

KANSAS STATE CAREER CLUSTER COMPETENCY PROFILE (C.I.P. 43.0299)

Emergency & Fire Management Services Pathway

STUDENT _____

Rating Scale:

- 4 - Exemplary Achievement
- 3 - Proficient Achievement
- 2 - Limited Achievement
- 1 - Inadequate Achievement
- 0 - No Exposure

NOTE: Competencies for some courses may adjust periodically to meet industry changes for National/State Certification requirements.

INTRODUCTION TO LPSS – 44001 (Required for Pathway approval) (.5 credit)

1. Use information to locate, comprehend, make inferences, and draw conclusions.
2. Demonstrate verbal, listening, and writing skills appropriately to communicate clearly.
3. Use problem-solving and critical thinking skills to respond to an emergency situation.
4. Understand respect for diversity and cultural differences.
5. Describe the types and functions of agencies related to LPSS.
6. Research and report on different types of occupations available in the fields of LPSS.
7. Describe standards, practices, policies, and procedures common to LPSS workplaces.
8. Examine real world situations to discuss ethics and the appropriate code of professional conduct.
9. Discuss the importance of a background check for employment in an LPSS occupation.
10. Explain the dynamics of integrity as it relates to LPSS.
11. Demonstrate knowledge and understanding of the individual protection granted by the US Constitution.
12. Explain how individuals, groups, and society are protected by constitutional laws and

13. Identify the basic freedoms guaranteed by the Supreme Court.
14. Determine how Courts interpret the law and explain the role of precedent in the legal system.
15. Define the difference between civil and criminal laws in a democratic system.
16. Explain the classifications of crime.
17. Manage the physical and social environment to reduce conflict and promote safety in various settings (i.e. family, work, cyberspace).
18. Differentiate types of cybercrime and electronic crime.
19. Discuss the validity of eye witness accounts.
20. List six types of hazardous materials.
21. Discuss the dangers of contact with hazardous materials.
22. Obtain the OSHA 10 hr. General Safety Certification.

HISTORY OF EMERGENCY MEDICAL SERVICES - 44005 (.5 credit)

1. Describe Napoleon's chief physician's plan to develop a prehospital system to triage and transport.

LAW, PUBLIC SAFETY & SECURITY CLUSTER

Graduation Date _____

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

Instructor Signature _____

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2. Describe the first ambulance services founded in the United States.
3. Discuss the development of the first defibrillator and the first human saved with defibrillation.
4. Discuss the Highway Safety Act of 1966 and how it revolutionized modern day EMS.
5. Describe the Star of Life and its six points.
6. Discuss when and why the 911 system came about and its evolution.
7. Discuss the history of air ambulances.
8. Describe the impact of the television show *Emergency* had on modern EMS.
9. Explain the Emergency Medical Services Systems Act and how it continues to affect EMS today.
10. Describe the importance of professional organizations and their role in advancing EMS.
 - a. NREMT- National Registry of Emergency Medical Technicians
 - b. NAEMT- National Association of Emergency Medical Technicians
 - c. NAEMSE- National Association of Emergency Medical Services Education
11. Describe the evolution of Automatic External Defibrillators.
12. Explain the importance of the Omnibus Budget Reconciliation Act.

13. Know what the “*Agenda for the Future*” is and how it will affect the future of EMS.
14. List some of the changes needed to stock ambulances with equipment: Splinting, Cardiac Monitors, Defibrillators, O2 and airway equipment.
15. Describe the differences among the specialty courses available:
 - a. BLS (Basic Life Support)
 - b. ACLS (Advanced Cardiac Life Support)
 - c. PALS (Pediatric Advanced Life Support)
 - d. PHTLS ()
 - e. AMLS (Advanced Medical Life Support)
 - f. BTLS (Basic Trauma Life Support) (also known as ITLS – International Trauma Life Support).
16. Describe the ten components of the Statewide EMS Technical Assessment program implemented by the national Highway Traffic Safety Administration.
17. Describe how the Ryan White Act affects EMS providers as well as the affect of losing that provision.
18. Discuss the Trauma Care Systems and Development Act.
19. Describe the impact to EMS when Congress did not reauthorize funding under the Trauma Care Systems and Development Act.
20. Explain what HIPAA (Health Information Portability and Accountability Act) is and how to use it appropriately.
21. Discuss how CPR developed from the first chest compression to what we now practice.
22. Describe the first Mobile Intensive Care ambulance.
23. Describe the “EMS for Children” program and Emergency Medical Services for Children.
24. Discuss “*Injury in America: A Continuing Public Health Problem*” published by the National Research Council.

INFORMATION TECHNOLOGY IN SERVICE PROFESSIONS – 44010 (.5 credit) (Schools may offer 10051 – Information management – 1 credit – in place of this course)

1. Record observations of activities and incidents following occupation-specific guidelines.
2. Transcribe information based upon written data and observations.
3. Create written reports from recorded observations.
4. Record details of calls, dispatches and/or messages.
5. Record daily activities and submit logs based upon occupation-specific expectations. (i.e. activities of prisoners, phone calls, alarms, property damage, theft, unusual occurrences OR project work, community development records, etc.).
6. Create, keep and update database of people involved in government and LPSS (i.e., prisoners, offenders, clients, service recipients, witnesses, etc.).
7. Maintain access to and security of sensitive materials.
8. Utilize Internet browser software to research information related to LPSS and government applications.
9. Utilize electronic systems to share files and documents and to communicate within and across organizations.
10. Prepare written reports that detail specifics of incidents (i.e. fire, client referrals, etc.)
11. Discuss various types of software specific for use in government, medical, fire, law enforcement, dispatching, and corrections settings.
12. Employ spreadsheet and database applications to organize, manipulate, and manage data.

13. Use Translation Software to communicate information.
14. Create and interpret tables, charts, and figures to support written and oral communications.
15. Use information technology tools to manage and perform work responsibilities.
16. Explore advances in record keeping technology as it develops.

FIRST AID/CPR/EMR – 44050 (.5 credit) (Certification Course, Instructor must hold appropriate certification)

1. Use protocols in emergency management response when working with an on-scene accident.
2. Use radio equipment, computer technology and public address/warning systems to manage emergency situations.
3. Practice response procedures used to respond to small and catastrophic incidents.
4. List local, state, and federal regulations pertaining to safety issues.
5. Display proper handling of hazardous materials to manage demands of medical, fire, environmental, and technical disasters or situations when hazardous materials are present.
6. List laws, ordinances and organizational rules of conduct to perform assigned duties.
7. List responsibilities of a beginning employee in emergency, fire, and EMT/First Responder services career to understanding the emotional and physical challenges of the field.
8. Define first aid and describe who has the duty to give first aid.
9. Describe where to find a list of items in the first aid kit at your worksite.
10. Explain how to keep yourself safe when giving first aid, including putting on and taking off protective gloves.

