people. It is essential to keep important care principles in mind during management



- III. Specific Injuries Related to Multi-System Trauma
  - A. Blast Injuries
    - 1. Types of Blast Injuries (explosions)
      - a. Release
        - i. blast waves
        - ii. blast winds
        - iii. ground shock
        - iv. heat
    - 2. Pathophysiology
      - a. Blast waves cause disruption of major blood vessels, rupture of major organs, and lethal cardiac disturbances when the victim is close to the blast
      - b. Blast winds and ground shock can collapse buildings and cause trauma
    - 3. Signs/symptoms
      - a. Hollow organs are injured first
        - i. respiratory distress
        - ii. hearing impaired
      - b. Multi-system injury sign and symptom patterns
        - i. lungs
        - ii. heart
        - iii. major blood vessels
    - 4. Management considerations in blast injuries
      - a. Multi-system trauma care
      - b. Immediate transport to appropriate facility
      - c. Multi-casualty care

# Special Patient Populations

## Obstetrics

### EMT Education Standard

Applies a fundamental knowledge of growth, development, aging and assessment findings to provide basic emergency care and transportation for a patient with special needs.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Introduction
  - A. Anatomy and Physiology Review of the Female Reproductive System
    - 1. Uterus
    - 2. Cervix
    - 3. Ovaries
    - 4. Vagina
    - 5. Breasts
  - B. Female Reproductive Cycle
  - C. Cultural Values Affecting Pregnancy
  - D. Special Considerations of Adolescent Pregnancy
- II. Physiology
  - A. Normal Anatomical, Physiological, and Psychological Changes in Pregnancy
    - 1. Reproductive system
    - 2. Respiratory system
    - 3. Cardiovascular system
    - 4. Musculoskeletal system
  - B. Identify Normal Events of Pregnancy
  - C. Conception and Fetal Development
    - 1. Ovulation
    - 2. Fertilization
    - 3. Implantation
    - 4. Embryonic stage
    - 5. Fetal stage
  - D. Functions of the Placenta
- III. General System Physiology, Assessment, and Management
  - A. Premonitory Signs of Labor
    - 1. Lightening
    - 2. Braxton Hicks
    - 3. Cervical changes

4. Bloody show
  5. Rupture membranes
  6. Other
  - B. Stages of Labor and Delivery
    1. First stage
    2. Second stage
      - a. Spontaneous birth
      - b. Positional changes of the fetus
    3. Third stage
      - a. Placental separation
      - b. Placental delivery
  - C. Antepartum and Intrapartal Assessment Findings
    1. Airway, breathing, circulation
    2. Initial assessment
    3. SAMPLE history
    4. Vital signs
    5. Obstetrical history
    6. Physical examination
      - a. Fetal movement
      - b. Inspect for crowning
  - D. Management of a Normal Delivery Obstetrical Patient
    1. Treatment modalities
      - a. Oxygen
      - b. Non-pharmacological intervention – positioning
  - E. Postpartum Care
    1. Fundal massage
    2. Signs of hemorrhage
- IV. Complications of Pregnancy
- A. Abuse
  - B. Substance Abuse
  - C. Diabetes Mellitus
  - D. Bleeding: Pathophysiology, Assessment, Complications, and Management
    1. Abortion
      - a. Elective abortion
      - b. Spontaneous abortion
    2. Ectopic pregnancy
  - E. Placental Problems: Pathophysiology, Assessment, Complications, and Management
    1. Abruptio placenta
    2. Placenta previa
  - F. Hypertensive Disorders: Pathophysiology, Assessment, Complications, and Management
    1. Pregnancy-induced hypertension
    2. Preeclampsia
    3. Eclampsia

- V. High-Risk Pregnancy: Pathophysiology, Assessment, Complications, and Management
  - A. Precipitous Labor and Birth
  - B. Post-Term Pregnancy
  - C. Meconium Staining
  - D. Multiple Gestation
  - E. Intrauterine Fetal Death
- VI. Complications of Labor: Pathophysiology, Assessment, Complications, and Management
  - A. Premature Rupture of Membranes
  - B. Preterm Labor
- VII. Complications of Delivery: Pathophysiology, Assessment, Complications, and Management
  - A. Cephalic Presentation
  - B. Breech
  - C. Nuchal Cord
  - D. Prolapse of Cord
- VIII. Postpartum Complications: Pathophysiology, Assessment, Complications, and Management
  - A. Hemorrhage
    - 1. Early
    - 2. Late
  - B. Increase Risk of Embolism

# Special Patient Populations

## Neonatal Care

### EMT Education Standard

Applies a fundamental knowledge of growth, development, aging and assessment findings to provide basic emergency care and transportation for a patient with special needs.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Initial Care of the Neonate
  - A. Physiologic Response to Birth
    - 1. Respiratory adaptations
    - 2. Cardiovascular adaptations
    - 3. Temperature regulation
  - B. Routine care
    - 1. Support
    - 2. Dry
    - 3. Warm
    - 4. Position
    - 5. Airway
    - 6. Stimulation
  - C. Assessment

# Special Patient Populations

## Pediatrics

### EMT Education Standard

Applies a fundamental knowledge of growth, development, aging and assessment findings to provide basic emergency care and transportation for a patient with special needs.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Anatomy and Physiology
  - A. Pediatric Head versus Adult's
  - B. Head is Proportionally Larger to Body Size
  - C. Implications for Health Care Provider
    - 1. Increased incidence of blunt head trauma
    - 2. Excessive heat loss may occur from head
    - 3. Securing the airway may be difficult; to open the airway and obtain "sniffing" position may require a towel or roll under the shoulders
  - D. Examine Fontanelles in Infants
    - 1. Bulging fontanelle in an ill-appearing non-crying infant suggests increased intracranial pressure
    - 2. Sunken fontanelle in an ill-appearing infant suggests dehydration
- II. Airway Compared to an Adult's
  - A. Smaller in Diameter and Shorter in Length
  - B. Jaw Smaller With Infant's Tongue Taking Up More Room in the Oropharynx
  - C. Infants are Nasal Breathers
  - D. Tracheal Cartilage is Softer and More Collapsible
  - E. Epiglottis of Infants and Toddlers Long, Floppy, Narrow and Extends at a 45-Degree Angle Into Airway
  - F. Implications for the Health Care Provider
    - 1. Essential to suction the nares of infants in respiratory distress
    - 2. Posterior displacement of the tongue may cause airway obstruction
    - 3. Smaller airways more easily obstructed by
      - a. Flexion or hyperextension
      - b. Particulate matter (including mucus)
      - c. Soft tissue swelling (injury, inflammation) can cause obstruction
- III. Chest and Lungs Compared to an Adult's
  - A. Ribs More Cartilaginous and Pliable
  - B. Less Overlying Muscle and Fat to Protect Ribs and Vital Organs

