



LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY CAREER CLUSTER DESIGN

Emergency and Fire Management Services Pathway

CIP CODE 43.0299

APPROVED PATHWAY:

- Includes a minimum of three secondary-level credits.
- Includes a work-based element.
- Consist of a sequence:
 - Introductory-level course.
 - Technical-level course.
 - Application-level course.
- Supporting documentation includes:
 - Articulation Agreement(s).
 - Certification.
 - Program Improvement Plan.
 - Program of Study.
- Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

INTRODUCTORY LEVEL

Title	Code	Credit
* Introduction to Law, Public Safety, Corrections and Security (LPSCS)	44001	0.5
Introduction to Emergency Medical Services (EMS)	44005	0.5

TECHNICAL LEVEL

Title	Code	Credit
Medical Terminology	14154	0.5
Public Safety Physical Education	44020	1
EMS First Responder	44050	0.5
Hazardous Materials for the First Responder	44070	0.5
Fire Service Special Operations	44080	0.5

APPLICATION LEVEL

Title	Code	Credit
EMT I	44060	1
# EMT II	44065	1
Fire Science I	44100	1
# Fire Science II	44101	1
Work Experience in LPSCS	44298	0.5

* Required course for pathway approval.

Has prerequisite course(s): Courses comprising a sequence are numbered consecutively. See Competency Profile for details.

📄 Courses may require specialized teacher certification and/or offer professional certification.

■ Prerequisite courses: EMT I (44060) and EMT II (44065) **OR** Fire Science I (44100) and Fire Science II (44101).

KANSAS STATE CAREER CLUSTER COMPETENCY PROFILE FOR: LPSCS CLUSTER PATHWAYS

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale:

- 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
- 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
- 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
- 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
- 0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

COMMON CAREER TECHNICAL CORE – Career Ready Practices (To be taught throughout the pathway.) www.careertech.org		4	3	2	1	0
1.	Act as a responsible and contributing citizen and employee.					
2.	Apply appropriate academic and technical skills.					
3.	Attend to personal health and financial well-being.					
4.	Communicate clearly, effectively and with reason.					
5.	Consider the environmental, social, and economic impacts of decisions.					
6.	Demonstrate creativity and innovation.					
7.	Employ valid and reliable research strategies.					
8.	Utilize critical thinking to make sense of problems and persevere in solving them.					
9.	Model integrity, ethical leadership, and effective management					
10.	Plan education and career path aligned to personal goals.					
11.	Use technology to enhance productivity.					
12.	Work productively in teams while using cultural/global competence.					

COMMON CAREER TECHNICAL CORE – LPSCS Cluster Standards (To be taught throughout the pathway.) www.careertech.org		4	3	2	1	0
1.	Formulate ideas, proposals and solutions to ensure effective and efficient delivery of Law, Public Safety, Corrections, and/or Security services.					
2.	Assess and implement measures to maintain safe and healthy working conditions in a Law, Public Safety, Corrections, and/or Security environment.					
3.	Conduct Law, Public Safety, Corrections, and Security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.					
4.	Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in Law, Public Safety, Corrections, and Security.					
5.	Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections, and Security Career Pathways.					
6.	Analyze the nature and scope of the Law, Public Safety, Corrections, and Security Career Cluster and the role law, public safety, corrections, and security play in society and the economy.					

Kansas Law, Public Safety, Corrections, & Security Career Cluster

Course:	Introduction to Law, Public Safety, Corrections, & Security (LPSCS)	Course #:	44001	Credit:	.5
Pathways & CIP Codes:	Corrections, Security, Law, & Law Enforcement Services (43.0199) – Pre-Law & Law Enforcement Strands Emergency & Fire Management Services (43.0299)				
Course Description:	An introductory level course designed to provide students with knowledge of occupations available in the Law, Public Safety, Corrections, and Security fields and introduce them to the legal system, professional conduct, safety, and types of crime.				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
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Benchmark 1.0: Explore and Discuss the History of U.S. Law Enforcement, Emergency Medical, and Fire Management Services		4	3	2	1	0
1.1	Explore the development of law enforcement origins from England.					
1.2	Discuss law enforcement in the U.S. (e.g. early law enforcement, political era, professional era, modern era).					
1.3	Explore the effects of terrorism and the impact on laws (e.g. 9-11).					
1.4	Discuss the history of the most common national, regional, state and local disaster preparedness/emergency management agencies.					

Benchmark 2.0: Demonstrate Ability to Communicate Professionally, Document, and Secure Information		4	3	2	1	0
2.1	Actively listen, ask questions to extrapolate essential information, and clarify information from a source.					
2.2	Use problem-solving and critical thinking skills to respond to an emergency.					
2.3	Demonstrate the concepts and techniques used to ensure the security of information-based and intangible assets.					
2.4	Explain how the use of technology has aided law enforcement officials in the realm of criminal justice and predict how incorporation of technology will assist them in the future.					
2.5	Explain the communications cycle and discuss the need for good verbal, non-verbal, and listening skills in customer service and emergency communications.					

2.6	Describe various dispatch call classifications and describe differences between law enforcement call types, fire service calls, and EMS calls.					
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Benchmark 3.0: Explain and Apply Ethical Standards to Law and Public Safety Scenarios		4	3	2	1	0
3.1	Understand respect for diversity and cultural differences.					
3.2	Explain the dynamics of integrity as it relates to LPSCS.					
3.3	Examine real world situations to discuss ethics and the appropriate code of professional conduct (e.g. corruption, sexual harassment, discrimination, brutality, effect on community).					

Benchmark 4.0: Analyze, Explain, and Discuss Various Aspects of the Law Enforcement and Legal System		4	3	2	1	0
4.1	Describe the relationship between laws and values.					
4.2	Explain the relationship between actus reus and mens rea.					
4.3	Illustrate the connection between the three branches of government and the separation of powers.					
4.4	Identify the basic freedoms guaranteed by the U.S. Constitution to protect individuals, groups, and society.					
4.5	Demonstrate knowledge and understanding of the individual protection granted by the Bill of Rights.					
4.6	Determine how courts interpret the law and explain the role of precedent in the legal system (e.g. state and federal court systems).					
4.7	Define the difference between civil and criminal laws in the democratic system of government.					
4.8	Explain the classifications of crime, including cyber-related.					
4.9	Discuss the validity of eyewitness accounts.					

Benchmark 5.0: Analyze, Explain, and Discuss Various Aspects of Fire Management Services		4	3	2	1	0
5.1	Describe safety issues in various settings that lend to emergency management systems, with the option of obtaining NIMS (National Incident Management Systems) certification 100 and 700.					
5.2	List the types of hazardous materials and discuss associated dangers.					
5.3	Explain the science of fire as it relates to energy, forms of ignition, and modes of combustion.					
5.4	Recognize the physical states of fuel.					
5.5	Recognize signs, causes and effects of rapid fire development (e.g. stages of fire development).					
5.6	Explain the safety considerations for personal protective equipment.					

Benchmark 6.0: Analyze, Explain, and Discuss Various Aspects of the Emergency Medical Services System		4	3	2	1	0
6.1	Explain the purpose of primary assessment.					
6.2	Explain patient assessment and triage.					

6.3	Identify chief complaint.					
6.4	Identify behavioral signs of mental health issues in the patient.					
6.5	Recognize the ABC method of initial assessment (e.g. airway, breathing, circulation).					
6.6	Discuss how to determine the patient's priority for transport.					

Benchmark 7.0: Identify and Investigate Career Options and Requirements in the LPSCS Cluster		4	3	2	1	0
7.1	Explore a range of careers in the LPSCS Cluster.					
7.2	List the education, training, and physical agility requirements for LPSCS job of choice.					
7.3	Investigate LPSCS job growth and career advancement.					
7.4	Describe the types and functions of various local, state, and federal agencies related to LPSCS.					
7.5	Describe standards, practices, policies, and procedures common to LPSCS workplaces.					
7.6	Explore the extent and scope of background investigations in LPSCS careers.					

Kansas Law, Public Safety, Corrections, & Security Career Cluster

Course:	Introduction to Emergency Medical Services	Course #:	44005	Credit:	.5
Pathways & CIP Codes:	Emergency & Fire Management Services (43.0299)				
Course Description:	An introductory level course designed to provide students with knowledge of the history of modern emergency medical services in the United States and how those services have progressed and changed over time. This course provides students with background knowledge of EMS in three areas: (1) background and history of modern EMS; (2) an introduction to medical terminology and anatomy and physiology; and (3) an introduction to patient assessment and care in the EMS setting.				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

Benchmark 1.0: Explore and Discuss the History of Emergency Medical Services		4	3	2	1	0
1.1	Describe Napoleon's Chief Physician's development of prehospital triage and transport.					
1.2	Discuss how prehospital medical and trauma care has advanced during war time (including each U.S. war).					
1.3	Identify the history of ambulance services in the United States.					
1.4	Discuss the history of air ambulances.					
1.5	List some of the specifications and inventory of modern ambulances and their equipment .					
1.6	Discuss when and why the 911 system came about and its evolution.					
1.7	Discuss how CPR developed from the first chest compression to what we now practice.					
1.8	Describe the evolution of Automatic External Defibrillators (AED), and the first people saved through defibrillation.					
1.9	Discuss "Injury in America: A Continuing Public Health Problem" published by the National Research Council.					
1.10	Describe the first Mobile Intensive Care ambulance (Medic-1).					
1.11	Describe the EMS for Children program and Emergency Medical Services for Children.					
1.12	Describe the impact of the television show Emergency had on modern EMS.					
1.13	Know what the "Agenda for the Future" is and how it will affect the future of EMS.					

Benchmark 2.0: Identify, Describe, and Discuss Professional Development in Emergency Medical Services		4	3	2	1	0
2.1	Describe the importance of professional organizations (eg. NREMT, NAEMT, NAEMSE).					
2.2	Discuss the specialty courses available (eg. BLS, ACLS, PALS, PHTLS, AMLS, BTLS).					
2.3	Describe the Star of Life and describe it's six points.					
2.4	Identify the ten components of the Statewide EMS Technical Assessment program implemented by NHTSA.					