11. Explain how to keep the victim from further injury when giving first aid.
 12. Explain how to phone your department/agency emergency response number (or 911)
 13. Explain how to contact the Emergency Medical Services system in your area.
 14. List examples of when you should phone your department/agency emergency response number (or 911) for help.
 15. Describe how a first aid rescuer might feel after an emergency.
 16. Explain your role in keeping first aid care confidential.
 17. Explain which forms your department/agency wants you to fill out after you give first aid.
 18. List the signs and symptoms of a victim with a breathing problem and describe what to do.
 19. Describe how to relieve choking.
 20. Describe the signs and actions for a victim with a bad allergic reaction.
 21. Describe how to use an epinephrine pen.
 22. Describe several words that a victim may use to describe discomfort, pain, or pressure caused by a heart attack.
 23. Explain where the pain or pressure of a heart attack might be located.
 24. Explain first aid actions for a victim with chest discomfort, pain or pressure.
 25. Explain fainting and the first actions for it.
 26. Describe the signs, symptoms and first aid actions for low blood sugar in a person with diabetes.
 27. List the three signs and symptoms of and first aid actions for a stroke.
 28. Describe the signs and symptoms of and first aid actions for a person having a seizure.
 29. The signs of and first aid actions for shock.
 30. Describe the first aid actions for bleeding that you can see and how to stop it.
 31. Explain when you should expect bleeding inside the body.
 32. Describe first aid actions for bleeding you can't see.
 33. List signs of and first aid actions for a victim with head, neck and spine injury.
 34. Explain the first aid actions for broken bones and sprains.
 35. List the first aid actions for burns.
 36. Describe the first aid actions for:
 - a. A victim of electrocution
 - b. Bites and stings
 - c. Heat-related emergencies
 - d. Burns
 37. Describe the signs of and first aid actions for cold related emergencies
 38. Explain the steps for giving first aid for poisoning.
 39. Demonstrate CPR techniques for use on:
 - a. An adult
 - b. A child
 - c. An infant
 40. Describe what an Automatic External Defibrillator does.
 41. Explain use situations and operation of an AED
 42. Explain how to give CPR and use an AED
- EMT BRIDGE – 44055 (.5 credit) (Certification Course, Instructor must hold appropriate certification)**
1. Identify the role of the EMT in relationship to other medical personnel.
 2. Recognize the importance of educating the community in injury and illness prevention.
 3. Describe the code of practice and state laws governing practice.
 4. Detail the importance of ethical behaviors and professionalism.
 5. Utilize radio communications appropriately.
 6. Demonstrate accurate record keeping and documentation.
 7. Employ therapeutic communications techniques.
 8. React appropriately in stressful/crisis situations.
 9. Identify patient assessment information to be verbally reported.
 10. Utilize concise and accurate verbal and written communications.
 11. Conduct a physical examination rapidly and accurately.
 12. Obtain pertinent patient information from the environment and interviews.
 13. Utilize anatomy and physiology knowledge in completing the physical examination and history.
 14. Employ medical terminology accurately and appropriately.
 15. Recognize potential hazards to patients and EMS personnel safety.
 16. Prioritize care based on patient assessment.
 17. Continue assessment and evaluation of patient during transport.
 18. Recognize diagnostic signs and symptoms.
 19. Relate basic anatomy and physiology of respiratory system.
 20. Maintain an open airway.
 21. Provide oxygen therapy.
 22. Perform obstructed airway procedures.
 23. Differentiate causes, signs, symptoms, and treatments for respiratory problems.
 24. Explain indications and contraindications for oropharyngeal and nasopharyngeal airways.
 25. Demonstrate appropriate use, maintenance, and testing of equipment utilized in respiratory assistance.
 26. Relate anatomy and physiology of cardiovascular system e.g. structure and conduction system of the heart.
 27. Identify causes, signs, and symptoms of emergency cardiac conditions.
 28. Perform CPR for adults, children and infants.
 29. Demonstrate AED electrode placement.
 30. Explain perfusion and the mechanisms of improving cardiac output.
 31. Describe the role of respiration and inadequate ventilation in the management of shock.
 32. Explain the relationship of container size to fluid volume and the effect on blood returning to the heart.

33. Discriminate between compensated and uncompensated shock.
34. Identify the signs, symptoms, and field management of shock of various etiologies.
35. Assess a patient's perfusion status based on physical observations/survey including the pulse, skin temperature and capillary refill.
36. Calculate IV fluid rates.
37. Relate in order of priority the steps of shock treatment.
38. Demonstrate use of the pneumatic anti-shock garment including inflation and deflation and relate indications and contraindications.
39. Demonstrate knowledge of muscular skeletal anatomy and physiology.
40. Identify signs and symptoms of sprains, fractures and dislocations.
41. Describe examination procedures for a patient with MS injuries.
42. Demonstrate application and maintenance of orthopedic immobilization devices.
43. Demonstrate knowledge of central and peripheral nervous system anatomy and physiology.
44. Identify signs and symptoms of CNS and PNS injuries.
45. Describe assessment techniques and management of traumatic neurological, face and eye injuries.
46. Describe trauma score system and its applications.
47. Demonstrate patient immobilization on short and long backboards.
48. Demonstrate knowledge of anatomy and physiology on the integument system.
49. Demonstrate application of dressings and bandages.
50. Discuss signs and significance of various wound types.
51. Describe types, degrees and size of burns and methods of burn management.
52. Demonstrate knowledge of the anatomy and physiology of the female reproductive system.
53. Identify signs, symptoms, and emergency treatment for the following: normal, breech, and arm or leg vaginal delivery; prolapsed cord; supine hypotension syndrome; placenta previa; abruptio placenta; premature birth; abortions either accidental or intentional; ruptured uterus; postpartum hemorrhage; third trimester bleeding; pregnancy induced hypertension; preeclampsia; eclampsia; and rape.
54. Demonstrate assessment and care of the neonate.
55. Document time of birth for infant and placenta.
56. Describe aspects that are unique to the pediatric patient.
57. Identify signs, symptoms, and emergency treatment of seizures, child abuse, SIDS, trauma, respiratory distress and congenital abnormalities.
58. Discuss the specialized equipment and techniques of high risk neonatal transport.
59. Demonstrate knowledge of abdominal and genitourinary anatomy and physiology.
60. Describe techniques for dressing abdominal, chest wounds and exposed internal abdominal organs.
61. Identify signs, symptoms and emergency treatment of acute abdominal, genitourinary.
62. Recognize the laws governing the handling and legal commitment of the emotionally disturbed patient.
63. Identify communication and restraining techniques used with violent emotionally disturbed patients.
64. Describe behaviors of an emotionally disturbed patient.
65. Identify signs, symptoms and emergency treatment for: hyper and hypoglycemia; anaphylactic reactions, stroke, seizures, CHF, radiation, poisoning by injection, inhalation, ingestion or absorption; drug abuse; alcoholism; and contagious diseases.
66. Describe isolation or proper barrier garment use.
67. Identify signs, symptoms and emergency treatment for: heat exhaustion, cramps and stroke; frost bite; hypothermia.
68. Describe treatment techniques for water related emergencies.
69. Describe techniques used in mass casualty events and appropriate triage.
70. Recognize hazardous materials situations and follow appropriate procedures.
71. Relate classification, dosage, route, indications, side effects of drugs administered.
72. Explain procedures for verification of orders received via radio.
73. Respond to multiple casualty incidents.
74. Coordinate efforts with other agencies and providers.
75. Initiate appropriate invasive and noninvasive treatments under direction of physician, other authorized personnel, or written protocols.
76. Record and communicate data to designated medical command authority.
77. Exercise personal judgment in case of interruption in medical direction or immediate life threatening conditions using procedures specifically authorized in advanced.
78. Demonstrate proper patient lifting and moving techniques.
79. Direct transportation of patients.
80. Describe citizen access to the EMS system and the various mechanisms of eliciting response.
81. Discuss pre-hospital care as an extension of hospital care.
82. Define stabilization of a patient.
83. Explain the physician's responsibility for medical control in overseeing pre-hospital care.
84. Define protocols, standing orders and their development.
85. Examine procedures for replacement of equipment and supplies.
86. Describe the transition of patient care from pre-hospital to hospital.
87. Discuss the national standard levels of pre-hospital providers as defined by curriculum.