- C. Young Children Breathe Primarily With Their Diaphragms
- D. Thin Chest Wall Easily Transmits Breath Sounds
- E. Implications for the Health Care Provider
  - 1. Effective diaphragmatic excursion essential for adequate ventilation
  - 2. Rib fractures less common due to pliability; when present represent significant energy transmission accompanied by multi-system injury (e.g., pulmonary contusion)
  - 3. Lungs prone to pneumothorax from excessive pressures while bag-mask ventilating
- IV. Abdominal Difference
  - A. Less-Developed Abdominal Muscles and Organs Situated More Anteriorly, Therefore Less Protection of Rib Cage
  - B. Liver and Spleen Proportionally Larger
  - C. Implications for the Health Care Provider
    - 1. Seemingly insignificant forces can cause serious internal injury
    - 2. Liver, spleen, and kidneys are more frequently injured
    - 3. Multiple organ injury common
- V. Extremities Compared to Adult's
  - A. Bones Softer
  - B. Open Growth Plates Are Weaker Than Ligaments and Tendons, So Injury to Growth Plate Can Result in Length Discrepancies
  - C. Implications for the Health Care Provider
- VI. Integumentary Differences
  - A. Larger Surface Area to Body Mass Ratio
  - B. Implications for the Health Care Provider
    - 1. Skin more easily, quickly, and deeply burned
    - 2. Larger surface can lead to large fluid and heat losses
    - 3. Hypothermia can complicate resuscitative efforts
- VII. Respiratory System Compared to an Adult's
  - A. Higher Oxygen Demand per Kilogram of Body Weight (Twice That of an Adult's)
  - B. Smaller Lung Oxygen Reserves
  - C. Implications for the Healthcare Provider
    - 1. Higher oxygen demand with less reserve increases risk of hypoxia with apnea or ineffective bagging
    - 2. Err on using a larger bag for ventilating the pediatric patient (regardless of the size of the bag used for ventilation, use only enough force to make the chest rise slightly)
- VIII. Nervous System and Spinal Column Compared to an Adult's
  - A. Continually
  - B. Brain Tissue and Vascular System More Fragile and Prone to Bleeding From Injury

- C. Subarachnoid Space Is Relatively Smaller, With Less Cushioning Effect for Brain
  - D. Pediatric Brain Requires Nearly Twice the Cerebral Blood Flow As Does an Adult's
  - E. Brain and Spinal Cord Less Well Protected
  - F. Implications for the Health Care Provider
    - 1. The large cerebral blood flow requirement increases risk of hypoxia; hypoxia and hypotension in a child with a head injury can cause ongoing damage
    - 2. Head momentum may result in bruising and damage to the brain
    - 3. Spinal cord injuries less common
    - 4. Cervical spine injuries more commonly ligamentous injuries
- IX. Metabolic Differences Compared to an Adult
- A. Limited Glucose Stores
  - B. Newborns and Infants Less Than One Month Most Susceptible to Hypothermia
  - C. Implications for the Health Care Provider
    - 1. Keep the infant or child warm during treatment and transport
    - 2. Cover the head (not the face, though) to minimize heat loss
    - 3. Newborns should not be overwarmed, as this can worsen their neurologic outcomes
- X. Growth and Development
- A. Infancy
    - 1. Birth to two months
      - a. Physical development
        - i. control gazing at faces, turning their heads, and sucking
        - ii. sleep accounts for up to 16 hours a day
        - iii. infants have a relatively large surface area which predisposes them to hypothermia
      - b. Cognitive development
        - i. crying form of communication
        - ii. infants cry for obvious reasons such as hunger and needing to be changed
        - iii. when obvious reasons for crying have been addressed, persistent crying can be a sign of significant illness
      - c. Implications for the health care provider
        - i. persistent crying or irritability in a 0- to 2-month-old can be a symptom of serious illness
        - ii. infants sleep a lot, however should arouse easily; inability to arouse a baby should be considered an emergency
        - iii. head control is limited
    - 2. Two to six months
      - a. Physical development
        - i. voluntarily smile and increasing eye contact
        - ii. uses both hands to examine objects
        - iii. 70 percent of babies sleep through the night by six months
        - iv. intentional rolling over begins
        - v. begin to hold their heads up



- b. Cognitive development
      - i. increased awareness of surroundings
      - ii. explore bodies
    - c. Implications for the health care provider
      - i. persistent crying or irritability can be a symptom of serious illness
      - ii. by six months, babies should make eye contact; lack of eye contact in a sick infant could be a sign of significant illness or depressed mental status or delayed development
  - 3. Six to 12 months
    - a. Physical development
      - i. sit without support
      - ii. develop a pincer grasp; everything goes to the mouth
      - iii. begin to crawl
      - iv. begin getting teeth and eating soft foods
    - b. Cognitive development
      - i. begin babbling and by 12 months learn their first word
      - ii. develop “separation anxiety” from parents
    - c. Implications for the health care provider
      - i. persistent crying or irritability can be a symptom of serious illness
      - ii. at-risk for foreign body aspiration and poisoning due to exploration of environment with their mouths
      - iii. reduce separation anxiety by keeping the child and parent together during evaluation and involving the parent in the treatment if appropriate
      - iv. crawling and walking increase exposure to physical dangers

## B. Toddler Years

- 1. Twelve to 18 months
  - a. Physical development – begin to walk and explore their environments
  - b. Cognitive development
    - i. imitate older children and parents
    - ii. know major body parts
    - iii. know four to six words
  - c. Implications for the health care provider
    - i. persistent crying or irritability can be a symptom of serious illness
    - ii. children may not be able to grind up food before swallowing, due to lack of molars, increasing risk of food aspiration
    - iii. increased mobility increases exposure to physical dangers and injury
    - iv. distracting a child with a flashlight or toy may aid in physical exam