Benchmark 3.0: Analyze and Discuss Various Aspects of Legislation in the Advancement of Emergency Medical Services in the U.S.		4	3	2	1	0
3.1	Discuss the Highway Safety Act of 1966 and how it revolutionized modern day EMS					
3.2	Explain the Emergency Medical Services Systems Act and how it continues to affect EMS today					
3.3	Discuss the Trauma Care Systems and Development Act (TCSDA)					
3.4	Describe the impact on EMS when Congress did not reauthorize funding of the TCSDA					
3.5	Describe how the Ryan White Act affects EMS providers as well as the affect of losing that provision					
3.6	Explain what HIPAA (Health Information Portability and Accountability Act) is and how to use it appropriately					
3.7	Explain the importance of the Omnibus Budget Reconciliation Act (and COBRA)					

Benchmark 4.0: Analyze Various Concepts and Demonstrate an Understanding of Medical Terminology in Emergency Medical Services		4	3	2	1	0
4.1	Discuss the concept of medical terminology as a whole new vocabulary.					
4.2	Explain medical terminology's roots in ancient Greece and Rome.					
4.3	Define medical terminology as used to describe anatomy (structure) and physiology (function).					
4.5	Differentiate word parts in medical terminology (eg. prefixes, roots, suffixes and combining forms).					
4.6	Discuss the etymology of other kinds of medical terms (aconyms, anonyms, eponyms etc.).					
4.7	Summarize the combining of individual word meanings to form medical terms.					

Benchmark 5.0: Analyze Various Concepts and Demonstrate an Understanding of Anatomy & Physiology in Emergency Medical Services		4	3	2	1	0
5.1	Describe anatomical systems of the human body (the component parts of each system).					
5.2	Describe physiological systems of the human body (the function and interaction of different systems).					
5.3	Examine individual systems of the body (skeletal, muscular, nervous, cardiovascular, respiratory, integumentary).					
5.4	Discuss disease and pathology within human bodily systems.					

Benchmark 6.0: Analyze Various Concepts and Demonstrate an Understanding of Organization of the Human Body		4	3	2	1	0
6.1	Examine different branches of science pertaining to the study of the human body.					
6.2	Describe the makeup of the human body (eg. cells, tissue, organs, systems, etc.).					
6.3	Discuss anatomical planes (eg. frontal, saggital, transverse).					

6.4	Discuss directional terms (eg. inferior/superior, distal/proximal, adduction/abduction, ect.).					
6.5	Differentiate bodily cavities (eg, abdomen, cranium, thoracic, pelvis, vertralbal).					
6.6	Describe other reigons of the body (eg. abdomen, spinal column, ect.).					

Benchmark 7.0: Analyze Various Concepts and Demonstrate an Understanding of Patient Assessment Triage and Care		4	3	2	1	0
7.1	Discuss the concepts of Body Substance Isolation (BSI) and Scene Safety.					
7.2	Review the General Assessment for adults and pediatrics.					
7.3	Articulate the difference between a medical patient and a trauma patient.					
7.4	Differntiate among the different levels of triage (green, yellow, red, blue, black, and orange).					
7.5	Cover the various mnemonics in patient assessment and history (eg. SAMPLE, OPQRSTI, DCAPBTLS etc.).					
7.6	Complete a set of vital signs (eg, blood pressure, heart rate, respiratory rate, O2 saturation, etc.).					
7.7	Review the steps for CPR and defibrillation of a cardiac arrest patient.					
7.8	Discuss patient refusal and declination of care.					
7.9	Discuss determination of death and termination of resuscitation.					
7.10	Describe patient documentation.					

Kansas Health Science Cluster

Health Science Pathway – Technical Level - All strands

Course: Medical Terminology

Course #: 14154

Credit: 0.5

COURSE DESCRIPTION:

In Medical Terminology, students learn how to identify medical terms by analyzing their components. These courses emphasize defining medical prefixes, root words, suffixes, and abbreviations. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions.

Rating Scale:

- 3. Skilled-Works Independently
- 2. Limited Skills-Requires Assistance
- 1. Skill Undeveloped
- 0. No exposure, instruction or training

Directions: The following competencies are required for full approval of a course in a Health Science Cluster. These skills are **directly tied** to the career ready practices and therefore important to all Health Science careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

Benchmark 1: Interpret and apply medical terminology used in medical careers.		3	2	1	0
1.1	Identify word parts: root, prefix, suffix				
1.2	Identify combining vowels and proper combining forms				
1.3	Use word elements to analyze and determine the meaning of the term				
1.4	Apply correct pronunciation to medical terms				
1.5	Demonstrate proper use of rules when changing singular terms into plural forms				
1.6	Identify word roots and their relationship to specific body systems and/or anatomical structure				
1.7	Identify common prefixes and suffixes				
1.8	Demonstrate correct spelling of similarly pronounced terms				
1.9	Demonstrate what anatomical position is and how it is used to reference the body.				
1.10	Distinguish between the commonly used anatomical planes and recognize their individual views. 1. Sagittal/Midsagittal Plane 2. Frontal/Coronal Plane 3. Transverse/Horizontal Plane				
1.11	Apply directional terms to their locations on the human body. 1. Superior/Inferior 2. Anterior/Posterior 3. Medial/Lateral 4. Distal/Proximal 5. Superficial/Deep 6. Ventral/Dorsal 7. Prone/Supine 8. Unilateral/Bilateral				
1.12	Recognize color and number word parts				
1.13	Use word parts to describe procedures and/or techniques				

Benchmark 2: Interpret and apply identified medical abbreviations and symbols used in health care settings.		3	2	1	0
2.1	Interpret and extract information from realistic medical documents.				
2.1	Apply medical abbreviations to interpreting and writing prescriptions.				
2.3	Identify pharmacological symbols.				
2.4	Identify medical symbols				

Kansas Law, Public Safety, Corrections, & Security Career Cluster

Course:	Public Safety Physical Education	Course #:	44020	Credit:	1.0
Pathways & CIP Codes:	Corrections, Security, Law, & Law Enforcement Services (43.0199) – Law Enforcement Strand Emergency & Fire Management Services (43.0299)				
Course Description:	A technical level course designed to assist students enrolled in a LPSCS Career Cluster maintain a healthy lifestyle and prepare to take the CPAT Certification Test.				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

Benchmark 1.0: Demonstrate Competency in a Variety of Motor Skills and Movement Patterns		4	3	2	1	0
1.1	Demonstrate competency in two or more lifetime activities (weightlifting, outdoor pursuits, self-defense)					
1.2	Demonstrate competency in two or more specialized skills in health-related fitness activities					

Benchmark 2.0: Apply Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance		4	3	2	1	0
2.1	Utilize the terminology associated with exercise and participation in selected individual-performance activities					
2.2	Demonstrate movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill					

Benchmark 3.0: Demonstrate Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness		4	3	2	1	0
3.1	Discuss the benefits of a physically active lifestyle as it relates to college/career productivity					
3.2	Investigate the relationships among physical activity, nutrition and body composition					
3.3	Identify issues associated with exercising in heat, humidity, and cold					
3.4	Apply rates of perceived exertion and pacing					
3.5	Create a plan, train for, and participate in an event with a focus on physical activity (e.g., CPAT and Cooper Fitness					

	training)					
3.6	Demonstrate appropriate technique in resistance-training machines and free weights					
3.7	Relate physiological responses to individual levels of fitness and nutritional balance					
3.8	Identify the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic)					
3.9	13. Identify and utilize types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion)					
3.10	Calculate target heart rate and apply HR information to personal fitness plan					
3.11	Adjust pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity					
3.12	Design a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work					
3.13	Analyze the components of skill-related fitness in relation to life and career goals, and design an appropriate fitness program for those goals					
3.14	Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle					
3.15	Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress					

Kansas Law, Public Safety, Corrections, & Security Career Cluster

Course:	EMS First Responder	Course #:	44050	Credit:	.5
Pathways & CIP Codes:	Corrections, Security, Law, & Law Enforcement Services (43.0199) – Law Enforcement Strand Emergency & Fire Management Services (43.0299) Health Science (51.9999)				
Course Description:	A technical level course designed to instruct students in the requirements and skills to obtain national certifications for First Aid/CPR or CPR/BLS and/or Emergency Medical Responder (EMR). This course provides an overview of the Emergency Medical Services System, preparatory skills for providers, first aid, CPR, the cardiovascular and respiratory systems, diagnostic signs, prevention and treatment of medical emergencies, and triage. [Course requires specialized teacher certification and/or offers professional certification and follows competencies set forth by the certifying agency.]				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
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Student: _____

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Instructor Signature: _____

Benchmark 1.0: Identify and Describe the Emergency Medical Services (EMS) System		4	3	2	1	0
1.1	Identify emergency care providers by level of training and responsibility (e.g. Bystander, First responder, EMT, Paramedic).					
1.2	Describe the types of emergency medical services available locally.					
1.3	Trace the "chain of survival" for victims of sudden illness or injury.					
1.4	Discuss the importance of early entry into the EMS system.					

Benchmark 2.0: Describe and Demonstrate Preparatory Skills for Emergency Medical Services (EMS) Providers		4	3	2	1	0
2.1	Describe and demonstrate protocols in emergency management response when working with a vehicle accident.					
2.2	Use radio equipment, computer technology, and public address/warning systems to manage emergency situations.					
2.3	Practice response procedures used to respond to small and catastrophic incidents.					
2.4	List local, state, and federal regulations pertaining to safety issues.					

2.5	Describe and demonstrate proper handling of hazardous materials to manage demands of medical, fire, environmental, and technical disasters/situations when hazardous materials are present.					
2.6	Discuss laws, ordinances, and organizational rules of conduct to perform assigned duties.					
2.7	List responsibilities of a beginning employee in emergency, fire, and First Responder/EMR services career to understanding the emotional and physical challenges of the field.					
2.8	Discuss possible emotional reactions that the EMS provider may experience when faced with trauma, illness, death, and dying.					
2.9	Explain your role in keeping first aid care confidential.					
2.10	Explain which forms your department/agency wants you to fill out after you give first aid.					

Benchmark 3.0: Describe and Demonstrate First Aid Techniques (American Red Cross)		4	3	2	1	0
3.1	Define first aid and describe who has the duty to give first aid.					
3.2	Describe where to find a list of items in the first aid kit at your worksite.					
3.3	Explain how to keep yourself safe when giving first aid, including donning and doffing personal protective equipment (PPE).					
3.4	Explain how to keep the victim from further injury when giving first aid.					
3.5	Describe the first aid actions for bleeding that you can see (external) and how to stop it.					
3.6	Describe first aid actions for bleeding you can't see (hidden external).					
3.7	Explain when you should expect internal bleeding and first aid actions.					
3.8	Describe the signs of and first aid actions for: <ul style="list-style-type: none"> • Burns • Bites and stings • Electrocution • Heat-related emergencies • Cold-related emergencies • Poisoning 					
3.9	List signs of and first aid actions for a victim with head, neck, and spine injury.					
3.10	Explain the first aid actions for broken bones and sprains.					