88. Review ambulance placement and the parameters utilized in different settings e.g. urban, suburban, and rural.
89. Explain the need for a coordinated interagency effort during a rescue operation.
90. Relate guidelines for patient assessment and reporting during transportation.
91. Describe the process for securing a patient during transportation.
92. Review regulations and recommendations for driving an emergency vehicle.
93. Explain vehicle and equipment maintenance.
94. Demonstrate proper radio use.
95. Demonstrate honesty, confidentiality and accurate documentation.
96. Compassionately respond to patients and families.
97. Demonstrate enthusiasm for learning and improvement.
98. Demonstrate wearing of appropriate clothing and uniform, displaying good personal hygiene and grooming.
99. Exercise good personal judgment.
100. Communicate clearly in speaking, writing, and listening.
101. Demonstrate punctuality and complete tasks and assignments on time.
102. Demonstrate respect for others.
103. Function as an advocate for patients.

EMERGENCY MEDICAL TECHNICIAN – 14055 (1 Credit) (Certification Course, Instructor must hold appropriate certification)

1. Define Emergency Medical Services (EMS) systems.
2. Differentiate the roles and responsibilities of the EMT from other prehospital care providers.
3. Describe the roles and responsibilities related to personal safety.
4. Discuss the roles and responsibilities of the EMT toward the safety of the crew, the patient, and bystanders.

5. Define quality improvement, and discuss the EMT's role in the process.
6. Define medical direction, and discuss the EMT's role in the process.
7. State the specific statutes and regulations in your state regarding the EMS system.
8. Assess areas of personal attitude and conduct of the EMT.
9. Characterize the various methods used to access the EMS system in your community.
10. List possible emotional reactions that the EMT may experience when faced with trauma, illness, death, and dying.
11. Discuss the possible reactions that a family member may exhibit when confronted with death and dying.
12. State the steps in the EMT's approach to the family confronted with death and dying.
13. State the possible reactions that the family of the EMT may exhibit due to their outside involvement in EMS.
14. Recognize the signs and symptoms of critical incident stress.
15. State possible steps the EMT may take to help reduce or alleviate stress.
16. Explain the need to determine scene safety.
17. Discuss the importance of body substance isolation (Standard Precautions).
18. Describe the steps the EMT should take for personal protection from airborne and bloodborne pathogens.
19. List the personal protective equipment necessary for each of the following situations:
 - a. Hazardous materials
 - b. Rescue operations
 - c. Violent scenes
 - d. Crime scenes
 - e. Exposure to bloodborne pathogens
 - f. Exposure to airborne pathogens
20. Explain the rationale for serving as an advocate for the use of appropriate protective equipment.
21. Given a scenario with potential infectious exposure, the EMT will use appropriate

- personal protective equipment. At the completion of the scenario, the EMT will properly remove and discard the protective garments.
22. Given the previous scenario, the EMT will complete disinfection/cleaning and all reporting documentation.
23. Define the EMT scope of practice.
24. Discuss the importance of do not resuscitate (DNR) orders (advance directives) and local or state provisions regarding EMS application.
25. Define consent and discuss the methods of obtaining consent.
26. Differentiate between expressed and implied consent.
27. Explain the role of consent of minors in providing care.
28. Discuss the implications for the EMT in patient refusal of transport.
29. Discuss the issues of abandonment, negligence, and battery and their implications to the EMT.
30. State the conditions necessary for the EMT to have a duty to act.
31. Explain the importance, necessity, and legality of patient confidentiality.
32. Discuss the considerations of the EMT in issues of organ retrieval.
33. Differentiate the actions that an EMT should take to assist in the preservation of a crime scene.
34. State the conditions that require an EMT to notify local law enforcement officials.
35. Explain the role of EMS and the EMT regarding patients with DNR orders.
36. Explain the rationale for the needs, benefits, and usage of advance directives.
37. Explain the rationale for the concept of varying degrees of DNR.
38. Identify the following topographic terms: *medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, mid-axillary.*

39. Describe the anatomy and function of the following major body systems: respiratory, circulatory, musculoskeletal, nervous, and endocrine.
40. Identify the components of vital signs.
41. Describe the methods used to obtain a breathing rate.
42. Identify the attributes that should be obtained when assessing breathing.
43. Differentiate between shallow, labored, and noisy breathing.
44. Describe the methods to obtain a pulse rate.
45. Identify the information obtained when assessing a patient's pulse.
46. Differentiate between a strong, weak, regular, and irregular pulse.
47. Describe and demonstrate the methods used to assess skin color, temperature, and condition (capillary refill in infants and children).
48. Identify the normal and abnormal skin colors.
49. Differentiate between pale, blue, red, and yellow skin color.
50. Identify the normal and abnormal skin temperature.
51. Differentiate between hot, cool, and cold skin temperature.
52. Identify normal and abnormal skin conditions.
53. Identify normal and abnormal capillary refill in infants and children.
54. Describe the methods used to assess the pupils.
55. Identify normal and abnormal pupil size.
56. Differentiate between dilated (big) and constricted (small) pupil size.
57. Differentiate between reactive and nonreactive pupils and equal and unequal pupils.
58. Describe the methods used to assess blood pressure.
59. Define systolic and diastolic pressure.
60. Explain the difference between auscultation and palpation for obtaining a blood pressure.
61. Identify the components of the SAMPLE history and the importance of obtaining it.
62. Differentiate between a sign and a symptom.
63. State the importance of accurately reporting and recording the baseline vital signs.
64. Discuss the need to search for additional medical identification.
65. Explain the value of performing the baseline vital signs.
66. Recognize and respond to the feelings patients experience during assessment.
67. Defend the need for obtaining and recording an accurate set of vital signs.
68. Explain the rationale of recording additional sets of vital signs.
69. Demonstrate the skills involved in assessment of breathing.
70. Demonstrate the skills associated with obtaining a pulse.
71. Demonstrate the skills associated with assessing the skin color, temperature, condition, and capillary refill in infants and children.
72. Demonstrate the skills associated with assessing the pupils.
73. Demonstrate the skills associated with obtaining blood pressure.
74. Demonstrate the skills that should be used to obtain information from the patient, family, or bystanders at the scene.
75. Define body mechanics.
76. Discuss the guidelines and safety precautions that need to be followed when lifting a patient.
77. Describe the safe lifting of cots and stretchers.
78. Describe the guidelines and safety precautions for carrying patients and/or equipment.
79. Discuss one-handed carrying techniques.
80. Describe correct and safe carrying procedures on stairs.
81. State the guidelines for reaching and their application.
82. Describe correct reaching for log rolls.
83. State the guidelines for pushing and pulling.
84. Discuss the general considerations of moving patients.
85. State three situations that may require the use of an emergency move.
86. Identify the following patient-carrying devices and, working with a partner, prepare each device for use, transfer a patient to the device, properly position patient, move the device to the ambulance and load the patient into the ambulance:
 - a. Wheeled ambulance stretcher
 - b. Portable ambulance stretcher
 - c. Chair
 - d. Scoop Stretcher
 - e. Long spine board
 - f. Basket stretcher
 - g. Flexible Stretcher
87. Explain the rationale for properly lifting and moving patients.
88. Working with a partner, demonstrate techniques for the transfer of a patient from an ambulance stretcher to a hospital stretcher.
89. Name and label the major structures of the respiratory system on a diagram.
90. List the signs of adequate breathing.
91. Describe the steps in performing the head-tilt, chin-lift.
92. Relate mechanism of injury to opening the airway.
93. Describe the steps in performing the jaw-thrust.
94. State the importance of having a suction unit ready for immediate use when providing emergency care.
95. Describe and demonstrate the techniques of suctioning.
96. Describe and demonstrate how to artificially ventilate a patient with a pocket mask.
97. Describe and demonstrate the steps in performing the skill of artificially ventilating a patient with a bag-valve mask while using the jaw-thrust.
98. List the parts of a bag-valve-mask system and demonstrate its assembly.
99. Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve mask for one and two rescuers.