2. Eighteen to 24 months
  - a. Physical development
    - i. improved gait and balance
    - ii. begin to run and climb
  - b. Cognitive development
    - i. begin to understand cause and effect
    - ii. begin to label objects
    - iii. ten to 15 words becomes 100 by 24 months
  - c. Emotional development
    - i. clinginess with parents
    - ii. attachment to a special object, like a blanket
  - d. Implications for the health care provider
    - i. persistent crying or irritability can be a symptom of serious illness
    - ii. allow a child to hold objects of importance to them (e.g., blanket)
    - iii. children no longer require shoulder rolls to limit flexion of the neck when bag-valve-mask ventilating or intubating
    - iv. painful procedures make lasting impressions
- C. Preschool Years (2-5 Years)
  1. Physical development
    - a. Perfectly normal walking and running
    - b. Begin throwing, catching, kicking
    - c. Toilet training
  2. Cognitive development
    - a. Most rapid increase in language
    - b. Magical thinking
    - c. Rules tend to be absolute
    - d. Irrational fears
  3. Emotional development
    - a. Learn acceptable behaviors
    - b. Tantrums around control issues
    - c. Modesty developing
  4. Implications for the health care provider
    - a. Rapid increase in language enhances ability to understand care explanations
    - b. Respect modesty
    - c. Foreign body airway obstruction risk continues to be high
    - d. Appealing to their magical thinking may allow you to do more (e.g., this magic smoke will help you breathe better [nebulizer])
- D. Middle Childhood Years (6-12 Years)
  1. Physical development
    - a. Loss of baby teeth; permanent teeth come in
  2. Cognitive development
    - a. Think logically
    - b. School important

3. Emotional development
    - a. Popularity and peer pressure important
    - b. Children with chronic illness or disabilities very self-conscious
    - c. Begin to understand that death is final
  4. Implications for health care provider
    - a. Provide simple explanations for illness and treatments
    - b. Provide sense of control by giving choices if possible
    - c. Respect patient's modesty and cover after the physical exam
    - d. Asking about school will often allow patients to warm up to you faster
- E. Adolescence (12-20 Years)
1. Physical development – puberty begins
  2. Cognitive development
    - a. Ability to reason
    - b. Do not see possibilities as real things which could happen to them
    - c. Develop morals
  3. Emotional development
    - a. Self-conscious about body image
    - b. Begin to understand who they are and begin to be comfortable with that
    - c. Relationships generally transition to those of the opposite sex
  4. Implications for the health care provider
    - a. Explain things clearly and honestly as you would to an adult
    - b. Give choices when appropriate
    - c. Respect modesty and cover after the physical exam
    - d. Be honest about procedures which will cause discomfort
    - e. Address concerns and fears about the lasting effects of their injuries (especially cosmetic) and if appropriate, reassure
    - f. Adolescence time of hormonal surges, emotions, and peer pressure; increases risk for substance abuse, self-endangerment, pregnancy, and dangerous sexual practices

## XI. Assessment

- A. General Considerations
  1. Many components of the initial evaluation can be done by careful observation without touching the patient
  2. When appropriate, utilize the parent/guardian to help the infant or child be more comfortable with your exam and therapies
  3. Communicating with scared, concerned parents and family is an important aspect of one's responsibilities at the scene of an ill infant or child
  4. Assessment is an ongoing process continuing until care is transferred to the receiving facility
- B. Assessment Process
  1. Preparing for arrival
    - a. Assembling age-appropriate equipment
    - b. Reviewing age-appropriate vital signs and anticipated development

2. Scene survey
  - a. Evaluate the scene for safety threats to patient and health care providers
  - b. Evaluate the scene for clues related to the chief complaint
    - i. ingestions or toxic exposures: pills, medicine bottles, chemicals, alcohol, drug paraphernalia, etc.
    - ii. child abuse: injury must be consistent with history given and physical/developmental capabilities of the patient
    - iii. note position and location in which patient is found
  - c. Observe and note parents'/guardians'/caregivers' interactions with the child
    - i. are they appropriately concerned, angry, or indifferent?
    - ii. does the child seem comforted by them or scared by them?
3. Patient assessment
  - a. Pediatric assessment triangle
    - i. general
      - a) Provides a 15- to 30-second assessment of the severity of the patient's illness or injury
      - b) Use prior to addressing "the ABCs"
      - c) Does not require touching the patient, just looking and listening
    - ii. components
      - a) appearance
        - i) muscle tone
        - ii) interactiveness
        - iii) consolability
        - iv) eye contact
        - v) speech or cry
      - b) work of breathing
        - i) abnormal airway noise (i.e., wheeze, stridor, grunting)
        - ii) abnormal positioning (i.e., tripodding)
        - iii) retractions (i.e., chest wall, nasal flaring)
      - c) Circulation to the skin
        - i) pallor
        - ii) mottling
        - iii) cyanosis
    - iii. possible physiologic states based upon the above three components
      - a) respiratory distress or failure
      - b) cardiovascular shock
      - c) cardiopulmonary failure or arrest
      - d) isolated head injury, ingestion, or other primary CNS abnormality
      - e) stable patient

- iv. initial triage and transport decision based on physiologic state
    - a) urgent—begin rapid ABCs assessment and treatment; transport once treatment has begun
    - b) stable patient—proceed with ABCs assessment followed by focused history and complete physical exam; begin transport starting potential therapies en route
- 4. Hands-on ABCs
  - a. Airway
    - i. open and remove if possible, secretions, blood, or foreign body(ies)
    - ii. maintainable on its own, with help (jaw thrust, chin lift, oral or nasal airway), or unmaintainable (in need of advanced airway care)
  - b. Breathing/oxygenation
    - i. respiratory rate and effort
    - ii. auscultation for wheezes, crackles, etc.
    - iii. oxygen saturation
  - c. Circulation
    - i. heart rate
    - ii. central and peripheral pulse quality: strong or weak
    - iii. extremity skin temperature, assess capillary refill time, and active bleeding
    - iv. blood pressure
  - d. Disability
    - i. determine level of consciousness
    - ii. AVPU scale
    - iii. assess pupils: dilated, constricted, reactive, or fixed
    - iv. neurological motor deficit or moving all extremities equally
    - v. pain assessment using standardized pain scale
  - e. Exposure
    - i. examine for additional injuries and rashes
    - ii. promptly cover to prevent hypothermia
- 5. Additional assessment
  - a. Focused history
    - i. symptoms and duration
      - a) fever
      - b) activity level
      - c) recent eating, drinking, and urine output history
      - d) history of vomiting, diarrhea, or abdominal pain
      - e) note any rashes
    - ii. medications taking and medication allergies
    - iii. past medical problems or chronic illnesses
    - iv. key events leading to the injury or illness
  - b. Detailed physical exam—“Head to Toe”
    - i. head: bruising, swelling, quality of fontanelles, if present