Benchmark 4.0: Understand and Demonstrate CPR Sequences (American Red Cross)		4	3	2	1	0
4.1	Mastery performance of adult CPR sequences (e.g. one-rescuer CPR, two-rescuer CPR, unconscious foreign body airway obstruction, conscious foreign body airway obstruction, rescue breathing, recovery position, FBAO on pregnant or obese)					
4.2	Mastery performance of child CPR sequences (e.g. one-rescuer CPR, two-rescuer CPR, unconscious foreign body airway obstruction, conscious foreign body airway obstruction, rescue breathing, recovery position)					
4.3	Mastery performance of infant CPR sequences (e.g. one-rescuer CPR, unconscious foreign body airway obstruction,					

	conscious foreign body airway obstruction, rescue breathing, recovery position)					
4.4	Mastery performance of special procedures (e.g. jaw thrust maneuver, cricoid pressure, AED usage, patient ventilation with a BVM)					

Benchmark 5.0: Describe and Explain the Cardiovascular and Respiratory Systems		4	3	2	1	0
5.1	List the parts of the cardiovascular system.					
5.2	Explain the function/interrelationship of the parts of the cardiovascular system.					
5.3	Trace the path of blood through the body.					
5.4	Describe the process by which food and oxygen are delivered to cells.					
5.5	Describe the heart's electrical system.					
5.6	Explain the role of the brain in cardiac function.					
5.7	List the parts of the respiratory system.					
5.8	Explain the function/interrelationship of the parts of the respiratory system.					
5.9	Explain the role of the brain in respiratory function.					
5.10	Describe the interrelationship of the cardiovascular and respiratory systems in basic life support.					
5.11	Explain the use of CPR as basic life support.					
5.12	Correlate techniques used in CPR with structure and function of the cardiovascular and respiratory systems (e.g. methods to open the airway, artificial ventilation, proper hand positioning, rates and ratios for CPR sequences, obstructed airway procedures, step CPR sequence).					

Benchmark 6.0: Identify and Describe Diagnostic Signs		4	3	2	1	0
6.1	List the seven diagnostic signs (level of consciousness, respiration, pulse, blood pressure, skin color, temperature and moisture, pupillary response).					
6.2	Describe the normal value, range, or condition for each diagnostic sign.					
6.3	Describe techniques used to assess each diagnostic sign.					
6.4	Describe the diagnostic signs for a patient in respiratory arrest.					
6.5	Describe the diagnostic signs for a patient in cardiac arrest.					

Benchmark 7.0: Identify and Describe Prevention and Treatment of Medical and Environmental Emergencies		4	3	2	1	0
7.1	Identify signs and symptoms of common medical emergencies (e.g. Heart attack, Stroke, Congestive heart failure, Diabetic emergencies, Seizures, Shock).					
7.2	Describe treatment procedures for common medical emergencies (e.g. Heart attack, Stroke, Congestive heart failure, Diabetic emergencies, Seizures, Shock).					
7.3	List the risk factors for common cardiovascular emergencies (heart attack, stroke).					

7.4	Suggest prevention strategies for common cardiovascular emergencies (heart attack, stroke).					
7.5	Identify signs and symptoms of airway obstruction. (e.g. Anatomical obstruction (tongue), Foreign body, Physiological (asthma, anaphylaxis, croup).					
7.6	Describe treatment procedures for airway obstruction (e.g. Anatomical obstruction (tongue), Foreign body, Physiological (asthma, anaphylaxis, croup).					
7.7	List risk factors for airway obstruction. (e.g. Anatomical obstruction (tongue), Foreign body, Physiological (asthma, anaphylaxis, croup).					
7.8	Suggest prevention strategies for airway obstruction. (e.g. Anatomical obstruction (tongue), Foreign body, Physiological (asthma, anaphylaxis, croup).					
7.9	Identify signs and symptoms of common environmental emergencies (e.g. Drowning, Electric shock, Poisoning, Fracture, wounds and bleeding, Heat and cold emergencies, Burns, Shock).					
7.10	Describe treatment procedures for common environmental emergencies (e.g. Drowning, Electric shock, Poisoning, Fracture, wounds and bleeding, Heat and cold emergencies, Burns, Shock).					
7.11	List risk factors for common environmental emergencies.					
7.12	Suggest prevention strategies for common environmental emergencies.					

Benchmark 8.0: Identify, Describe, and/or Demonstrate Patient Assessment, Triage, and Treatment Simulations		4	3	2	1	0
8.1	Define triage.					
8.2	Classify patients according to triage guidelines based on a list of presenting signs and symptoms.					
8.3	Select appropriate treatment strategies for individual patients based upon assessment findings (e.g. maintain airway, rescue breathing, CPR).					
8.4	Describe the signs and symptoms of a victim with a severe allergic reaction and the medical provider's response.					
8.5	Assess, prioritize, and describe treatment of patients in a multiple person/injury scenario.					

Kansas Law, Public Safety, Corrections, & Security Career Cluster

Course:	Hazardous Materials for the First Responder	Course #:	44070	Credit:	.5
Pathways & CIP Codes:	Corrections, Security, Law, & Law Enforcement Services (43.0199) – Law Enforcement Strand Emergency & Fire Management Services (43.0299)				
Course Description:	A technical level course that provides students with the necessary information for awareness, recognition, and proper protocols for hazardous materials or chemical emergencies that could be encountered in Law, Public Safety, Corrections, and Security occupations. Students will gain knowledge of compliance with regulations in order to protect human health and the environment, as well as to minimize an organization's risk. Competencies correlate to NFPA 1001 and 1072 and prepare students Hazardous Materials Awareness Exam for Firefighter I National Certification through the Kansas Fire and Rescue Training Institute. [Course requires specialized teacher certification and/or offers professional certification.]				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

Benchmark 1.0: Analyze and Discuss Hazardous Materials Incidents		4	3	2	1	0
1.1	Distinguish between hazardous materials incidents and other emergencies.					
1.2	Discuss the roles of awareness-level personnel and operations-level responders.					
1.3	Describe the various types of hazardous materials dangers.					
1.4	Explain each of the routes of entry for hazardous chemicals.					
1.5	Describe the U.S., Canadian, and Mexican hazardous materials regulations and definitions.					
1.6	Discuss hazardous materials incident statistics.					

Benchmark 2.0: Explain and Discuss Hazardous Materials Identification		4	3	2	1	0
2.1	Identify the seven clues to the presence of hazardous materials.					
2.2	Discuss the occupancy types, locations and pre-incident surveys that may indicate hazardous materials.					
2.3	Describe the container shapes that may contain hazardous materials.					

2.4	Identify placards, labels and markings that designate the presence of hazardous materials.					
2.5	Explain the written resources available to indicate the presence of hazardous materials.					
2.6	Discuss monitoring and detection devices.					

Benchmark 3.0: Describe and Discuss Awareness-Level Actions at Hazardous Materials Incidents		4	3	2	1	0
3.1	Discuss predetermined procedures and emergency response plans.					
3.2	Describe notification requirements.					
3.3	Discuss the use of the Emergency Response Guidebook (ERG) to obtain information about a hazardous material.					
3.4	Demonstrate isolate and deny entry to a scene techniques.					
3.5	Discuss terrorist incidents.					

Benchmark 4.0: Analyze and Discuss Chemical Properties and Hazardous Materials Behavior		4	3	2	1	0
4.1	Discuss three states of matter.					
4.2	Discuss flammability of various hazardous materials.					
4.3	Explain concepts of vapor pressure, boiling point, specific gravity, solubility, and miscibility.					
4.4	Explain the reactivity triangle.					
4.5	Describe the General Hazardous Materials Behavior Model.					

Benchmark 5.0: Identify and Discuss Various Aspects of Incident Management		4	3	2	1	0
5.1	Describe incident priorities.					
5.2	Discuss various incident management systems.					
5.3	Identify communication procedures and guidelines for use at hazardous materials incidents.					

Benchmark 6.0: Analyze and Discuss Strategic Goals and Tactical Objectives		4	3	2	1	0
6.1	Describe each of the steps of the basic problem-solving formula.					
6.2	Discuss isolation and scene control.					
6.3	Explain the notification process.					
6.4	Discuss protection of responders, the public, the environment and property.					
6.5	Describe recovery and termination of an incident.					

Benchmark 7.0: Identify and Discuss Various Facets of Terrorist Attacks, Criminal Activity, and Disasters		4	3	2	1	0
7.1	Define terrorism.					
7.2	Distinguish between a terrorist attack and routine emergency.					
7.3	Discuss explosive, chemical, biological, radiological and nuclear attacks.					

7.4	Identify dangers of illegal hazardous materials dump.					
7.5	Demonstrate proper evidence preservation.					

Benchmark 8.0: Discuss and Demonstrate the use of Personal Protective Equipment (PPE)		4	3	2	1	0
8.1	Demonstrate proper use of respiratory protection.					
8.2	Discuss protective clothing and ensembles.					
8.3	Don and doff different types of PPE.					
8.4	Discuss inspection, storage, testing and maintenance of PPE.					

Benchmark 9.0: Describe and Demonstrate Various Procedures and Methods for Decontamination		4	3	2	1	0
9.1	Explore various decontamination methods.					
9.2	Describe the types of victims that may receive decontamination.					
9.3	Perform emergency decontamination.					
9.4	Demonstrate set-up and implementation of technical decontamination.					
9.5	Perform mass decontamination.					

Benchmark 10.0: Describe and Demonstrate Product Control Tactics		4	3	2	1	0
10.1	Describe each of the various spill control tactics.					
10.2	Perform spill absorption/adsorption, damming, diking, diversion, and retention.					
10.3	Demonstrate leak control and perform remote valve shutoff.					
10.4	Explain fire control.					
10.5	Demonstrate Foam line set-up and applications.					

Benchmark 11.0: Discuss and Demonstrate Various Aspects of Air Monitoring and Sampling Equipment		4	3	2	1	0
11.1	Discuss air monitoring and sampling.					
11.2	Discuss concentrations and exposure limits.					
11.3	Explain the components of air monitoring.					
11.4	Describe the selection and maintenance of detection and monitoring devices.					
11.5	Perform a pH test on an unknown liquid.					
11.6	Perform air monitoring with a multi-gas meter.					

Benchmark 12.0: Discuss and Demonstrate Victim Rescue and Recovery Techniques		4	3	2	1	0
12.1	Discuss rescue operations.					
12.2	Conduct a triage.					

12.3	Identify rescue tools and equipment.					
12.4	Demonstrate various rescue drag methods.					

Benchmark 13.0: Evidence Preservation and Sampling Procedures		4	3	2	1	0
13.1	Discuss various hazards at crimes involving hazardous materials or weapons of mass destruction.					
13.2	Discuss the first responder's role in an investigation.					
13.3	Describe the different response phases at criminal hazardous materials/weapons of mass destruction incidents.					

Benchmark 14.0: Describe and Discuss Illicit Laboratories		4	3	2	1	0
14.1	Describe the common indicators and types of illicit laboratories.					
14.2	Discuss general hazards at illicit laboratories.					
14.3	Identify and avoid booby traps at illicit laboratories.					
14.4	Describe illicit drug, chemical agent, explosive and biological labs.					
14.5	Discuss remediation operations for illicit labs.					