100. Describe the signs of adequate and inadequate artificial ventilation using the bag-valve mask.
101. Describe and demonstrate the steps in artificially ventilating a patient with a flow-restricted, oxygen-powered ventilation device.
102. List the steps in performing the actions taken when providing mouth-to-mouth and mouth-to-stoma artificial ventilation.
103. Describe and demonstrate how to measure and insert an oropharyngeal (oral) airway and a nasopharyngeal (nasal) airway.
104. Define the components of an oxygen delivery system.
105. Identify and demonstrate the use of a nonrebreather face mask and state the oxygen flow requirements needed for its use.
106. Describe the indications for using a nasal cannula versus a nonrebreather face mask.
107. Identify and demonstrate the use of a nasal cannula and state the flow requirements needed for its use.
108. Explain the rationale for basic life support artificial ventilation and airway protective skills taking priority over most other basic life support skills.
109. Explain the rationale for providing adequate oxygenation through high inspired oxygen concentrations to patients who, in the past, may have received low concentrations.
110. Demonstrate the steps in performing the head-tilt, chin-lift, and jaw-thrust.
111. Demonstrate the steps in providing mouth-to-mouth artificial ventilation with body substance isolation (barrier shields).
112. Demonstrate how to artificially ventilate a patient with a stoma.
113. Demonstrate the correct operation of oxygen tanks and regulators.
114. Demonstrate how to artificially ventilate the infant and child patient.
115. Demonstrate oxygen administration for the infant and child patient.
116. Recognize hazards or potential hazards.
117. Describe common hazards found at the scene of a trauma and a medical patient.
118. Determine if the scene is safe to enter.
119. Discuss common mechanisms of injury or nature of illness.
120. Discuss the reason for identifying the total number of patients at the scene.
121. Explain the reason for identifying the need for additional help or assistance.
122. Explain the rationale for crew members to evaluate scene safety prior to entering.
123. Serve as a model for others, explaining how patient situations affect your evaluation of mechanism of injury or illness.
124. Observe various scenarios and identify potential hazards.
125. Summarize the reasons for forming a general impression of the patient.
126. Discuss methods of assessing altered mental status.
127. Differentiate between assessing the altered mental status in the adult, child, and infant patient.
128. Discuss and distinguish between methods of assessing the breathing/airway in the adult, child, and infant patient.
129. State reasons for management of the cervical spine once the patient has been determined to be a trauma patient.
130. Describe methods used for assessing if a patient is breathing.
131. State what care should be provided to the adult, child, and infant patient with and without adequate breathing.
132. Differentiate between a patient with adequate and inadequate breathing.
133. Compare the methods of providing airway care to the adult, child, and infant patient.
134. Describe the methods used to obtain a pulse.
135. Differentiate between obtaining a pulse in an adult, child, and infant patient.
136. Discuss the need for assessing the patient for external bleeding.
137. Describe normal and abnormal findings when assessing skin capillary refill in the infant and child patient.
138. Explain the reason for prioritizing a patient for care and transport.
139. Explain the importance of forming a general impression of the patient.
140. Explain the value of performing an initial assessment.
141. Demonstrate the techniques for assessing mental status.
142. Demonstrate the techniques for assessing the airway and for assessing if the patient is breathing.
143. Demonstrate the techniques for assessing if the patient has a pulse.
144. Demonstrate the techniques for assessing the patient for external bleeding.
145. Demonstrate the ability to prioritize patients.
146. Discuss the reasons for reconsideration concerning the mechanism of injury.
147. State the reasons for performing a rapid trauma assessment.
148. Recite examples and explain why patients should receive a rapid trauma assessment.
149. Describe the areas included in the rapid trauma assessment and discuss what should be evaluated.
150. Differentiate when the rapid assessment may be altered in order to provide patient care.
151. Discuss the reason for performing a focused history and physical exam.
152. Recognize and respect the feelings that patients might experience during assessment.
153. Demonstrate the rapid trauma assessment that should be used to treat a patient based on mechanism of injury.
154. Describe the unique needs for assessing an individual with a specific chief complaint with no known prior history.
155. Differentiate between the history and physical exam that is performed for responsive patients.

- with no known prior history and responsive patients with a known prior history.
156. Describe the needs for assessing an individual who is unresponsive.
 157. Differentiate between the assessment that is performed for a patient who is unresponsive or has an altered mental status and other medical patients requiring assessment.
 158. Recognize and respect the feelings that these patients might be experiencing.
 159. Demonstrate the patient assessment skills that should be used to assist a patient who is responsive with no known history.
 160. Demonstrate the patient assessment skills that should be used to assist a patient who is unresponsive or has an altered mental status.
 161. Discuss the components of the detailed physical exam and state the areas of the body that are evaluated.
 162. Explain what additional care should be provided while performing the detailed physical exam.
 163. Distinguish between the detailed physical exam that is performed on a trauma patient and that of the medical patient.
 164. Explain the rationale for the feelings that these patients might be experiencing.
 165. Demonstrate the skills involved in performing the detailed physical exam.
 166. Discuss the reasons for repeating the initial assessment as part of the ongoing assessment.
 167. Describe the components of and explain the value of the ongoing assessment.
 168. Describe trending of assessment components.
 169. Explain the value of trending assessment components to other health professionals who assume care of the patient.
 170. Demonstrate the skills involved in performing the ongoing assessment.
 171. List the proper methods of initiating and terminating a radio call.
 172. State the proper sequence for delivery of patient information.
 173. Explain the importance of effective communication of patient information in the verbal report.
 174. Identify the essential components of the verbal report.
 175. Describe the attributes for increasing effectiveness and efficiency of verbal communications.
 176. State legal aspects to consider in verbal communication.
 177. Discuss the communication skills that should be used to interact with the patient.
 178. Discuss 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.
 179. List the correct radio procedures in the following phases of a typical call:
 - a. To the scene
 - b. At the scene
 - c. To the facility
 - d. At the facility
 - e. To the station
 - f. At the station
 180. Explain the rationale for providing efficient and effective radio communications and patient reports.
 181. Perform a simulated, organized, concise radio transmission.
 182. Perform an organized, concise patient report that would be given to the staff at a receiving facility.
 183. 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.
 184. Explain the components of the written report and list the information that should be included in the written report.
 185. Identify the various sections of the written report.
 186. Describe what information is required in each section of the prehospital care report and how it should be entered.
 187. Describe what information is required in each section of the prehospital care report and how it should be entered.
 188. Describe the legal implications associated with the written report.
 189. Discuss all state and/or local record and reporting requirements.
 190. Explain the rationale for patient care documentation.
 191. Explain the rationale for the EMS system gathering data.
 192. Explain the rationale for using medical terminology correctly.
 193. Explain the rationale for using an accurate and synchronous clock so that information can be used in trending.
 194. Complete a prehospital care report
 195. Identify which medications will be carried on the unit.
 196. State the medications carried on the unit by the generic name.
 197. Identify the medications which the EMT-Basic may assist the patient with administering.
 198. State the medications the EMT-Basic can assist the patient with by the generic name.
 199. Discuss the forms in which the medications may be found.
 200. Explain the rationale for the administration of medications.
 201. Demonstrate general steps for assisting patient with self-administration of medications.
 202. Read the labels and inspect each type of medication.
 203. List the structure and function of the respiratory system.
 204. Describe the signs and symptoms and the emergency medical care of a patient with breathing difficulty.