- ii. nose: drainage obstructing ability to breathe through nose
- iii. ears: drainage suggestive of trauma or infection
- iv. mouth: loose teeth, identifiable odors, bleeding
- v. neck: abnormal bruising or swelling, inability to move neck if febrile
- vi. chest and back: bruises, injuries, or rashes
- vii. abdomen: distention, tenderness, seat belt abrasions or bruising
- viii. extremities: deformities, swellings, or pain on movement

## XII. Specific Pathophysiology, Assessment, and Management

### A. Respiratory Distress

- 1. Introduction
  - a. Epidemiology
  - b. Anatomic and physiologic differences in children
- 2. Pathophysiology
  - a. Respiratory distress
  - b. Respiratory failure
  - c. Respiratory arrest
- 3. Assessment
  - a. History
  - b. Physical findings
- 4. Upper airway obstruction
  - a. Croup
  - b. Foreign body aspiration
  - c. Bacterial tracheitis
  - d. Epiglottitis
  - e. Tracheostomy dysfunction
- 5. Lower airway disease and reactive airway disease
  - a. Asthma
  - b. Bronchiolitis
  - c. Pneumonia
  - d. Foreign body lower airway obstruction
  - e. Pertussis
- 6. Management
  - a. Airway positioning (chin lift, jaw thrust)
  - b. Age and situation appropriate airway clearance measures (finger sweep, back blows, abdominal thrusts, suctioning)
  - c. Airway adjuncts (nasopharyngeal and oropharyngeal airways)
  - d. Oxygen
  - e. Inhaled medications (albuterol)
  - f. Assisted ventilation (bag mask)

### B. Shock

- 1. Introduction
  - a. Anatomic differences
  - b. Physiologic differences

2. Pathophysiology
    - a. Shock shock
    - b. Decompensated shock
  3. Assessment
    - a. History
    - b. Physical findings
  4. Management
- C. Neurology
1. Introduction
    - a. Anatomic differences
    - b. Physiologic differences
  2. Pathophysiology
    - a. Causes of altered mental status in children
    - b. Causes of seizures
      - i. febrile
      - ii. afebrile
  3. Assessment
    - a. History
    - b. Physical findings
  4. Specific Conditions
    - a. Meningitis
    - b. Seizures
      - i. febrile/afebrile
      - ii. status epilepticus
    - c. Altered mental status
    - d. Closed head injury
      - i. bleeding inside skull
      - ii. fractures
  5. Management
    - a. Seizures
    - b. Altered mental status
      - i. assess for need to protect airway
      - ii. assess and intervene for increased intracranial
  6. Management
- D. Gastrointestinal
1. Introduction – anatomic and physiologic differences in children
  2. Pathophysiology
    - a. Vomiting
    - b. Diarrhea
  3. Assessment
    - a. History
    - b. Physical findings
  4. Vomiting and diarrhea

- E. Toxicology
  - 1. Introduction
  - 2. Assessment
    - a. History
    - b. Physical findings
    - c. Ingestion
    - d. Inhalation
- F. Sudden Infant Death Syndrome (SIDS)
  - 1. Introduction
    - a. Definition of SIDS
    - b. Risk factors
  - 2. Assessment
    - a. Cardiopulmonary status
    - b. Clinical signs of death
    - c. Evaluation for signs of abuse
  - 3. Management
    - a. Local EMS criteria for death in the field
    - b. Notification of appropriate authorities
    - c. Caregiver support
- G. Pediatric Trauma



# Special Patient Populations

## Geriatrics

### EMT Education Standard

Applies a fundamental knowledge of growth, development, aging and assessment findings to provide basic emergency care and transportation for a patient with special needs.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Cardiovascular System Anatomical and Physiological Changes, and Pathophysiology
  - A. Cardiovascular Changes in the Elderly
    - 1. Degeneration of valves
    - 2. Degeneration of conduction system
    - 3. Vascular changes
    - 4. Muscular changes
    - 5. Stroke volume
    - 6. Cardiac output
    - 7. Dysrhythmias
  - B. Myocardial Infarction
    - 1. Associated signs and symptoms
      - a. Recognition of the types of chest pain that occur in the elderly
        - i. Typical
        - ii. atypical
      - b. Dyspnea
      - c. Epigastric and abdominal pain
      - d. Nausea and vomiting
      - e. Fatigue
      - f. Dizziness, lightheaded, syncope
      - g. Confusion
    - 2. Possible changes in physical assessment
      - a. Changes in circulation
      - b. Diaphoresis, pale, cyanotic mottled skin
      - c. Adventitious or decrease breath sounds
      - d. Increased peripheral edema
    - 3. Assessment tools
    - 4. Treatment
      - a. Airway, ventilatory, and circulatory support
      - b. Oxygen with adjuncts appropriate to patient condition
      - c. Evaluation of patient treatment through reassessment

C. Heart Failure – A Condition Caused by Left and Right Ventricular Failure With Accompanying Pulmonary Edema

1. Associated signs and symptoms
  - a. Dyspnea – on exertion and paroxysmal nocturnal dyspnea
  - b. Orthopnea
  - c. Tachypnea
  - d. Pulmonary edema
  - e. Accessory muscle use to breathe
  - f. Chest Pain
  - g. Anxiety
  - h. Fatigue
2. Possible changes in physical assessment
  - a. Changes in circulation
  - b. Diaphoresis and Cyanosis
  - c. Adventitious breath sounds to include crackles, wheezing, and rales
  - d. Tachycardia
  - e. Hypertension early and hypotension as a late sign
3. Assessment tools – blood pressures
4. Treatment
  - a. Airway, ventilatory, and circulatory support
  - b. Oxygen with adjuncts appropriate to patient condition

II. Respiratory System Anatomical and Physiological Changes, and Pathophysiology

A. Respiratory Changes in the Elderly

1. Loss of elastic recoil in the chest wall resulting in air trapping and increase in lung capacity and residual volume
2. Loss of alveoli
3. Reduction in oxygen and carbon dioxide exchange
4. Inability to increase rate of respiratory effort
5. Decreased cough reflex
6. Decreased ability of cilia to move mucus upward