Kansas Law, Public Safety, Corrections, & Security Career Cluster

Course:	Fire Service Special Operations	Course #:	44080	Credit:	.5
Pathways & CIP Codes:	Emergency & Fire Management Services (43.0299)				
Course Description:	A comprehensive, technical level course intended to follow the Introduction to LPSCS class before moving into Fire Science I. Course will showcase the myriad of specialty disciplines existing as a subset within fire service emergency response.				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
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Instructor Signature: _____

Benchmark 1.0: Introduction to Fire and Emergency Services [NFPA® 1001]		4	3	2	1	0
1.1	Summarize the History of the Fire Service.					
1.2	Distinguish the primary knowledge, characteristics and skills that a firefighter must possess.					
1.3	Explain the ways the fire service may interact with other organizations.					
1.4	Describe the organization within fire departments.					

Benchmark 2.0: Fire Service Organization [NFPA® 1001]		4	3	2	1	0
2.1	Differentiate the major incident types that the US fire service responds to (eg. fire, medical, rescue, hazmat).					
2.2	Define the term Fire Company as used in the modern fire service (eg. the apparatus, the equipment and the crew).					
2.3	Contrast the various types of fire apparatus (eg. engine, truck, rescue, squad).					
2.4	Identify the different positions and ranks within the fire service (eg. Firefighter, Lieutenant, Captain, Chief).					
2.5	Distinguish between different tools and appliances in the fire service.					
2.6	Describe the different types of PPE used in the modern fire service (eg. firefighting, medical, hazmat).					
2.7	Demonstrate the positions and functions within the Incident Command System (NIMS).					

Benchmark 3.0: Advanced Skills and Knowledge [NFPA® 1001]		4	3	2	1	0
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3.1	List the individuated incident types within each major incident type listed in Benchmark 2.0.					
3.2	Explain skills and techniques that a firefighter regularly uses (eg. ladders, ropes, forcible entry, search, ventilation).					
3.3	Discuss the elements of fire science and fire behavior (eg. fire triangle, flashover, backdraft).					
3.4	Classify the different types of building construction and their unique features (eg. Type 1, 2, 3, 4, 5).					
3.5	Interpret situations requiring firefighter accountability and rescue (eg. RIC/RIT, MAYDAY, PAR reports etc.).					

Benchmark 4.0: Specialization within Fire Service Operations [NFPA® 1001]		4	3	2	1	0
4.1	Contrast wildland firefighting with structural firefighting.					
4.2	Analyze protocol driven patient assessment, triage and care by emergency medical responders.					
4.3	Differentiate between ordinary Search & Rescue and Technical Rescue.					
4.4	Identify the seven clues for a hazardous materials incident.					
4.5	Memorize the nine UN hazard classifications.					
4.6	Identify other “miscellaneous” call types that firefighters respond to.					

Benchmark 5.0: Structure-Fire Response – “Bread and Butter calls” [NFPA® 1001]		4	3	2	1	0
5.1	Describe what is meant by “bread & butter” calls (eg. residential structure fire responses).					
5.2	Differentiate “riding assignments” of the crew (eg. the duties of each person on the fire apparatus by riding position).					
5.3	Discuss “tool assignments” (eg. the variety of tools that each person on the crew may select for their role).					
5.4	Analyze “fireground assignments” (eg. fire attack, water supply, ventilation, search & rescue, RIC, command, safety).					
5.5	Distinguish the specific roles of different “companies” at a structure fire (eg. engine, truck, squad or battalion chief).					

Benchmark 6.0: Special Operations within the Fire Service – Technical Rescue [NFPA® 1001]		4	3	2	1	0
6.1	Define ordinary Emergency Operations vs. Special Operations within the fire service.					
6.2	Discuss the skills and techniques associated with vehicle extrication.					
6.3	Discuss the skills and techniques associated with rope and high-angle rescue.					
6.4	Discuss the skills and techniques associated with water rescue.					
6.5	Discuss the skills and techniques associated with confined space and trench rescue.					

Benchmark 7.0: Special Operations within the Fire Service – Hazardous Materials [NFPA® 1072]		4	3	2	1	0
7.1	Discuss the skills and techniques associated with confined space and trench rescue as related to air monitoring.					
7.2	Distinguish the various chemical and physical properties of hazardous materials.					
7.3	Demonstrate the GEBMO sequence leading to a hazardous materials release.					
7.4	Differentiate PPE for hazardous materials calls as well as assorted decontamination methods.					

7.5	Define terrorism, weapons of mass destruction and other illegal activities that firefighters may encounter.					
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Benchmark 8.0: Emergency Medical Care – Advanced Life Support [NFPA® 1001]		4	3	2	1	0
8.1	Review Basic Life Support in emergency situations.					
8.2	Introduce Advanced Life Support in emergency situation.					
8.3	Discuss the “tiered” response in emergency medical care - BLS to ALS.					
8.4	Evaluate emergency medical assessment and care specifically relating to special operations situations.					

Benchmark 9.0: Fire Service Roles Beyond Emergency Operations [NFPA® 1001]		4	3	2	1	0
9.1	Define the position of Fire Marshall.					
9.2	Describe the role of an Arson Investigator.					
9.3	Explain the benefits of public education and fire safety programs.					
9.4	Discuss fire codes and fire safety systems.					
9.5	Illustrate the importance and various responsibilities of the fire training division.					

Kansas Law, Public Safety, Corrections, & Security Career Cluster

Course:	EMT I	Course #:	44060	Credit:	1.0
Pathways & CIP Codes:	Emergency & Fire Management Services (43.0299)				
Course Description:	The first of two application level courses designed to provide the knowledge and skills necessary to attain Emergency Medical Technician (EMT) certification. Classroom instruction includes the roles, attitudes and conduct, well-being, and possible medical/legal issues of the EMT provider. Anatomy and physiology, vital signs, assessing the patient, lifting/moving patients, managing the airway, communicating, documenting, and basic operations and procedures are among the demonstrated knowledge and skills in this course. [Course is taught by a certified EMT instructor and follows competencies set forth by the certifying agency.]				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
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2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
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0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

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Instructor Signature: _____

Benchmark 1.0: Explore and Discuss the Emergency Medical Services (EMS) Systems and the Role of the EMT		4	3	2	1	0
1.1	Differentiate the roles and responsibilities of the EMT from other pre-hospital care providers.					
1.2	Describe the roles and responsibilities related to personal safety.					
1.3	Discuss the roles and responsibilities of the EMT toward the safety of the crew, the patient, and bystanders.					
1.4	Define quality improvement and discuss the EMT's role in the process.					
1.5	Define medical direction and discuss the EMT's role in the process.					
1.6	State the specific statutes and regulations in your state regarding the EMS system.					
1.7	Characterize the various methods used to access the EMS system in your community.					

Benchmark 2.0: Analyze and Discuss Personal Attitudes and Conduct of the EMS Provider		4	3	2	1	0
2.1	Assess areas of personal attitude and conduct of the EMT.					
2.2	List possible emotional reactions that the EMT may experience when faced with trauma, illness, death, and dying.					

2.3	Discuss the possible reactions that a family member may exhibit when confronted with death and dying.					
2.4	State the steps in the EMT's approach to the family confronted with death and dying.					
2.5	State the possible reactions that the family of the EMT may exhibit due to their outside involvement in EMS.					
2.6	State possible steps that the EMT may take to help reduce critical incident stress.					

Benchmark 3.0: Analyze, Discuss, and Demonstrate Various Aspects of Well-being of the EMT		4	3	2	1	0
3.1	Explain the need to determine scene safety.					
3.2	Discuss the importance of body substance isolation.					
3.3	Describe the steps the EMT should take for personal protection from airborne and bloodborne pathogens.					
3.4	List the personal protective equipment necessary for each of the following situations: Hazardous materials, Rescue operations, Violent scenes, Crime scenes, Exposure to bloodborne pathogens, Exposure to airborne pathogens.					
3.5	Explain the rationale for serving as an advocate for the use of appropriate protective equipment.					
3.6	Demonstrate the use and disposal of personal protective equipment and garments.					
3.7	Explain the procedure for disinfection of all equipment.					
3.8	Discuss reporting documentation.					

Benchmark 4.0: Analyze and Discuss Medical, Legal, and Ethical Issues		4	3	2	1	0
4.1	Define the EMT scope of practice.					
4.2	Discuss Do Not Resuscitate [DNR] (advance directives): 1. Local or state provisions regarding EMS application 2. Rationale for the needs, benefits and usage of advance directives 3. Rationale for the concept of varying degrees of DNR 4. Role of EMS and the EMT regarding patients with orders					
4.3	Discuss the methods of obtaining consent (e.g. Expressed, Implied consent, Consent of minors)					
4.4	Discuss the implications for the EMT in-patient refusal of transport.					
4.5	Discuss the issues around performance of duty (e.g. Abandonment, Negligence, Battery, Conditions necessary for a duty to act).					
4.6	Discuss patient confidentiality including: Importance, Necessity, Legality, HIPAA.					
4.7	Discuss the considerations of the EMT in issues of organ retrieval.					
4.8	Differentiate the actions that an EMT should take to assist in the preservation of a crime scene.					
4.9	State the conditions that require an EMT to notify local law enforcement officials.					

Benchmark 5.0: Understanding the Human Body – Identify and Describe Various Systems, Anatomy, and Physiology		4	3	2	1	0
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5.1	Identify topographic terms: medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, midclavicular, bilateral, midaxillary.					
5.2	Describe the anatomy and function of the following major body systems: Respiratory, Circulatory, Musculoskeletal, Nervous, Endocrine.					