205. Recognize the need for medical direction to assist in the emergency medical care of the patient with breathing difficulty.
206. Describe the emergency medical care of the patient with breathing distress.
207. Establish the relationship between airway management and the patient with breathing difficulty.
208. List signs of adequate air exchange.
209. State the generic name, medication forms, dose, administration, action, indications, and contraindications for the prescribed inhaler.
210. Distinguish between the emergency medical care of the infant, child, and adult patient with breathing difficulty.
211. Differentiate between upper airway obstruction and lower airway disease in the infant and child patient.
212. Defend EMT treatment regimens for various respiratory emergencies.
213. Explain the rationale for administering an inhaler.
214. Demonstrate the emergency medical care for breathing difficulty.
215. Perform the steps in facilitating the use of an inhaler.
216. Describe the structure and function of the cardiovascular system.
217. Describe the emergency medical care of the patient experiencing chest pain or discomfort.
218. List the indications and contraindications for automated external defibrillation (AED).
219. Define the role of EMT in the emergency cardiac care system.
220. Explain the impact of age and weight on defibrillation.
221. Discuss the position of comfort for patients with various cardiac emergencies.
222. Establish the relationship between airway management and the patient with cardiovascular compromise.
223. Predict the relationship between the patient experiencing cardiovascular compromise and basic life support.
224. Discuss the fundamentals of and explain the rationale for early defibrillation.
225. Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator.
226. Explain the importance of prehospital ACLS intervention if it is available.
227. Explain the importance of urgent transport to a facility with advanced cardiac life support if it is not available in the prehospital setting.
228. Discuss the various types of automated external defibrillators and differentiate between the fully automated and the semiautomated defibrillator.
229. Discuss the procedures that must be taken into consideration for standard operations of the various types of automated external defibrillators.
230. State the reasons for assuring that the patient is pulseless and apneic when using the automated external defibrillator.
231. Discuss the circumstances which may result in inappropriate shocks.
232. Explain the considerations for interruption of CPR when using the automated external defibrillator.
233. Discuss the advantages and disadvantages of automated external defibrillators.
234. Summarize the speed of operation of automated external defibrillation.
235. Discuss the use of remote defibrillation through adhesive pads.
236. Discuss the special considerations for rhythm monitoring.
237. Discuss the standard of care that should be used to provide care to a patient with persistent ventricular fibrillation and no available ACLS.
238. Discuss the standard of care that should be used to provide care to a patient with recurrent ventricular fibrillation and no available ACLS.
239. Differentiate between single rescuer and multi-rescuer care with an automated external defibrillator.
240. Explain the reason for pulses not being checked between shocks with an automated external defibrillator.
241. Discuss the importance of coordinating ACLS trained providers with personnel using automated external defibrillators.
242. Discuss the importance and list the components of post-resuscitation care.
243. Explain the importance of frequent practice with the automated external defibrillator.
244. Discuss the need to complete the Automated Defibrillator: Operator's Shift Checklist.
245. Discuss the role of the American Heart Association (AHA) in the use of automated external defibrillation.
246. Explain the role medical direction plays in the use of automated external defibrillation.
247. State the reasons why a case review should be completed following the use of the automated external defibrillator.
248. Discuss the components that should be included in a case review.
249. Discuss the goal of quality improvement in automated external defibrillation.
250. Recognize the need for medical direction of protocols to assist in the emergency medical care of the patient with chest pain.
251. List the indications, contraindications and side effects for the use of nitroglycerin.
252. Define the function of all controls on an automated external defibrillator, and describe event documentation and battery defibrillator maintenance.
253. Defend the reasons for obtaining initial training in automated external defibrillation and the importance of continuing education.
254. Defend the reason for maintenance of automated external defibrillators.

255. Explain the rationale for administering nitroglycerin to a patient with chest pain or discomfort.
256. Demonstrate the assessment and emergency medical care of a patient experiencing chest pain or discomfort.
257. Demonstrate the application, operation and maintenance of the automated external defibrillator.
258. Demonstrate the assessment and documentation of patient response to the automated external defibrillator.
259. Demonstrate the skills necessary to complete the Automated Defibrillator: Operator's Shift Checklist.
260. Perform the steps in facilitating the use of nitroglycerin for chest pain or discomfort.
261. Demonstrate the assessment and documentation of patient response to nitroglycerin.
262. Practice completing a prehospital care report for patients with cardiac emergencies.
263. Identify the patient taking diabetic medications with altered mental status and the implications of a diabetes history.
264. State the steps in the emergency medical care of the patient taking diabetic medicine with an altered mental status and a history of diabetes.
265. Establish the relationship between airway management and the patient with altered mental status.
266. State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose.
267. Evaluate the need for medical direction in the emergency medical care of the diabetic patient.
268. Explain the rationale for and demonstrate the steps in administering oral glucose.
269. Demonstrate the steps in the emergency medical care for the patient taking diabetic medicine with an altered mental status and a history of diabetes.
270. Demonstrate the assessment and documentation of patient response to oral glucose.
271. Demonstrate how to complete a prehospital care report for patients with diabetic emergencies.
272. Recognize, describe and demonstrate the emergency medical care for the patient experiencing an allergic reaction.
273. Establish the relationship between the patient with an allergic reaction and airway management.
274. Describe the mechanisms of allergic response and the implications for airway management.
275. State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector.
276. Evaluate the need for medical direction in the emergency medical care of the patient with an allergic reaction.
277. 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.
278. Explain the rationale for administering epinephrine using an auto-injector.
279. Demonstrate the use of epinephrine auto-injector.
280. Demonstrate the assessment and documentation of patient response to an epinephrine injection.
281. Demonstrate proper disposal of equipment.
282. Demonstrate completing a prehospital care report for patients with allergic emergencies.
283. List various ways that poisons enter the body.
284. List signs and symptoms associated with poisoning.
285. Discuss the emergency medical care for the patient with possible overdose.
286. Describe the steps in the emergency medical care for the patient with suspected poisoning.
287. Establish the relationship between the patient suffering from poisoning or overdose and airway management.
288. State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects, and reassessment strategies for activated charcoal.
289. Recognize the need for medical direction in caring for patient with poisoning or overdose.
290. Explain the rationale for administering activated charcoal.
291. Explain the rationale for contacting medical direction early in the prehospital management of the poisoning or overdose patient.
292. Demonstrate the steps in the emergency medical care for the patient with possible overdose and the patient with suspected poisoning.
293. Perform the necessary steps required to provide a patient with activated charcoal.
294. Demonstrate the assessment and documentation of patient response.
295. Demonstrate proper disposal of equipment for the administration of activated charcoal.
296. Demonstrate completing a prehospital care report for patients with a poisoning or overdose emergency.
297. Describe the various ways that the body loses heat.
298. List the signs and symptoms of exposure to cold and exposure to heat.
299. Explain the steps in providing emergency medical care to a patient exposed to cold and exposed to heat.
300. Recognize the signs and symptoms of water-related emergencies.
301. Describe the complications of drowning.
302. Discuss the emergency medical care of bites and stings.
303. Demonstrate the assessment and emergency medical care of a patient with exposure to cold and of a patient exposed to heat.
304. Demonstrate the assessment and emergency medical care of a near-drowning patient.