B. Pneumonia – Infection of the Lung From Bacterial Viral or Fungal Causes

1. Evaluation of pathophysiology through history and possible risk factors
  - a. Institutionalized
  - b. Chronic disease processes
  - c. Immune system compromise
  - d. Chronic Obstructive Pulmonary Disease
  - e. Cancer
  - f. Inhaled toxins
  - g. Aspiration
2. Associated signs and symptoms
  - a. Exertional dyspnea
  - b. Productive cough
  - c. Chest discomfort and pain
  - d. Wheezing
  - e. Headache

- f. Nausea and vomiting
  - g. Musculoskeletal pain
  - h. Weight loss
  - i. Confusion
- 3. Possible changes in physical assessment
  - a. Changes in circulation
  - b. Cyanosis and pallor, dry skin, possible fever
  - c. Increased skin turgor, pale, dry mucosa, and furrowed tongue
  - d. Tachycardia
  - e. Diminished breath sounds with adventitious noises of wheezing, rales, or rhonchi; percussion will produce a dull sound; increased vocal
  - f. Hypotension
- 4. Assessment
  - a. Wheezing, rales, and rhonchi
  - b. Temperature: oral or core
  - c. Orthostatic pressures
  - d. Pulse oximetry
- 5. Treatment
  - a. Airway, ventilatory, and circulatory support
  - b. Oxygen with appropriate adjuncts
  - c. Supportive measures
  - d. Evaluation of patient treatment through reassessment
- C. Pulmonary Embolism – Sudden Blockage of the Pulmonary Artery by a Venous Clot
  - 1. Associated signs and symptoms
    - a. Sudden onset of dyspnea
    - b. Shoulder/back/chest pain
    - c. Syncope
    - d. Anxiety/apprehension
    - e. Fever
    - f. Leg pain/redness/unilateral pedal edema
    - g. Fatigue
    - h. Cardiac arrest
  - 2. Possible changes in physical assessment
    - a. Changes in circulation
    - b. Tachycardia
    - c. Adventitious noises such as wheezing, rales or decrease breath sounds
    - d. Decreased pulse oximetry reading of 70 percent or lower
    - e. Hypotension
  - 3. Assessment tools
    - a. Blood pressure
    - b. Pulse oximetry
  - 4. Treatment
    - a. Airway, ventilatory, and circulatory support

- b. Oxygen with appropriate adjunct; events may necessitate aggressive management
- c. Respiratory and cardiac arrest management according to current ACLS standards or area protocol
- d. Evaluation of patient treatment through reassessment

### III. Neurovascular System Anatomical and Physiological Changes, and Pathophysiology

#### A. Neurovascular Changes in the Elderly

- 1. Atrophy of the brain tissue
  - a. Cognitive and short-term memory effects
  - b. Delayed verbal response
- 2. Deterioration of the nervous system function in controlling
  - a. Rate and depth of breathing
  - b. Heart rate
  - c. Blood pressure
  - d. Hunger and thirst
  - e. Temperature
  - f. Sensory perception – including audio, visual, olfactory, touch, and pain
- 3. Neuropathy

#### B. Dementia – A Chronic, Generally Irreversible Condition That Causes a Progressive Loss of Cognitive Abilities, Psychomotor Skills, and Social Skills

- 1. Demographics
- 2. Evaluation of pathophysiology through history, and risk factors and current medications
  - a. Cerebrovascular accidents
  - b. Alzheimer's disease
  - c. Various forms of encephalitis
  - d. Alcohol
  - e. Work history with metals or organic or airborne toxins
- 3. Known reversible causes of dementia
  - a. Drug overdose
  - b. Emotional disorders
  - c. Metabolic and endocrine disorders
  - d. Eye and ear problems
  - e. Tumors
  - f. Trauma
  - g. Infections
  - h. Parkinson's disease
  - i. Huntington's chorea
- 4. Associated signs and symptoms
  - a. Progressive loss of cognitive function; short- and long-term memory problems, decreased attention span
  - b. Inability to perform daily routines with decreased ability to communicate and confusion over environment
  - c. Mood often angry

5. Problems associated with management of patient with dementia
  - a. Poor historian; impaired judgment
  - b. Inability to vocalize areas of pain and current symptoms
  - c. Unable to follow commands
  - d. Anxiety over movement out of home or current establishment
  - e. Anxiety and fear of treatment of current medical problems
- C. Delirium – A Sudden Change in Behavior, Consciousness, or Cognitive Processes Generally Due to a Reversible Physical Ailment
  1. Mortality rates
  2. Evaluation of pathophysiology through history, possible risk factors, and current medications
    - a. Intoxication or withdrawal from alcohol
    - b. Withdrawal from sedatives
    - c. Medical conditions as urinary tract infections/ Bowel obstructions
    - d. dehydration, cardiovascular disease, febrile episodes may increase risk
    - e. Hyper/hypoglycemia
    - f. Psychiatric disorders (i.e., depression)
    - g. Malnutrition/vitamin deficiencies
    - h. Environmental emergencies
  3. Associated signs and symptoms
    - a. Onset of minutes, hours, days
    - b. Disorganized thoughts: inattention, memory loss, disorientation
    - c. Hallucinations
    - d. Delusions
    - e. Reduced level of consciousness
  4. Possible changes in physical assessment
    - a. Changes in circulation
    - b. Changes in response of pupils
    - c. Changes in response to motor tests
    - d. Adventitious breath sounds
  5. Assessment tools
    - a. Blood pressures
    - b. Auscultation of breath sounds to detect adventitious noises
  6. Treatment
    - a. Airway, ventilatory, and circulatory support
    - b. Oxygen with adjuncts appropriate to patient condition
    - c. Venous access
- IV. Gastrointestinal System Anatomical and Physiological Changes, and Pathophysiology
  - A. Gastrointestinal (GI) Changes in the Elderly
    1. Dental problems
    2. Decrease in saliva
    3. Poor muscle tone of smooth muscle sphincter between esophagus and stomach can cause regurgitation leading to heartburn, and acid reflux
    4. Decrease in hydrochloric acid in the stomach
    5. Alterations in absorption of nutrients