Benchmark 6.0: Identify, Explain, and Demonstrate Various Aspects of Patient Assessment: Vital Signs and SAMPLE History		4	3	2	1	0
6.1	Differentiate between a sign and a symptom.					
6.2	Defend the need for obtaining and recording an accurate set of vital signs.					
6.3	Explain the rationale of recording additional sets of vital signs.					
6.4	Identify the components of the extended vital signs.					
6.5	Explain the value of performing the baseline vital signs.					
6.6	Demonstrate the skills involved in assessment of breathing including: 1. Methods to obtain a breathing rate 2. Attributes that should be obtained when assessing breathing 3. Differentiate between shallow, labored and noisy breathing 4. Pulse rate 5. Assessment of pulse oximetry reading					
6.7	Demonstrate the skills associated with obtaining a pulse, including: 1. The information obtained when assessing a patient's pulse 2. Differentiating between a strong, weak, regular and irregular pulse					
6.8	Demonstrate the skills associated with assessing the skin, including: 1. Color: differentiate between pale, blue, red and yellow skin color 2. Temperature: differentiate between hot, cool and cold skin temperature 3. Condition: identify normal and abnormal skin conditions 4. Capillary refill in infants and children: identify normal and abnormal					
6.9	Demonstrate the skills associated with assessing the pupils, including: 1. Identify normal and abnormal pupil size 2. Differentiate between dilated (big) and constricted (small) pupil size 3. Differentiate between reactive and non-reactive pupils 4. Differentiate between equal and unequal pupils					
6.10	Defining systolic and diastolic pressure.					
6.11	Explaining the difference between auscultation, automatic and palpation methods for obtaining a blood pressure.					
6.12	Demonstrate the placement of monitoring electrodes and 12 lead electrodes.					
6.13	Demonstrate the monitoring of a urinary catheter.					
6.14	Demonstrate the use of glucometers to assess blood glucose (e.g. Normal glucose levels, Levels reflecting					

	hypoglycemia, Indications for testing, Limitations to accuracy)					
6.15	Demonstrate the skills that should be used to obtain information from the patient, family, or bystanders at the scene.					
6.16	Identify the components of the SAMPLE history.					
6.17	Explain the importance of obtaining a SAMPLE history.					
6.18	Discuss how to respond to the feelings patients experience during assessment.					
6.19	Discuss the need to search for additional medical identification.					

Benchmark 8.0: Describe, Explain, and Demonstrate Various Aspects and Techniques of Lifting and Moving Patients		4	3	2	1	0
8.1	State three situations that may require the use of an emergency move.					
8.2	Describe the guidelines and safety precautions for moving, carrying patients and/or equipment (e.g. one-handed carrying techniques, reaching, log-rolls, pushing and pulling, carrying procedures on stairs).					
8.3	Explain the rationale for properly lifting and moving patients.					
8.4	Demonstrate selection and safe use of each of the following devices: Wheeled ambulance stretcher, Portable ambulance stretcher, Stair chair, Scoop stretcher, Long spine board, Basket stretcher, Flexible stretcher.					
8.5	Demonstrate techniques for the transfer of a patient from an ambulance stretcher to a hospital stretcher.					

Benchmark 9.0: Identify, Explain, and Demonstrate Various Aspects of Managing the Airway and Resuscitation		4	3	2	1	0
9.1	Explain the rationale for basic life support artificial ventilation and airway protective skills taking priority over most other basic life support skills.					
9.2	Recognize the signs and symptoms of respiratory distress.					
9.3	Explain the rationale for providing adequate oxygenation through high inspired oxygen concentrations to patients who, in the past, may have received low concentrations.					
9.4	Demonstrate the steps in performing the head-tilt chin-lift (e.g. Rationale for use, Techniques, Evaluating effectiveness).					
9.5	Demonstrate the steps in performing the jaw thrust (e.g. Rationale for use, Techniques, Evaluating effectiveness).					
9.6	Demonstrate artificial ventilation technique (e.g. Mouth to mask, Mouth to stoma, Infants, Children, Barrier shields).					
9.7	Demonstrate the indications and contraindications for, selection and placement of airways (e.g. oropharyngeal airways, nasopharyngeal airways, multi-lumen/supraglottic airways).					
9.8	Demonstrate the indications and contraindications for, selection and use of masks and ventilatory devices (e.g. pocket mask, bag valve mask, automatic transport ventilators, manually triggered ventilator).					
9.9	Demonstrate the use of suction.					
9.10	Demonstrate the use of supplement oxygen devices (e.g. bag valve mask, oxygen powered ventilation, nasal cannula, non-rebreather mask).					
9.11	Given a handheld nebulizer, the student will demonstrate the ability to assemble and use the nebulizer, and state the appropriate indications, contraindications, and oxygen flow rates.					

9.12	The student should be able to correctly state the physiology, uses, and limitations of end tidal CO2 monitoring.					
9.13	The student should be able to correctly state the implications for airway management when given various end tidal CO2 readings.					
9.14	Given a simulated patient with a supraglottic airway in place, the student will demonstrate the ability to perform gastric decompression using a nasogastric tube.					
9.15	Given course information, the student will explain gastric distention and its effects on the ventilation of apneic patients.					
9.16	The student should be able to state the indications for and demonstrate the proper use of Magill's forceps for foreign body airway obstruction.					

Benchmark 7.0: Identify, Explain, and Demonstrate Assessing the Scene and Patient: Initial Assessment, History, Physical Exam, and On-Going Assessment		4	3	2	1	0
7.1	Identify from various scenarios and identify potential hazards.					
7.2	Identify need for additional help.					
7.3	Summarize the reasons for forming a general impression of the patient.					
7.4	Demonstrate the techniques for assessing mental status.					
7.5	Demonstrate the techniques for assessing the airway and if the patient is breathing.					
7.6	Demonstrate the techniques for assessing if the patient has a pulse.					
7.7	Demonstrate the techniques for assessing the patient for external bleeding.					
7.8	Demonstrate the techniques for assessing the patient's skin color, temperature, and capillary refill (infants and children only).					
7.9	Demonstrate the ability to prioritize patients.					
7.10	State reasons for management of the cervical spine once the patient has been determined to be a trauma patient.					
7.11	Explain the reason for prioritizing a patient for care and transport.					
7.12	Describe the areas included in the rapid trauma assessment and discuss what should be evaluated.					
7.13	Demonstrate the rapid trauma assessment that should be used to assess a patient based on mechanism of injury.					
7.14	Describe how to recognize and respect the feelings that patients might experience during assessment.					
7.15	Discuss the reason for performing a focused history and physical exam.					
7.16	Describe the unique needs for assessing an individual with a specific chief complaint with no known prior history.					
7.17	Differentiate between the history and physical exam that is performed for responsive patients with no known prior history and patients responsive with a known prior history.					
7.18	Demonstrate the patient care skills that should be used to assist with a patient who is unresponsive with no known history.					
7.19	Demonstrate the patient care skills that should be used to assist with a patient who is unresponsive or has an altered mental status.					

7.20	Demonstrate the skills involved in performing the detailed physical exam.					
7.21	Explain what additional care should be provided while performing the detailed physical exam.					
7.22	Discuss the reasons for repeating the initial assessment as part of the ongoing assessment.					
7.23	Demonstrate the skills involved in performing the ongoing assessment.					
7.24	Explain the value of trending assessment components to other health professionals who assume care of the patient.					

Benchmark 10.0: Describe and Demonstrate Effective Communication Skills		4	3	2	1	0
10.1	Explain the importance of effective communication of patient information in the verbal report.					
10.2	List the proper methods of initiating and terminating a radio call.					
10.3	Perform a simulated, organized, concise radio transmission (e.g. To the scene, At the scene, To the facility, At the facility, To the station, At the station).					
10.4	Describe the attributes for increasing effectiveness and efficiency of verbal communications.					
10.5	Model the communication skills that should be used to interact with the family, bystanders, and individuals from other agencies while providing patient care, and the difference between skills used to interact with the patient and those used to interact with others.					
10.6	Perform a brief, organized report that would be given to an ALS provider arriving at an incident scene at which the EMT was already providing care.					
10.7	Perform an organized, concise patient report that would be given to the staff at a receiving facility.					

Benchmark 11.0: Explain, Discuss and/or Demonstrate Various Aspects of Professional Documentation		4	3	2	1	0
11.1	Describe what information is required in each section of the pre-hospital care report and how it should be entered.					
11.2	Define the special considerations concerning patient refusal.					
11.3	Explain the rationale for using an accurate and synchronous clock so that information can be used in trending.					
11.4	Discuss all state and/or local record and reporting requirements.					
11.5	Explain the rationale for using medical terminology correctly.					
11.6	Complete a pre-hospital care report.					

Benchmark 12.0: Identify, Describe, and Discuss Performing Basic EMT Operations		4	3	2	1	0
12.1	Discuss the medical and nonmedical equipment needed to respond to a call.					
12.2	List the phases of an ambulance call.					
12.3	Describe the general provisions of state laws relating to the operation of the ambulance and privileges (e.g. Speed, Warning lights, Sirens, Right-of-way, Parking, Turning).					
12.4	List contributing factors to unsafe driving conditions.					
12.5	Describe the considerations that should be given to escorts, intersections.					

12.6	Discuss "Due Regard for Safety of All Others" while operating an emergency vehicle.					
12.7	Summarize the importance of preparing the unit for the next response.					
12.8	Distinguish among the terms: cleaning, disinfection, high-level disinfection, and sterilization.					
12.9	Identify what is essential for completion of a call.					
12.10	Describe the purpose of extrication.					
12.11	Discuss the role of the EMT in extrication.					
12.12	Identify what equipment for personal safety is required for the EMT.					
12.13	Define the fundamental components of extrication.					
12.14	State the steps that should be taken to protect the patient during extrication.					
12.15	Evaluate various methods of gaining access to the patient.					
12.16	Distinguish between simple and complex access.					

Kansas Law, Public Safety, Corrections, & Security Career Cluster

Course:	EMT II	Course #:	44065	Credit:	1.0
Pathways & CIP Codes:	Emergency & Fire Management Services (43.0299)				
Course Description:	The second of two application level courses designed to provide the knowledge and skills necessary to attain Emergency Medical Technician (EMT) certification. Classroom instruction includes knowledge of general pharmacology and skills to provide care for emergency situations including respiratory, cardiovascular, diabetes and altered mental states, allergic reactions, poisoning or overdose, environmental, behavioral, traumatic injuries, obstetric or gynecological, and infants and children. [Course is taught by a certified EMT instructor and follows competencies set forth by the certifying agency.] (Prerequisite: EMT I.)				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

Benchmark 1.0: Discuss and Demonstrate an Understanding of General Pharmacology		4	3	2	1	0
1.1	State the medications carried on the unit by the generic name.					
1.2	Discuss the forms in which the medications may be found.					
1.3	State the medications the EMT-Basic can assist the patient with by the generic name.					
1.4	Discuss the forms in which the medications may be found.					
1.5	Read the labels and inspect each type of medication.					
1.6	Demonstrate general steps for assisting patient with self-administration of medications.					
1.7	Discuss the indications, contraindications, side effects, precautions, and methods of administration of all medications carried on the unit (e.g. Activated charcoal, Aspirin, Atropine, Beta 2 bronchodilators, Nitroglycerin, Epinephrine, Glucagon, Pralidoxime chloride, Oral, non-aspirin analgesics, Mark 1 or Duodote injector kit).					