305. Demonstrate completing a prehospital care report for patients with environmental emergencies.
306. Define behavioral emergencies and discuss the general factors that may cause an alteration in a patient's behavior.
307. State the various reasons for psychological crises.
308. Discuss the characteristics of an individual's behavior which suggest that the patient is at risk for suicide.
309. Discuss special medical/legal considerations for managing behavioral emergencies.
310. Discuss the special considerations for assessing a patient with behavioral problems.
311. Discuss the general principles of an individual's behavior which suggest that he is at risk for violence.
312. Discuss methods to calm behavioral emergency patients.
313. Explain the rationale for learning how to modify your behavior toward the patient with a behavioral emergence.
314. Demonstrate the assessment and emergency medical care of the patient experiencing a behavioral emergency.
315. Demonstrate various techniques to safely restrain a patient with a behavioral problem.
316. Identify the following structures: uterus, vagina, fetus, placenta, umbilical cord, amniotic sac, and perineum.
317. Identify and explain the use of the contents of an obstetrics kit.
318. Identify pre-delivery emergencies.
319. State indications of an imminent delivery.
320. Differentiate the emergency medical care provided to a patient with pre-delivery emergencies from a normal delivery.
321. State the steps in the pre-delivery preparation of the mother.
322. Establish the relationship between body substance isolation (Standard Precautions) and childbirth.
323. State the steps to assist in the delivery.
324. Describe care of the baby as the head appears and describe how and when to cut the umbilical cord.
325. Discuss the steps in the delivery of the placenta.
326. List the steps in the emergency medical care of the mother post-delivery.
327. Summarize neonatal resuscitation procedures.
328. Describe the procedures for the following abnormal deliveries: breech birth, prolapsed cord, limb presentation.
329. Differentiate the special considerations for multiple births.
330. Describe special considerations of meconium.
331. Describe the special considerations of a premature baby.
332. Discuss the emergency medical care of a patient with a gynecological emergency.
333. Explain the rationale for understanding the implications of treating two patients (mother and baby).
334. Demonstrate the steps to assist in the normal cephalic delivery.
335. Demonstrate necessary care procedures of the fetus as the head appears.
336. Demonstrate infant neonatal procedures.
337. Demonstrate post-delivery care of the infant.
338. Attend to the steps in the delivery of the placenta.
339. Demonstrate the procedures for the following abnormal deliveries: vaginal bleeding, breech birth, prolapsed cord, limb presentation.
340. Demonstrate the steps in the emergency medical care of the mother with excessive bleeding.
341. Demonstrate completing a prehospital care report for patients with obstetrical/gynecological emergencies.
342. List the structure and function of the circulatory system.
343. Differentiate between arterial, venous, and capillary bleeding.
344. State methods of emergency medical care of external bleeding.
345. Establish the relationship between Standard Precautions (body substance isolation) and bleeding.
346. Establish the relationship between airway management and the trauma patient.
347. Establish the relationship between mechanism of injury and internal bleeding.
348. List the signs of and steps in the emergency medical care of the patient with signs and symptoms of internal bleeding.
349. List signs and symptoms of shock (hypoperfusion).
350. State and demonstrate the steps in the emergency medical care of the patient with signs and symptoms of shock (hypoperfusion).
351. Demonstrate direct pressure as a method of emergency medical care of external bleeding.
352. Demonstrate the use of diffuse pressure as a method of emergency medical care of external bleeding.
353. Demonstrate the use of pressure points and tourniquets as a method of emergency medical care of external bleeding.
354. Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding.
355. Demonstrate completing a prehospital care report for patient with bleeding and/or shock (hypoperfusion).
356. State the major functions of the skin and list the layers of the skin.
357. Establish the relationship between Standard Precautions (body substance isolation) and soft-tissue injuries.
358. List the types of closed soft-tissue injuries.
359. Describe the emergency medical care of the patient with a closed soft-tissue injury.
360. List the types of and describe the emergency medical care of the patient with an open soft-tissue injury.

361. Discuss the emergency medical care considerations for a patient with a penetrating chest injury.
362. State the emergency medical care considerations for a patient with an open wound to the abdomen.
363. Differentiate the care of an open wound to the chest from an open wound to the abdomen.
364. List the classifications of burns.
365. Define and list the characteristics of a superficial burn.
366. Define and list the characteristics of a partial thickness burn.
367. Define and list the characteristics of a full thickness burn.
368. Describe the emergency medical care of the patient with
- A full thickness burn
 - A superficial burn
 - A partial thickness burn
369. List the functions and describe the purpose of dressing and bandaging.
370. Describe the steps in applying a pressure dressing.
371. Establish the relationship between airway management and the patient with chest injury, burns, and blunt and penetrating injuries.
372. Describe the effects of improperly applied dressings, splints, and tourniquets.
373. Describe the emergency medical care of a patient with an impaled object.
374. Describe the emergency medical care of a patient with an amputation.
375. Describe the emergency care for
- A chemical burn
 - An electrical burn
376. Demonstrate the steps in emergency medical care of closed and open soft-tissue injuries.
377. Demonstrate the steps in emergency medical care of a patient with
- An open chest wound
 - Open abdominal wounds
 - An impaled object
- An amputation
378. Demonstrate the steps in emergency medical care of an amputated part.
379. Demonstrate the steps in emergency medical care of a patient with
- Superficial burns
 - Partial thickness burns
 - Full thickness burns
 - A chemical burn
380. Demonstrate completing a prehospital care report for patients with soft-tissue injuries.
381. Describe the function of the muscular system.
382. List the major bones or bone groupings of the spinal column, the thorax, the upper extremities, and the lower extremities.
383. Differentiate between an open and a closed painful, swollen, or deformed extremity.
384. State the reasons for, general rules of, and complications of splinting.
385. List the emergency medical care for a patient with a painful, swollen, deformed extremity.
386. Explain the rationale for splinting at the scene versus load and go.
387. Explain the rationale for immobilization of the painful, swollen, deformed extremity.
388. Demonstrate the emergency medical care of a patient with a painful, swollen, deformed extremity.
389. Demonstrate completing a prehospital care report for patients with musculoskeletal injuries.
390. State the components of the nervous system.
391. Define the structure of the skeletal system as it relates to the nervous system.
392. Relate mechanism of injury to potential injuries of the head and spine.
393. Describe the implications of not properly caring for potential spine injuries.
394. State the signs and symptoms of a potential spine injury.
395. Describe the method of determining if a responsive patient may have a spine injury.
396. Relate the airway emergency medical care techniques to the patient with a suspected spine injury.
397. Describe how to stabilize the cervical spine.
398. Discuss indications for sizing and using a cervical spine immobilization device.
399. Establish the relationship between airway management and the patient with head and spine injuries.
400. Describe a method for sizing a cervical spine immobilization device.
401. Describe how to log roll a patient with a suspected spine injury.
402. Describe how to secure a patient to a long spine board.
403. List instances when a short spine board should be used.
404. Describe how to immobilize a patient using a short spine board.
405. Describe the indications for the use of and list the steps in performing rapid extrication.
406. State the circumstances when a helmet should be left on the patient and when it should be removed.
407. Identify different types of helmets.
408. Explain the preferred methods to remove a helmet.
409. Discuss alternative methods for removal of a helmet.
410. Describe how the patient's head is stabilized to remove the helmet.
411. Differentiate how the head is stabilized with a helmet compared to without a helmet.
412. Explain the rationale for immobilization of the entire spine when a cervical spine injury is suspected.
413. Explain the rationale for utilizing immobilization methods apart from the straps on the cot.
414. Explain the rationale for utilizing a short spine immobilization device when moving a patient from the sitting to supine position.