6. Slowing peristalsis causing constipation
  7. Rectal sphincter may become weak resulting in fecal incontinence
  8. Liver shrinks
  9. Blood flow to the liver declines
  10. Decrease metabolism in the liver
- B. Gastrointestinal Bleeding Caused by Disease Processes, Inflammation, Infection and Obstruction of the Upper and Lower Gastrointestinal Tract
1. Associated signs and symptoms
    - a. Hematemesis
    - b. Hemetemeses
    - c. Melena
    - d. Dyspepsia
    - e. Hepatomegaly
    - f. Jaundice
    - g. Constipation, diarrhea
    - h. Agitation, inability to find a comfortable position
    - i. Dizziness
  2. Possible changes in physical assessment
    - a. Changes in circulation
    - b. Pale or yellow, thin skin, frail musculoskeletal system
    - c. Peripheral, sacral, and periorbital edema
    - d. Hypertension
    - e. Fever
    - f. Tachycardia
    - g. Dyspnea
  3. Assessment tools – blood pressure
  4. Treatment:
    - a. Airway, ventilatory, and circulatory support
    - b. Oxygen with adjuncts appropriate to patient condition
  5. Assessment tools
    - a. Blood pressures, lying, sitting, and standing noting any change of 10 mm/Hg or more lower as the patient moves to an upright position
    - b. Pulses, lying, sitting, and standing noting any change of 10 beats per minute more higher as the patient moves to an upright position
    - c. Auscultation of breath sounds to detect adventitious noises, or foreign bodies
  6. Treatment:
    - a. Airway, ventilatory and circulatory support
    - b. Oxygen with adjuncts appropriate to patient condition
- V. Genitourinary System Anatomical and Physiological Changes, and Pathophysiology
- A. Genitourinary Changes in the Elderly
1. Reduction in renal function
  2. 50 percent reduction in renal blood flow
  3. Tubule degeneration
  4. Decreased bladder capacity

5. Decline in sphincter muscle control
6. Decline in voiding senses
7. Increase in nocturnal voiding
8. In males benign prostatic hypertrophy

## VI. Endocrine System Anatomical and Physiological Changes, and Pathophysiology

### A. Endocrine Changes in the Elderly

1. Decreased metabolism of thyroxine
2. Decreased conversion of thyroxine to triiodothyronine
3. Reduction in pancreatic beta cell secretion causing hyperglycemia
4. Reduction of the hormones secreted by the hypothalamus and pituitary gland
5. Increase in secretion of antidiuretic hormone and atrial natriuretic hormone causing fluid imbalance
6. Increase in levels of norepinephrine

### B. Hyperosmolar Hyperglycemic (Nonketotic Coma) Is a Diabetic Complication of Type 2 (Formerly NIDDM of Type II) in the Elderly; Unlike DKA the Resulting High Blood Glucose Levels Do Not Cause Ketosis, but Rather Lead to Osmotic Diuresis, and Shift of Fluid to the Intravascular Space, Resulting in Dehydration

1. Associated signs and symptoms
  - a. Hyperglycemia
  - b. Polydipsia
  - c. Dizziness
  - d. Confusion
  - e. Altered mental status
  - f. Seizures
2. Possible changes in physical assessment
  - a. Changes in circulation
  - b. Warm, flushed skin, poor skin turgor; pale, dry, oral mucosa, furrowed tongue
  - c. Hypotension and shock
  - d. Tachycardia
  - e. Blood glucose levels greater than 500 mg/dL
3. Assessment tools
  - a. Blood pressures
  - b. Distal pulses
  - c. Auscultation of breath sounds to detect adventitious noises
  - d. Temperature
4. Treatment
  - a. Airway, ventilatory, and circulatory support
  - b. Oxygen with adjuncts appropriate to patient condition

## VII. Musculoskeletal System Anatomical and Physiological Changes, and Pathophysiology

### A. Musculoskeletal Changes in the Elderly

1. Atrophy of muscles and muscle wasting
2. Degenerative changes and loss of bone
3. Loss of strength

- 4. Degenerative changes in joints
  - 5. Loss of elasticity in ligaments and tendons
  - 6. Thinning of cartilage and thickening of synovial fluid
- B. Osteoporosis Is a Bone Disease That Decreases Bone Density

#### VIII. Toxicological Emergencies

- A. Pathophysiological Changes That Cause the Elderly to Be Susceptible to Toxicity
  - 1. Decreased kidney function
  - 2. Altered gastrointestinal absorption
  - 3. Decrease vascular flow in the liver altering metabolism and excretion
- B. Non-Compliance of Medication Can Occur From Financial Inability, a Motor Inability to Open Caps, Impaired Cognitive, Vision and Hearing Ability; Medics Should Check Prescription Dates and Number of Pills Available to Access Compliance of Medication Use
- C. Polypharmacy is the Use of Multiple Medications, Often Prescribed by Different Doctors That Can Cause Adverse Reactions in the Patient
- D. Adverse Reactions Occur When a Drug or Drugs Taken Together Change the Pharmacokinetics or Pharmacodynamics in the Body

#### IX. Sensory Changes in the Elderly

- A. Vision
  - 1. Decreased visual acuity – inability to accommodate
  - 2. Inability to differentiate colors
  - 3. Decreased night vision
  - 4. Decreased tear production
  - 5. Development of cataracts
  - 6. Disease processes
    - a. Glaucoma
    - b. Macular degeneration
    - c. Retinal detachment
- B. Hearing
  - 1. Presbycusis
  - 2. Inability to hear high frequency sounds
  - 3. Use of hearing aids
- C. Pain Perception
  - 1. Alteration of pain perception
  - 2. Inability to differentiate hot from cold



# Special Patient Populations

## Patients With Special Challenges

### EMT Education Standard

Applies a fundamental knowledge of growth, development, aging, and assessment findings to provide basic emergency care and transportation for a patient with special needs.