Benchmark 2.0: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Respiratory Emergencies		4	3	2	1	0
2.1	Recognize the need for medical direction to assist in the emergency medical care of the patient with breathing difficulty.					
2.2	Defend EMT-Basic treatment regimens for various respiratory emergencies.					
2.3	Demonstrate the emergency medical care for breathing difficulty.					
2.4	State the generic name, medication forms, dose, administration, action, indications, and contraindications for the prescribed inhaler.					
2.5	Perform the steps in facilitating the use of an inhaler.					
2.6	Distinguish between the emergency medical care of the infant, child, and adult patient with breathing difficulty.					
2.7	Differentiate between upper airway obstruction and lower airway disease in the infant and child patient.					

Benchmark 3.0: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Cardiovascular Emergencies		4	3	2	1	0
3.1	Demonstrate the assessment and emergency medical care of a patient experiencing chest pain/discomfort.					
3.2	Discuss the position of comfort for patients with various cardiac emergencies.					
3.3	Predict the relationship between the patient experiencing cardiovascular compromise and basic life support.					
3.4	Explain the importance of urgent transport to a facility with Advanced Cardiac Life Support if it is not available in the pre-hospital setting.					
3.5	Demonstrate the application and operation of the automated external defibrillator.					
3.6	Differentiate between the fully automated and the semi-automated defibrillator.					
3.7	Demonstrate the assessment and documentation of patient response to the automated external defibrillator.					
3.8	Explain the role medical direction plays in the use of automated external defibrillation.					
3.9	Demonstrate the maintenance of an automated external defibrillator.					
3.10	Demonstrate the skills necessary to complete the Automated Defibrillator Operator's Shift Checklist.					
3.11	Perform the steps in facilitating the use of nitroglycerin for chest pain or discomfort.					
3.12	Demonstrate the assessment and documentation of patient response to nitroglycerin.					
3.13	Practice completing a pre-hospital care report for patients with cardiac emergencies.					
3.14	Discuss the components that should be included in a case review.					
3.15	Demonstrate and explain the ECG patch placement (e.g. 3/4 limb lead placement, 12 lead placement).					
3.16	Explain the basic concept of how cardiac electrical activity is captured by the ECG monitor.					

Benchmark 4.0: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Diabetes and Altered Mental Status		4	3	2	1	0
4.1	Identify the patient taking diabetic medications with altered mental status and the implications of a diabetes history.					
4.2	State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral					

	glucose.					
4.3	Demonstrate the steps in the emergency medical care for the patient taking diabetic medicine with an altered mental status and a history of diabetes.					
4.4	Evaluate the need for medical direction in the emergency medical care of the diabetic patient.					
4.5	Establish the relationship between airway management and the patient with altered mental status.					
4.6	Demonstrate the assessment and documentation of patient response to oral glucose.					
4.7	Demonstrate how to complete a pre-hospital care report for patients with diabetic emergencies.					
4.8	Demonstrate how to correctly identify the normal blood glucose level.					
4.9	Demonstrate the ability to measure a blood glucose level using a glucometer.					
4.10	Discuss the limitations when using a glucometer for glucose measurement.					

Benchmark 5.0: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Allergic Reactions		4	3	2	1	0
5.1	Differentiate between the general category of those patients having an allergic reaction and those patients having an allergic reaction and requiring immediate medical care, including immediate use of epinephrine auto-injector.					
5.2	Describe the mechanisms of allergic response and the implications for airway management.					
5.3	State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector.					
5.4	Evaluate the need for medical direction in the emergency medical care of the patient with an allergic reaction.					
5.5	Demonstrate the emergency medical care of the patient experiencing an allergic reaction.					
5.6	Demonstrate the assessment and documentation of patient response to an epinephrine injection.					
5.7	Demonstrate completing a pre-hospital care report for patients with allergic emergencies.					

Benchmark 6.0: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Poisoning or Overdose		4	3	2	1	0
6.1	List various ways that poisons enter the body.					
6.2	List signs/symptoms associated with poisoning and overdose.					
6.3	Establish the relationship between the patient suffering from poisoning or overdose and airway management.					
6.4	Demonstrate the steps in the emergency medical care for the patient with suspected poisoning or overdose.					
6.5	State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects, and reassessment strategies for activated charcoals.					
6.6	Perform the necessary steps required to provide a patient with activated charcoal.					
6.7	Discuss the emergency medical care of bites and stings.					
6.8	Explain the rationale for contacting medical direction early in the pre-hospital management of the poisoning or overdose patient.					
6.9	Demonstrate the assessment and documentation of patient response.					

6.10	Demonstrate completing a pre-hospital care report for patients with a poisoning/overdose emergency.					
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Benchmark 7.0: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Environmental Emergencies		4	3	2	1	0
7.1	List the signs and symptoms of exposure to cold.					
7.2	Demonstrate the assessment and emergency medical care of a patient with exposure to cold.					
7.3	Recognize the signs and symptoms of water-related emergencies.					
7.4	Describe the complications of near-drowning.					
7.5	Demonstrate the assessment and emergency medical care of a near-drowning patient.					
7.6	List the signs and symptoms of exposure to heat.					
7.7	Demonstrate the assessment and emergency medical care of a patient with exposure to heat.					
7.8	Demonstrate completing a pre-hospital care report for patients with environmental emergencies.					
7.9	Demonstrate the assessment and documentation of patient response.					

Benchmark 8.0: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Behavioral Emergencies		4	3	2	1	0
8.1	Define behavioral emergencies.					
8.2	Discuss the general factors that may cause an alteration in a patient's behavior.					
8.3	State the various reasons for psychological crises.					
8.4	Explain the rationale for learning how to modify your behavior toward the patient with a behavior emergency.					
8.5	Discuss the special considerations for assessing a patient with behavioral problems.					
8.6	Discuss the characteristics of an individual's behavior which suggests that the patient is at risk for suicide.					
8.7	Discuss the general principles of an individual's behavior which suggest that he is at risk for violence.					
8.8	Discuss special medical/legal considerations for managing behavioral emergencies.					
8.9	Discuss methods to calm behavioral emergency patients.					
8.10	Demonstrate various techniques to safely restrain a patient with a behavioral problem.					

Benchmark 9.0: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Traumatic Injuries		4	3	2	1	0
9.1	Establish the relationship between body substance isolation and bleeding.					
9.2	Establish the relationship between airway management and the patient with chest injury, burns, blunt, and penetrating injuries.					
9.3	Establish the relationship between mechanism of injury and internal bleeding.					
9.4	Establish the relationship between airway management and the trauma patient.					
9.5	Explain the sense of urgency to transport patients who are bleeding and show signs of shock (hypoperfusion).					
9.6	State the types of open soft tissue injuries.					

9.7	List the types of closed soft tissue injuries.					
9.8	List the functions of dressing and bandaging.					
9.9	Describe the steps in applying a pressure dressing.					
9.10	Describe the classifications of burns.					
9.11	Demonstrate the use of the pelvic wrap for pelvic fractures.					
9.12	List the signs of internal bleeding.					
9.13	Demonstrate methods of emergency medical care of external bleeding (e.g. direct pressure, diffuse pressure, tourniquets).					
9.14	Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding.					
9.15	Demonstrate the care of the patient exhibiting signs and symptoms of shock (hypoperfusion).					
9.16	Demonstrate the steps in the emergency medical care of patients with the following: <ul style="list-style-type: none"> • Closed soft tissue injuries • Open soft tissue injuries. • Open chest wound • Open abdominal wounds 					
9.17	Differentiate the care of an open wound to the chest from an open wound to the abdomen.					
9.18	Demonstrate the steps in the emergency medical care of a patient with: <ul style="list-style-type: none"> • An impaled object • An amputation • An amputated part 					
9.19	Demonstrate the steps in the emergency medical care of a patient with: <ul style="list-style-type: none"> • Superficial burns • Partial thickness burns • Full thickness burns • Chemical burns 					
9.20	Demonstrate completing a pre-hospital care report for patients with soft tissue injuries.					
9.21	State the reasons, general rules, and complications of splinting.					
9.22	Explain the rationale for splinting at the scene vs. load and go.					
9.23	Differentiate between an open and a closed painful, swollen, deformed extremity.					
9.24	Demonstrate the emergency medical care of a patient with a painful, swollen, deformed extremity.					
9.25	Demonstrate completing a pre-hospital care report for patients with musculoskeletal injuries.					
9.26	Relate mechanism of injury to potential injuries of the head and spine.					
9.27	Describe the method of determining if a responsive patient may have a spine injury.					
9.28	Establish the relationship between airway management and the patient with head and spine injuries.					

9.29	Relate the airway emergency medical care techniques to the patient with a suspected spine injury.					
9.30	Describe the implications of not properly caring for potential spine injuries.					
9.31	Demonstrate log-roll for a patient with a suspected spinal cord injury (e.g. Four person, Two person).					
9.32	Demonstrate securing a patient to a long spine board and using the short board immobilization technique.					
9.33	Demonstrate procedure for rapid extrication.					
9.34	Demonstrate knowledge of helmet management (e.g. when and how to remove, types of helmets, head stabilization with and without helmet).					
9.35	Demonstrate completing a pre-hospital care report for patients with head and spinal injuries.					

Benchmark 10.0: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Obstetric or Gynecological Emergencies		4	3	2	1	0
10.1	Identify the following structures: uterus, vagina, fetus, placenta, umbilical cord, amniotic sac, perineum.					
10.2	Identify pre-delivery emergencies.					
10.3	Explain the rationale for understanding the implications of treating two patients (mother and baby).					
10.4	Establish the relationship between body substance isolation and childbirth.					
10.5	State indications of an imminent delivery.					
10.6	Differentiate the emergency medical care provided to a patient with pre-delivery emergencies from a normal delivery.					
10.7	Identify and explain the use of the contents of an obstetrics kit.					
10.8	Demonstrate the steps to assist in the normal cephalic delivery.					
10.9	Demonstrate the procedures for the following abnormal deliveries: vaginal bleeding, breech birth, prolapsed cord, limb presentation.					
10.10	Demonstrate post-delivery care of infant and the mother.					
10.11	Summarize neonatal resuscitation procedures.					
10.12	Demonstrate the steps in the emergency medical care of the mother with excessive bleeding.					
10.13	Discuss the emergency medical care of a patient with a gynecological emergency.					
10.14	Demonstrate completing a pre-hospital care report for patients with obstetrical/gynecological emergencies.					

Benchmark 11.0: Identify, Explain, and Demonstrate Various Aspects of Providing Care to Infants and Children		4	3	2	1	0
11.1	Identify the developmental considerations for different age groups (e.g. Infants, Toddlers, Pre-school, School age, Adolescent).					
11.2	Describe differences in anatomy and physiology of the infant, child, and adult patient.					
11.3	Differentiate the response of the ill or injured infant or child (age-specific) from that of an adult.					
11.4	Differentiate between respiratory distress and respiratory failure.					
11.5	Indicate various causes of respiratory emergencies.					