415. Explain the rationale for utilizing rapid extrication approaches only when they indeed will make the difference between life and death.
416. Defend the reasons for leaving a helmet in place for transport of a patient.
417. Defend the reasons for removal of a helmet prior to transport of a patient.
418. Demonstrate opening the airway in a patient with suspected spinal cord injury.
419. Demonstrate evaluating a responsive patient with a suspected spinal cord injury.
420. Demonstrate stabilization of the cervical spine
421. Demonstrate the four person log roll and the two person log roll for a patient with a suspected spinal cord injury.
422. Demonstrate securing a patient to a long spine board.
423. Demonstrate using the short board immobilization technique.
424. Demonstrate the procedure for rapid extrication.
425. Demonstrate preferred methods for stabilization of a helmet.
426. Demonstrate helmet removal techniques.
427. Demonstrate alternative methods for stabilization of a helmet.
428. Demonstrate completing a prehospital care report for patients with head and spinal injuries.
429. Identify the developmental considerations for the following age groups:
- Infants
 - Toddlers
 - Preschool
 - School age
 - Adolescent
430. Describe differences in anatomy and physiology of the infant, child, and adult patient.
431. Differentiate the response of the ill or injured infant or child (age specific) from that of an adult.
432. Indicate various causes of respiratory emergencies.
433. Differentiate between respiratory distress and respiratory failure.
434. List the steps in the management of foreign body airway obstruction.
435. Summarize emergency medical care strategies for respiratory distress and respiratory failure.
436. Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient.
437. Describe the methods of determining end organ perfusion in the infant and child.
438. State the usual cause of cardiac arrest in infants and children versus adults.
439. List the common causes of seizures in the infant and child patient.
440. Describe the management of seizures in the infant and child patient.
441. Differentiate between the injury patterns in adults, infants, and children.
442. Discuss the field management of the infant and child trauma patient.
443. Summarize the indicators of possible child abuse and neglect.
444. Describe the medical/legal responsibilities in suspected child abuse.
445. Recognize the need for EMT-Basic debriefing following a difficult infant or child transport.
446. Explain the rationale for having knowledge and skills appropriate for dealing with the infant and child patient.
447. Attend to the feelings of the family when dealing with an ill or injured infant or child.
448. Understand the provider's own response (emotional) to caring for infants or children.
449. Demonstrate the techniques of foreign body airway obstruction removal in the infant and in the child.
450. Demonstrate the assessment of the infant and child.
451. Demonstrate bag-valve-mask artificial ventilations for the infant and child.
452. Demonstrate oxygen delivery for the infant and child.
453. Discuss the medical and nonmedical equipment needed to respond to a call.
454. List the phases of an ambulance call.
455. Describe the general provisions of state laws relating to the operation of the ambulance and privileges in any or all of the following categories:
- Speed
 - Warning lights
 - Sirens
 - Right-of-way
 - Parking
 - Turning
456. List contributing factors to unsafe driving conditions.
457. Describe the considerations that should be given to:
- Request for escorts
 - Following an escort vehicle
 - Intersections
458. Discuss "Due Regard for Safety of All Others" while operating an emergency vehicle.
459. State what information is essential in order to respond to a call.
460. Discuss various situations that may affect response to a call.
461. Differentiate between the various methods of moving a patient to the unit based upon injury or illness.
462. Apply the components of the essential patient information in a written report.
463. Summarize the importance of preparing the unit for the next response.
464. Identify what is essential for completion of a call.
465. Distinguish among the terms *cleaning*, *disinfection*, *high-level disinfection*, and *sterilization*.
466. Describe how to clean or disinfect items following patient care.

467. Explain the rationale for appropriate report of patient information.
468. Explain the rationale for having the unit prepared to respond.
469. Describe the purpose of extrication.
470. Discuss the role of the EMT in extrication.
471. Identify what equipment for personal safety is required for the EMT.
472. Define the fundamental components of extrication.
473. State the steps that should be taken to protect the patient during extrication.
474. Distinguish between simple and complex access.
475. Explain the EMT's role during a call involving hazardous materials.
476. Describe what the EMT should do if there is reason to believe that there is a hazard at the scene.
477. Describe the actions that an EMT should take to ensure bystander safety.
478. State the role that the EMT should perform until appropriately trained personnel arrive at the scene of a hazardous materials situation.
479. Break down the steps to approaching a hazardous situation.
480. Discuss the various environmental hazards that affect EMS.
481. Describe the criteria for a multiple-casualty situation.
482. Evaluate the role of the EMT in the multiple-casualty situation.
483. Summarize the components of basic triage.
484. Define the role of the EMT in a disaster operation.
485. Describe basic concepts of incident management.
486. Explain the methods for preventing contamination of self, equipment, and facilities.
487. Review the local mass casualty incident plan.
488. Given a scenario of a mass casualty incident, perform triage.
489. Identify and describe the airway anatomy in the infant, child, and adult.
490. Differentiate between the airway anatomy in the infant, child, and adult.
491. Explain the pathophysiology of airway compromise.
492. Describe the proper use of airway adjuncts.
493. Review the use of oxygen therapy in airway management.
494. Describe the indications, contraindications, and technique for insertion of nasal gastric tubes.
495. Describe how to perform cricoid pressure.
496. Describe the indications for advanced airway management.
497. List the equipment required for orotracheal intubation.
498. Describe the proper use of the curved blade and the straight blade for orotracheal intubation.
499. State the reasons for and proper use of the stylet in orotracheal intubation.
500. Describe the methods of choosing the appropriate size endotracheal tube in an adult patient.
501. State the formula for sizing an infant or child endotracheal tube.
502. List complications associated with advanced airway management.
503. Define the various alternative methods for sizing the infant and child endotracheal tube.
504. Describe the skill of orotracheal intubation in the adult, infant and child patient.
505. Describe the skill of confirming endotracheal tube placement in the adult, infant, and child patient.
506. State the consequence of and the need to recognize unintentional esophageal intubation.
507. Describe the skill of securing the endotracheal tube in the adult, infant, and child patient.
508. Recognize and respect the feelings of the patient and family during advanced airway procedures.
509. Explain the value of performing advanced airway procedures.
510. Explain the rationale for the use of a stylet.
511. Explain the rationale for having a suction unit immediately available during intubation attempts.
512. Explain the rationale for confirming breath sounds.
513. Explain the rationale for securing the endotracheal tube.
514. Demonstrate how to perform cricoid pressure.
515. Demonstrate the skill of
- Orotracheal intubation in the adult, infant and child patient
 - Confirming endotracheal tube placement in the adult infant and child patient
 - Demonstrate the skill of securing the endotracheal tube in the adult, infant and child patient.