### EMT-Level Instructional Guideline

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Abuse and Neglect
  - A. Child Abuse
    - 1. Types of abuse
      - a. Neglect
      - b. Physical abuse
      - c. Sexual abuse
      - d. Emotional abuse
    - 2. Assessment
      - a. History or scene findings to concern for abuse or neglect
      - b. Caregiver's behavior
      - c. Physical findings
    - 3. Management
      - a. Reporting
      - b. Safely transporting
      - c. Role of child/adult protective services
    - 4. Legal aspects
    - 5. Documentation
  - B. Elder Abuse
    - 1. Types of abuse
      - a. Neglect
      - b. Physical abuse
      - c. Sexual abuse
      - d. Emotional abuse
      - e. Financial abuse
    - 2. Epidemiology
    - 3. Assessment
    - 4. Management
    - 5. Legal aspects
    - 6. Documentation

- II. Homelessness/Poverty
  - A. Advocate for Patient Rights and Appropriate Care
  - B. Identify Facilities That Will Treat Regardless of Payment
  - C. Prevention Strategies Will Likely Be Absent, Increasing the Probability of Disease
  - D. Familiarity With Assistance Resources Offered in Community
- III. Bariatric Patients
  - A. Increased Risk for
    - 1. Diabetes
    - 2. Hypertension
    - 3. Heart disease
    - 4. stroke
  - B. Patient Handling Issues to
    - 1. Prevent back injuries
    - 2. Position the patient to breathe
- IV. Technology Assisted/Dependent
  - A. Ventilation Devices
  - B. Apnea Monitoring/Pulse Oximetry
  - C. Long-Term Vascular Access Devices
  - D. Dialysis Shunts
  - E. Nutritional Support (i.e. gastric tubes)
  - F. Colostomy or Ileostomy
- V. Hospice Care and Terminally Ill
  - A. What is Hospice?
    - 1. Comfort care versus curative care
    - 2. Terminally ill as verified by physician
    - 3. Typically cancer, heart failure, Alzheimer's disease, AIDS
  - B. EMS Intervention
  - C. DNR (Do Not Resuscitate) Orders
- VI. Tracheostomy Care
  - A. Tracheostomy: Surgical Opening From the Anterior Neck Into the Trachea
  - B. Consists of
    - 1. Stoma
    - 2. Outer cannula
    - 3. Inner cannula
  - C. Routine Care
    - 1. Keep stoma clean and dry
    - 2. Suction as needed
  - D. Acute Care

VII. Sensory Deficits

- A. Sight
  - 1. Service dogs
  - 2. Allow patient to take your arm
  - 3. Other
- B. Hearing Impaired
  - 1. Hearing aid issues
  - 2. Communication
    - a. Face patient (so he can lip read)
    - b. Lighted area
    - c. Communicate by writing
    - d. Obtain sign language interpreter

VIII. Homecare

- A. Common for Patients Over Age 65
- B. Various Reasons for Calls

IX. Patient With Developmental Disability

- A. Respect as With Any Other Patient
- B. Family or Friends May Supply Additional Information
- C. Take Special Care to Provide Explanations

# EMS Operations

## Principles of Safely Operating a Ground Ambulance

### EMT Education Standard

Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

### EMT-Level Instructional Guideline

The intent of this section is to give an overview of emergency response to ensure EMS personnel, patient, and other's safety during EMS operations. This 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.

The EMT Instructional Guidelines in this section include all the topics and material at the EMR level PLUS the following material:

- I. Risks and Responsibilities of Emergency Response
  - A. Safety Issues During Transport
    - 1. All personnel and others riding in or on apparatus are properly seated and secured with safety belts.
    - 2. All patients are properly secured and all stretcher straps are appropriately in place and tightened.
    - 3. All equipment is appropriately secured
      - a. Cab areas
      - b. Rear of ambulances
      - c. Compartments
    - 4. Consideration of use of lights and sirens
      - a. Risk/benefit analysis
        - i. status of patient interventions
        - ii. patient condition
      - b. Audible warning devices
        - i. asking for right of way of others
        - ii. not to be used to clear traffic
    - 5. Transport with due regard
    - 6. High-risk situations
      - a. Intersections
      - b. Highway access
      - c. Speeding

- d. Driver Distractions
  - i. mobile computer
  - ii. global Positioning Systems
  - iii. using mobile radio
  - iv. operating visual and audible devices
  - v. vehicle stereo
  - vi. wireless devices
  - vii. eating/drinking
- e. Inclement weather
- f. Aggressive drivers
- g. Unpaved roadways (see Federal Highway Administration definition)
- h. Driving alone
- i. Fatigue

# EMS Operations

## Incident Management

### EMT Education Standard

Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

### EMT-Level Instructional Guideline

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.

- I. Establish and Work Within the Incident Management System
  - A. Entry-Level Students Need to Be Certified in
    - 1. ICS-100: Introduction to ICS, or equivalent
    - 2. FEMA IS-700: NIMS, An Introduction
  - B. This Can Be Done as a Co requisite or Prerequisite or as Part of the Entry-Level Course

# EMS Operations

## Multiple Casualty Incidents

### EMT Education Standard

Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

### EMT-Level Instructional Guideline

The intent of this section is to give an overview of operating during a multiple casualty incident when a multiple casualty incident plan is activated.

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.

The EMT Instructional Guidelines in this section include all the topics and material at the EMT level PLUS the following material:

- I. Multiple Casualty Incidents (MCI) -- An Event That Places a Great Demand on Resources, Be It Equipment or Personnel
- II. Triage
  - A. Performing
    1. Primary versus secondary
      - a. Primary triage used on scene to rapidly categorize patient's condition
        - i. document location of patient and transport needs
        - ii. triage tape or labels used
        - iii. focus on speed to sort patients quickly
      - b. Secondary triage used at treatment area
        - i. re-triage of patients
        - ii. paper tags usually used
        - iii. not always necessary
    2. Techniques of Triage
      - a. Center for Disease Control (CDC) Guidelines
      - b. START
      - c. Other
  - B. Re-Triage
  - C. Destination Decisions
    1. Patient distribution
    2. Hospital surge capacity

3. Specialty patient needs (burn, pediatric, etc.)
  4. Ongoing coordination and communication
- D. Post-Traumatic and Cumulative Stress
1. Should be part of post-incident SOP
  2. Access to defusing during the MCI
  3. Roles of debriefing for an MCI
  1. Access to debriefing



# EMS Operations

## Air Medical

### EMT Education Standard

Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

### EMT-Level Instructional Guideline

The intent of this section is to give an overview of operating safely in and around a landing zone during air medical operations and transport.