11.6	State the usual cause of cardiac arrest in infants and children vs. adults.					
11.7	Describe the methods of determining end organ perfusion in the infant and child patient.					
11.8	Summarize the indicators of possible child abuse and neglect.					
11.9	Describe the medical/legal responsibilities in suspected child abuse.					
11.10	Demonstrate the assessment of the infant and child.					
11.11	Discuss the field management of the infant and child trauma patient.					
11.12	List the common causes of seizures in the infant and child patient.					
11.13	Describe the management of seizures in the infant and child patient					
11.14	Demonstrate the techniques of foreign body airway obstruction removal in the infant and child.					
11.15	Demonstrate oxygen delivery for the infant and child.					
11.16	Demonstrate bag-valve-mask ventilation for the infant and child.					
11.17	Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient.					
11.18	Attend to the feelings of the family when dealing with an ill or injured infant or child.					
11.19	Understand the provider's own response (emotional) to caring for infants or children.					
11.20	Recognize need for EMT-Basic debriefing following a difficult infant or child transport.					
11.21	The student will correctly explain the process of monitoring urinary catheters.					

Benchmark 12.0: Analyze and Explain Various Concepts, Functions, and Techniques that Demonstrate an Understanding of EMT		4	3	2	1	0
12.1	Discuss the various environmental hazards that affect EMS.					
12.2	Describe what the EMT-Basic should do if there is reason to believe that there is a hazard at the scene.					
12.3	Explain the EMT-Basic's role during a call involving hazardous materials.					
12.4	Describe the actions that an EMT-Basic should take to ensure bystander safety.					
12.5	State the role the EMT-Basic should perform until appropriately trained personnel arrive at the scene of a hazardous materials situation.					
12.6	Break down the steps to approaching a hazardous situation.					
12.7	Explain the methods for preventing contamination of self, equipment, and facilities.					
12.8	Summarize the components of basic triage.					
12.9	Describe the criteria for a multiple-casualty situation.					
12.10	Evaluate the role of the EMT-Basic in the multiple-casualty situation.					
12.11	Define the role of the EMT-Basic in a disaster operation.					
12.12	Describe basic concepts of incident management.					
12.13	Review the local mass casualty incident plan.					
12.14	Given a scenario of a mass casualty incident, perform triage.					

Kansas Law, Public Safety, Corrections, & Security Career Cluster

Course:	Fire Science I	Course #:	44100	Credit:	1.0
Pathways & CIP Codes:	Emergency & Fire Management Services (43.0299)				
Course Description:	The first of two application level courses designed to provide an overview of firefighter safety, fire behavior, PPE, equipment, firefighting techniques, and rescue procedures. The students receive a solid foundation of classroom and hands-on training to prepare them for the Firefighter I National Certification through the Kansas Fire and Rescue Training Institute. [Course may require specialized teacher certification and/or offer professional certification.]				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

Benchmark 1.0: Firefighter Orientation [NFPA® 1001]		4	3	2	1	0
1.1	Describe the history and culture of the fire service.					
1.2	Describe the mission of the fire service.					
1.3	Explain the fire department organizational principles.					
1.4	Distinguish among functions of fire companies.					
1.5	Summarize primary knowledge and skills the firefighter must have to function effectively.					
1.6	Distinguish among the primary roles of fire service personnel.					
1.7	Distinguish among policies, procedures and standard operating procedures.					
1.8	Summarize components of the Incident Command System (ICS).					
1.9	Distinguish among the functions of the major subdivisions within the ICS structure.					

Benchmark 2.0: Firefighter Safety and Health [NFPA® 1001]		4	3	2	1	0
2.1	Discuss Occupational Safety and Health Administration (OSHA) regulations.					
2.2	Summarize the International Fire Service Training Association (IFSTA) principles of risk management.					

2.3	Discuss firefighter health considerations and employee assistance and wellness programs.					
2.4	Discuss safety in the fire station.					
2.5	Explain how to maintain and service equipment used in training.					
2.6	Describe emergency escape and rapid intervention.					

Benchmark 3.0: Fire Behavior [NFPA® 1001]		4	3	2	1	0
3.1	Describe physical and chemical changes of matter related to fire.					
3.2	Discuss modes of combustion, the fire triangle and the fire tetrahedron.					
3.3	Explain the difference between heat and temperature.					
3.4	Describe sources of heat energy.					
3.5	Discuss the transmission of heat.					
3.6	Explain how the physical states of fuel affect the combustion process.					
3.7	Explain how oxygen concentration affects the combustion process.					
3.8	Distinguish among classifications of fires.					
3.9	Describe the stages of fire development within a compartment.					

Benchmark 4.0: Firefighter Personal Protective Equipment [NFPA® 1001]		4	3	2	1	0
4.1	Describe the purpose of personal protective equipment (PPE).					
4.2	Summarize guidelines for the care of personal protective clothing.					
4.3	Describe basic Self-Contained Breathing Apparatus (SCBA) care and maintenance.					
4.4	Demonstrate effective air management.					
4.5	Describe basic Self-Contained Breathing Apparatus (SCBA) component assemblies.					
4.6	Demonstrate donning and doffing SCBA.					
4.7	Demonstrate proper use of SCBA during emergency situations.					
4.8	Demonstrate changing a SCBA cylinder using both the one-person and two-person methods.					

Benchmark 5.0: Portable Fire Extinguishers [NFPA® 1001]		4	3	2	1	0
5.1	Demonstrate the proper selection and use of portable fire extinguishers.					
5.2	Distinguish among classifications of fire and the most common agents used to extinguish them.					
5.3	Discuss fire extinguisher types and uses.					
5.4	Discuss damaged portable fire extinguishers and obsolete portable fire extinguishers (e.g. inspection, care, and maintenance).					

Benchmark 6.0: Ropes and Knots [NFPA® 1001]		4	3	2	1	0
6.1	Discuss types of rope and webbing construction.					
6.2	Describe parts of a rope and considerations in tying a knot.					
6.3	Describe characteristics of knots commonly used in the fire service.					
6.4	Demonstrate selecting rope hardware for a given application(s).					
6.5	Demonstrate hoisting techniques and safety considerations (e.g. various firefighting apparatus and tools).					
6.6	Demonstrate knowledge of tying a variety of knots specific to the fire service (e.g. overhand, bowline, clove hitch, handcuff, figure eight, water knot, etc.).					

Benchmark 7.0: Rescue and Extrication Techniques [NFPA® 1001]		4	3	2	1	0
7.1	Distinguish between rescue and extrication operations.					
7.2	Summarize safety guidelines for search and rescue personnel.					
7.3	Describe actions that should be taken by a rapid intervention crew (RIC/RIT) when a firefighter is in distress.					
7.4	Demonstrate conducting a primary and secondary search.					
7.5	Demonstrate various emergency rescue carries (e.g. incline drag, webbing drag, cradle in arms lift/carry, seat lift/carry, extremities lift/carry, etc.).					
7.6	Explain and demonstrate firefighter survival techniques.					
7.7	Discuss fire ground search and rescue principles.					
7.8	Explain strategies for victim removal from a fire.					
7.9	Explore rescue and extrication tools and equipment.					
7.10	Demonstrate technical rescue techniques.					
7.11	Demonstrate vehicle extrication techniques.					

Benchmark 8.0: Forcible Entry Procedures [NFPA® 1001]		4	3	2	1	0
8.1	Explain the basic principles of forcible entry.					
8.2	Describe considerations a firefighter must take when using forcible entry tools. [NFPA® 1001, 5.3.4]					
8.3	Describe forcible entry methods for breaching various construction types of walls and floors (e.g. hand tools, power tools, etc.).					
8.4	Select appropriate cutting tools for specific applications.					
8.5	Identify considerations that need to be taken when forcing entry through locks, padlocks, overhead doors, and fire doors.					
8.6	Summarize general care and maintenance practices for forcible entry tools.					
8.7	Explain the ways to force entry through various types of doors, fences, and gates.					
8.8	Explain how fire doors operate.					
8.9	Describe various forcible entry techniques using through-the-lock method.					

8.10	Describe rapid-entry lockbox systems.					
8.11	Explain actions that can be taken to force entry involving padlocks.					
8.12	Describe forcible entry methods used for various types of windows.					
8.13	Discuss hazards in forcing entry through various types of windows and covers.					

Benchmark 9.0: Ground Ladders [NFPA® 1001]		4	3	2	1	0
9.1	Identify the parts of a ladder including markings and labels.					
9.2	Describe types of ladders used in the fire service.					
9.3	Explain the inspection and maintenance of ladders.					
9.4	Summarize factors that contribute to safe ladder operations.					
9.5	Describe proper procedures for positioning ground ladders.					
9.6	Explain precautions to take before raising and climbing a ladder.					
9.7	Describe methods for lowering conscious and/or unconscious victims down ground ladders.					
9.8	Demonstrate selecting, carrying, and raising a ladder properly for various types of activities.					

Benchmark 10.0: Ventilation [NFPA® 1001]		4	3	2	1	0
10.1	Discuss factors that are considered when deciding the need to ventilate a building.					
10.2	List precautions to observe when undertaking vertical ventilation.					
10.3	List warning signs of unsafe roof condition.					
10.4	Explain procedures for ventilation of a conventional basement.					
10.5	Distinguish between advantages and disadvantages of various ventilation techniques (e.g. vertical, horizontal, natural, hydraulic, mechanical).					

Benchmark 11.0: Water Supply Connections and Operations [NFPA® 1001]		4	3	2	1	0
11.1	Describe dry-barrel and wet-barrel hydrants.					
11.2	Describe types of fire hydrants, hydrant markings, and location.					
11.3	Summarize potential problems to look for when inspecting fire hydrants.					
11.4	Demonstrate operating a hydrant.					
11.5	Discuss alternative water supply sources and methods of access.					
11.6	Explain water supply principles.					
11.7	Discuss extinguishing properties of water and foam.					
11.8	Explain how pressure is gained and lost in a water distribution system.					
11.9	Describe methods used for rural water supply operations.					

Benchmark 12.0: Fire Hose Methods and Operations [NFPA® 1001]		4	3	2	1	0
12.1	Discuss general inspection, care, and maintenance of fire hose.					
12.2	Distinguish between characteristics of threaded couplings and non-threaded couplings.					
12.3	Describe the characteristics of hose appliances and tools.					
12.4	Explain basic hose loads and finishes.					
12.5	Demonstrate methods used for basic supply hose lays.					
12.6	Demonstrate techniques for operating hose lines.					
12.7	Demonstrate techniques for loading hose.					