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

- I. Safe Air Medical Operations
  - A. Types
    - 1. Rotorcraft
    - 2. Fixed wing
  - B. Advantages
    - 1. Specialized care – skills, supplies, equipment
    - 2. Rapid transport
    - 3. Access to remote areas
    - 4. Helicopter hospital helipads
  - C. Disadvantages
    - 1. Weather/environmental
    - 2. Altitude limitations
    - 3. Airspeed limitations
    - 4. Aircraft cabin size
    - 5. Terrain
    - 6. Cost
  - D. Patient Transfer
    - 1. Interacting with flight personnel
    - 2. Patient preparation
    - 3. Scene safety
      - a. Securing loose objects
      - b. Approaching the aircraft
      - c. Landing zone
  - E. Landing Zone Selection and Preparation
  - F. Approaching the Aircraft
  - G. Communication Issues

- II. Criteria for Utilizing Air Medical Response
  - A. Indications for Patient Transport
    - 1. Medical
    - 2. Trauma
    - 3. Search and rescue
  - B. Activation
    - 1. Local guidelines
    - 2. State guidelines
      - a. State statutes
      - b. Administrative rules
      - c. City/county/district ordinance standards

# EMS Operations

## Vehicle Extrication

### EMT Education Standard

Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

### EMT-Level Instructional Guideline

The intent of this section is to give an overview of vehicle extrication to ensure EMS personnel and patient safety during extrication operations. This 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.

- I. Safe Vehicle Extrication
  - A. Role of EMS in Vehicle Extrication
    - 1. Provide patient care
    - 2. Perform simple extrication
  - B. Personal Safety
    - 1. First priority for all EMS personnel
    - 2. Appropriate personal protective equipment for conditions
    - 3. Scene size-up
  - C. Patient Safety
    - 1. Keep them informed of your actions
    - 2. Protect from further harm
  - D. Situational Safety
    - 1. Control traffic flow
      - a. Proper positioning of emergency vehicles
        - i. upwind/uphill
        - ii. protect scene
      - b. Use of lights and other warning devices
      - c. Setting up protective barrier
      - d. Designate a traffic control person
    - 2. 360-degree assessment
      - a. Downed electrical lines
      - b. Leaking fuels or fluids
      - c. Smoke or fire
      - d. Broken glass
      - e. Trapped or ejected patients
      - f. Mechanism of injury

3. Vehicle stabilization
  - a. Put vehicle in “park” or in gear
  - b. Set parking brake
  - c. Turn off vehicle ignition
  - d. Cribbing/Chocking
  - e. Move seats back and roll down windows
  - f. Disconnect battery or power source
  - g. Identify and avoid hazardous vehicle safety components
    - i. seat belt pretensioners
    - ii. undeployed air bags
    - iii. other
4. Unique hazards
  - a. Alternative-fuel vehicles
  - b. Undeployed vehicle safety devices
  - c. HAZMAT
5. Evaluate the need for additional resources
  - a. Extrication equipment
  - b. Fire suppression
  - c. Law enforcement
  - d. HAZMAT
  - e. Utility companies
  - f. Air medical
  - g. Others
6. Extrication considerations
  - a. Disentanglement of vehicle from patient
  - b. Multi-step process
  - c. Rescuer-intensive
  - d. Equipment-intensive
  - e. Time-intensive
  - f. Access to patient
    - i. simple
      - a) try to open doors
      - b) ask patient to unlock doors
      - c) ask patient to lower windows
    - ii. complex
    - iii. tools
      - a) hand
      - b) pneumatic
      - c) hydraulic
      - d) other
- E. Determine Number of Patients (implement local multiple casualty incident protocols if necessary)

## II. Use of Simple Hand Tools

- A. Hammer
- B. Center Punch
- C. Pry Bar

- D. Hack Saw
- E. Come-Along

### III. Special Considerations for Patient Care

- A. Removing Patient
  - 1. Maintain manual cervical spine stabilization
  - 2. Complete primary assessment
  - 3. Provide critical interventions
- B. Assist With Rapid Extrication
- C. Move Patient, Not Device
- D. Use Sufficient Personnel
- E. Use Path of Least Resistance

# EMS Operations

## Hazardous Materials Awareness

### **EMT Education Standard**

Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

### **EMT-Level Instructional Guideline**

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.

- I. Risks and Responsibilities of Operating in a Cold Zone at a Hazardous Material or Other Special Incident
  - A. Entry-Level Students Need to Be Certified in: Hazardous Waste Operations and Emergency Response (HAZWOPER) standard, 29 CFR 1910.120 (q)(6)(i) -First Responder Awareness Level
  - B. This Can Be Done as a Co requisite or Prerequisite or as Part of the Entry-Level Course

# EMS Operations

## Mass Casualty Incidents Due to Terrorism and Disaster

### EMT Education Standard

Knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

### EMT-Level Instructional Guideline

The intent of this section is to give an overview of operating during a terrorist event or during a natural or manmade disaster.

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

- I. Risks and Responsibilities of Operating on the Scene of a Natural or Man-Made Disaster
  - A. Role of EMS
    - 1. Personal safety
    - 2. Provide patient care
    - 3. Initiate/operate in an incident command system (ICS)
    - 4. Assist with operations
  - B. Safety
    - 1. Personal
      - a. First priority for all EMS personnel
      - b. Appropriate personnel protective equipment for conditions
      - c. Scene size-up
      - d. Time, distance, and shielding for self-protection
      - e. Emergency responders are targets
      - f. Dangers of the secondary attack
    - 2. Patient
      - a. Keep them informed of your actions
      - b. Protect from further harm
      - c. Signs and symptoms of biological, nuclear, incendiary, chemical and explosive (B-NICE) substances
      - d. Concept of “greater good” as it relates to any delay
      - e. Treating terrorists/criminals

3. 360-degree assessment and scene size-up
  - a. Outward signs and characteristics of terrorist incidents
  - b. Outward signs of a weapons of mass destruction (WMD) incident
  - c. Outward signs and protective actions of biological, nuclear, incendiary, chemical, and explosive (B-NICE) weapons
4. Determine number of patients (implement local multiple-casualty incident (MCI) protocols as necessary)
5. Evaluate need for additional resources
6. EMS operations during terrorist, weapons of mass destruction, disaster events
  - a. All hazards safety approach
  - b. Initially distance from scene and approach when safe
  - c. Ongoing scene assessment for potential secondary events
  - d. Communicate with law enforcement at the scene of an armed attack
  - e. Initiate or expand incident command system as needed
  - f. Perimeter use to protect rescuers and public from injury
  - g. Escape plan and a mobilization point at a terrorist incident
7. Care of emergency responders on scene
  - a. Safe use of an auto injector for self and peers
  - b. Safe disposal of auto injector devices after activation