Benchmark 13.0: Fire Stream Factors [NFPA® 1001]		4	3	2	1	0
13.1	Discuss the extinguishing properties of water.					
13.2	Demonstrate and explain the use of fire hose streams and nozzles.					
13.3	Discuss how pressure is lost or gained in a fire hose.					
13.4	Discuss causes of a water hammer in fire streams.					
13.5	Compare various types of fire stream patterns and nozzles.					
13.6	Compare proportioners, delivery devices, and generating systems.					
13.7	Explore methods of dispensing firefighting foam.					
13.8	Demonstrate assembling a foam fire stream system.					
13.9	Discuss foam application techniques and hazards.					

Benchmark 14.0: Fire Control/Suppression [NFPA® 1001]		4	3	2	1	0
14.1	Summarize considerations prior to entering a burning building.					
14.2	Describe direct attack, indirect attack and combination attack.					
14.3	Discuss deploying master stream devices.					
14.4	Describe aerial devices used to deliver elevated master streams.					
14.5	Discuss responsibilities of companies in structural fires.					
14.6	Explain action taken when performing firefighting and rescue operations in confined space.					
14.7	Demonstrate how to suppress structure fires.					
14.8	Demonstrate how to suppress ground cover fires.					
14.9	Demonstrate how to deploy master streams at a fire.					
14.10	Compare suppression techniques of class A, B, and C fires.					
14.11	Explore company level fire tactics.					

Benchmark 15.0: Conserve and Salvage Property and Loss Control [NFPA® 1001]		4	3	2	1	0
15.1	Explain the philosophy of loss control.					
15.2	Demonstrate care, maintenance, and storage of salvage equipment.					
15.3	Demonstrate various techniques for conservation and salvage of property (e.g. water chute, salvage covers, catchall, etc.).					
15.4	Discuss the difficulties that hidden fires represent to firefighters.					
15.5	Identify various overhaul techniques and procedures.					

Kansas Law, Public Safety, Corrections, & Security Career Cluster

Course:	Fire Science II	Course #:	44101	Credit:	1.0
Pathways & CIP Codes:	Emergency & Fire Management Services (43.0299)				
Course Description:	An application level course that builds on the concepts and skills presented in Fire Science I. Students will have the opportunity to expand their understanding of fire ground operations and prevention activities reinforced by realistic exercises. Hazardous materials awareness and operations as well as basic principles and techniques of emergency medical care are included in the course. The students receive a solid foundation of classroom and hands-on training to prepare them for the Firefighter I certification through the Kansas Fire and Rescue Training Institute. [Course may require specialized teacher certification and/or offer professional certification.] <i>(Prerequisite: Fire Science I.)</i>				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

Benchmark 1.0: Building Construction [NFPA® 1001]		4	3	2	1	0
1.1	Describe common building materials and compare as they relate to fire suppression.					
1.2	Discuss construction classifications and types.					
1.3	Describe construction types and the effect fire has on the structural integrity of the construction type.					
1.4	Discuss firefighter hazards related to building construction.					
1.5	Identify the primary strengths and weaknesses of construction.					
1.6	Describe dangerous building conditions created by fire or by actions taken attempting to extinguish a fire.					
1.7	Recognize and explain indicators of building collapse.					
1.8	Explore actions to take when imminent building collapse is suspected.					
1.9	Describe hazards associated with lightweight and truss construction.					

Benchmark 2.0: Fire Detection, Alarm, and Suppression Systems [NFPA® 1001]		4	3	2	1	0
2.1	Explore various types of alarm systems in structures.					

2.2	Compare function of fire detection, alarm, and suppression systems.					
2.3	Discuss general automatic sprinkler protection and types of coverage.					
2.4	Describe major applications of sprinkler systems.					
2.5	Discuss operations at fires in protected properties.					

Benchmark 3.0: Fire Department Communications [NFPA® 1001]		4	3	2	1	0
3.1	Explain emergency communication as it pertains to fire and emergency medical services.					
3.2	Describe what internal and external communications systems are and potential limitations.					
3.3	Compare management of emergent and non-emergent calls from the public.					
3.4	Describe the information required to dispatch emergency services.					
3.5	Demonstrate proper emergency communications to initiate a response.					
3.6	Explain the purpose of tactical channels.					
3.7	Discuss evacuation signals and personnel accountability reports.					
3.8	Demonstrate proper radio communication in the fire service (e.g. internal communication, routine and emergency traffic, etc.).					
3.9	Demonstrate completing a fire incident report.					

Benchmark 4.0: Protecting Fire Scene Evidence [NFPA® 1001]		4	3	2	1	0
4.1	Describe signs and indications of an incendiary fire.					
4.2	Summarize important observations to be made en route, after arriving at the scene, and during firefighting operations.					
4.3	Explain firefighting responsibilities after the fire.					
4.4	Explain how to protect and preserve crime scene evidence.					
4.5	Demonstrate how to recognize and protect evidence at a fire scene.					

Benchmark 5.0: Fire Prevention and Public Education [NFPA® 1001]		4	3	2	1	0
5.1	Perform a private dwelling fire and safety survey.					
5.2	Prepare a pre-incident survey.					
5.3	Discuss the fire prevention activities.					
5.4	Develop a fire prevention presentation.					

Benchmark 6.0: HazMat Incidents [NFPA® 472 and 1001, IFSTA Hazardous Materials 5 th ed.]		4	3	2	1	0
6.1	Discuss the distinguishing elements of hazardous materials incidents.					
6.2	Describe methods of hazardous materials identification.					

6.3	Distinguish between Awareness level and Operations level provider actions at a hazardous materials incident.					
6.4	Define the chemical properties and hazardous materials behavior.					
6.5	Understand the difference in complexity when hazardous materials incidents involve criminal activity or terrorism.					
6.6	Identify the different levels of PPE for hazardous materials responders.					
6.7	Understand the various decontamination techniques used by hazardous materials responders.					
6.8	Describe product control techniques.					
6.9	Identify the different types of air monitoring and product sampling techniques.					

Benchmark 7.0: NIMS [NFPA® 1001]		4	3	2	1	0
7.1	Describe incident priorities.					
7.2	Discuss the NIMS/ICS system and its benefits to emergency response agencies.					
7.3	Discuss the various levels and titles in the NIMS/ICS system (e.g. command staff, general staff, levels, etc.).					
7.4	Discuss key concepts within the NIMS/ICS (unity of command, span of control, unity of command etc.).					
7.5	Define the Incident Action Plan (IAP) and how it is developed.					

Benchmark 8.0: Basic Pre-hospital Emergency Medical Care for Firefighters [NFPA® 1001]		4	3	2	1	0
8.1	Describe the roles the fire service may take in providing emergency medical care (e.g. tiered response).					
8.2	Explain the importance of body substance isolations (BSI).					
8.3	Distinguish among commonly encountered communicable diseases.					
8.4	Describe scene safety considerations (e.g. hazardous materials incidents, rescue operations, vehicle accidents, and violence incidents).					
8.5	Explain the proper sequence of cardiopulmonary resuscitation (CPR).					
8.6	Explain when to administer and when to discontinue CPR.					
8.7	Describe external and internal bleeding signs, symptoms, and methods of control.					

Kansas Law, Public Safety, Corrections, & Security Career Cluster

Course:	Work Experience in LPSCS	Course #:	44298	Credit:	.5
Pathways & CIP Codes:	Corrections, Security, Law, & Law Enforcement Services (43.0199) – Pre-Law & Law Enforcement Strands Emergency & Fire Management Services (43.0299)				
Course Description:	<p>Advanced research and application level course designed to provide LPSCS students with opportunities to apply skills learned in the pathway to real-life situations in various LPSCS careers. Should include opportunities for Work-Based Learning (WBL) such as in-house training, job shadowing, and/or internships.</p> <p>Prerequisite options: <u>Pre-Law Strand</u> – Business Law, Practical Law, AND Foundations in Law or Legal Proceedings; OR Business Law, Accounting, AND Foundations in Law <u>Law Enforcement Strand</u> – Law Enforcement I & II; OR Law Enforcement I AND Certified Protection Officer or Corrections Officer; OR Forensic Science I & II <u>Emergency & Fire Management Services</u> – EMS I & II OR Fire Science I & II</p>				

Directions: The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

Rating Scale:

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Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

Benchmark 1.0: Research and Demonstrate Employability Skills and Career Development Strategies		4	3	2	1	0
1.1	Complete a Work-Based Learning (WBL) experience plan.					
1.2	Enhance Individual Plan of Study (IPS) through interest assessment(s).					
1.3	Research and report on careers in Law, Public Safety, Corrections, and Security.					
1.4	Research licensing certification and credentialing in the Law, Public Safety, Corrections, and Security industry.					
1.5	Create a professional portfolio to document activities completed while working with a mentor or through an internship in the Law, Public Safety, Corrections, and Security industry.					
1.6	Prepare a resume to include in student Individual Plan of Study (IPS).					
1.7	Prepare a cover letter of application to include in student Individual Plan of Study (IPS).					

1.8	Demonstrate interview skills through mock or actual employment/internship interview, utilizing business partners as applicable.					
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Benchmark 2.0: Demonstrate Communication and Interpersonal Skills		4	3	2	1	0
2.1	Demonstrate sound customer services principles when working with customer or client to complete a client-driven project.					
2.2	Develop and maintain professional working relationships.					
2.3	Apply verbal skills when obtaining and conveying information.					
2.4	Use appropriate grammar and word usage in the creation and delivery of a formal graphic presentation using current standards and technology.					
2.5	Develop and deliver oral presentations to provide information for specific purposes.					
2.6	Demonstrate a mature understanding of people, their needs, attitudes, feelings, and behaviors.					
2.7	Describe steps involved in communicating with dispatchers and other agency personnel in emergency and non-emergency situations by phone, radio, and in written reports.					
2.8	Demonstrate appropriate coping and negotiations skills in order to work with people more effectively.					
2.9	Demonstrate a development of analytical skills, including the ability to frame critical questions, research problems, weigh alternatives, and present evidence to support conclusions and recommendations.					

Benchmark 3.0: Research, Discuss, and Demonstrate Best Practices in the Workplace		4	3	2	1	0
3.1	Demonstrate an understanding of OSHA and agency regulations for personal safety, including utilization of PPE, safe use of tools and equipment, and regulations/safe handling of hazardous materials.					
3.2	Demonstrate ability to access and utilize industry resources.					
3.3	Utilize effective time management techniques to organize workflow.					
3.4	Research and discuss modern and future trends in equipment, methods, and techniques.					
3.5	Utilize appropriate materials and processes to meet client needs.					
3.6	Demonstrate ability to manage and set project goals and timelines.					
3.7	Discuss and/or demonstrate adherence to dress code policies.					
3.8	List personal safety precautions needing to be followed during emergency responses, at emergency incidents, at the internship location and outside the workplace.					
3.9	Describe the characteristics and organizations of the incident command system.					
3.10	Gain first-hand knowledge and a greater understanding of an LPSCS agency; including the administrative functions and the community forces which affect its organization and operation.					