FIRE SCIENCE I – 44100 (1 credit) (Combined with Fire Science II, this equals the Fire Fighter I Certification Course) (Certification Course, Instructor must hold appropriate certification)

- Describe the history and culture of the fire service. *(NFPA® 1001, 5.1.1)*
- Describe the mission of the fire service. *(NFPA® 1001, 5.1.1)*
- Define fire department organizational principles. *(NFPA® 1001, 5.1.1)*
- Distinguish among functions of fire companies. *(NFPA® 1001, 5.1.1)*
- Summarize primary knowledge and skills the firefighter must have to function effectively. *(NFPA® 1001, 5.1.1)*
- Distinguish among the primary roles of fire service personnel. *(NFPA® 1001, 5.1.1)*
- Distinguish among policies, procedures, and standard operating procedures (SOPs). *(NFPA® 1001, 5.1.1)*
- Summarize components of the Incident Command System (ICS). *(NFPA® 1001, 5.1.1)*

9. Distinguish among the functions of the major subdivisions within the ICS structure. *(NFPA® 1001, 5.1.1)*
10. Define ICS terms. *(NFPA® 1001, 5.1.1)*
11. Discuss fire service interaction with other organizations. *(NFPA® 1001, 5.1.1)*
12. List ways to prevent firefighter injuries. *(NFPA® 1001, 5.1.1)*
13. Discuss National Fire Protection Association standards related to firefighter health and safety. *(NFPA® 1001, 5.1.1)*
14. Discuss Occupational Safety and Health Administration regulations. *(NFPA® 1001, 5.1.1)*
15. Summarize the IFSTA Principles of Risk Management. *(NFPA® 1001, 5.1.1)*
16. List the main goals of a safety program. *(NFPA® 1001, 5.1.1)*
17. Discuss firefighter health considerations and employee assistance and wellness programs. *(NFPA® 1001, 5.1.1)*
18. List guidelines for riding safely on the apparatus. *(NFPA® 1001, 5.3.2)*
19. Discuss safety in the fire station. *(NFPA® 1001, 5.1.1)*
20. Describe ways to maintain safety in training. *(NFPA® 1001, 5.1.1)*
21. Explain how to maintain and service equipment used in training. *(NFPA® 1001, 5.1.1)*
22. Discuss emergency scene preparedness. *(NFPA® 1001, 5.1.1)*
23. Discuss emergency scene safety. *(NFPA® 1001, 5.1.1)*
24. Summarize general guidelines for scene management including highway incidents, crowd control, and cordoning off emergency scenes. *(NFPA® 1001, 5.3.3)*
25. Explain the importance of personnel accountability. *(NFPA® 1001, 5.3.5)*
26. Summarize basic interior operations techniques. *(NFPA® 1001, 5.1.1)*
27. Describe emergency escape and rapid intervention. *(NFPA® 1001, 5.1.1)*
28. Respond to an incident, correctly mounting and dismounting an apparatus. *(NFPA® 1001, 5.3.2, Skill Sheet 2-I-1)*
29. Set up and operate in work areas at an incident using traffic and scene control devices. *(NFPA® 1001, 5.3.3, Skill Sheet 2-I-2)*
30. Describe physical and chemical changes of matter related to fire. *(NFPA® 1001, 5.3.11)*
31. Discuss modes of combustion, the fire triangle, and the fire tetrahedron. *(NFPA® 1001, 5.3.11)*
32. Explain the difference between heat and temperature. *(NFPA® 1001, 5.3.11)*
33. Describe sources of heat energy. *(NFPA® 1001, 5.3.11)*
34. Discuss the transmission of heat. *(NFPA® 1001, 5.3.12)*
35. Explain how the physical states of fuel affect the combustion process. *(NFPA® 1001, 5.3.11)*
36. Explain how oxygen concentration affects the combustion process. *(NFPA® 1001, 5.3.11)*
37. Discuss the self-sustained chemical reaction involved in the combustion process. *(NFPA® 1001, 5.3.11)*
38. Describe common products of combustion. *(NFPA® 1001, 5.3.11)*
39. Distinguish among classifications of fires. *(NFPA® 1001, 5.3.16)*
40. Describe the stages of fire development within a compartment. *(NFPA® 1001, 5.3.11)*
41. Summarize factors that affect fire development within a compartment. *(NFPA® 1001, 5.3.11)*
42. Describe methods used to control and extinguish fire. *(NFPA® 1001, 5.3.8)*
43. Describe common building materials. *(NFPA® 1001, 5.3.10)*
44. Describe construction types and the effect fire has on the structural integrity of the construction type. *(NFPA® 1001, 5.3.12)*
45. Identify the primary strengths and weaknesses of construction types. *(NFPA® 1001, 5.3.12)*
46. Describe dangerous building conditions created by a fire or by actions taken while trying to extinguish a fire. *(NFPA® 1001, 5.3.10)*
47. Identify indicators of building collapse. *(NFPA® 1001, 5.3.12)*
48. List actions to take when imminent building collapse is suspected. *(NFPA® 1001, 5.3.12)*
49. Describe hazards associated with lightweight and truss construction. *(NFPA® 1001, 5.3.12)*
50. Describe the purpose of protective clothing and equipment. *(NFPA® 1001, 5.1.1)*
51. Describe characteristics of protective clothing and equipment. *(NFPA® 1001, 5.1.1)*
52. Summarize guidelines for the care of personal protective clothing. *(NFPA® 1001, 5.1.1)*
53. List the four common respiratory hazards associated with fires and other emergencies. *(NFPA® 1001, 5.3.1)*
54. Distinguish among characteristics of respiratory hazards. *(NFPA® 1001, 5.3.1)*
55. Describe physical, medical, and mental factors that affect the firefighter's ability to use respiratory protection effectively. *(NFPA® 1001, 5.3.1)*
56. Describe equipment and air-supply limitations of SCBA. *(NFPA® 1001, 5.3.1)*
57. Discuss effective air management. *(NFPA® 1001, 5.3.1)*
58. Distinguish among characteristics of air-purifying respirators, open-circuit SCBA, and closed-circuit SCBA. *(NFPA® 1001, 5.3.1)*
59. Describe basic SCBA component assemblies. *(NFPA® 1001, 5.3.1)*
60. Discuss storing protective breathing apparatus. *(NFPA® 1001, 5.5.1)*
61. Summarize recommendations for the use of PASS devices. *(NFPA® 1001, 5.3.5)*

62. Describe precautionary safety checks for SCBA. *(NFPA® 1001, 5.3.1)*
63. Discuss general donning and doffing considerations for SCBA. *(NFPA® 1001, 5.3.1)*
64. Summarize general items to check in daily, weekly, monthly, and annual SCBA inspections. *(NFPA® 1001, 5.5.1)*
65. Summarize safety precautions for refilling SCBA cylinders. *(NFPA® 1001, 5.3.1)*
66. Discuss safety precautions for SCBA use. *(NFPA® 1001, 5.3.1)*
67. Describe actions to take in emergency situations using SCBA. *(NFPA® 1001, 5.3.1)*
68. Discuss operating in areas of limited visibility while wearing SCBA. *(NFPA® 1001, 5.3.5)*
69. Discuss exiting areas with restricted openings under emergency conditions while wearing SCBA. *(NFPA® 1001, 5.3.1)*
70. Don PPE and SCBA for use at an emergency. *(NFPA® 1001, 5.1.1.2, 5.3.1, Skill Sheet 5-I-1)*
71. Doff PPE and SCBA and prepare for reuse. *(NFPA® 1001, 5.1.1.2, Skill Sheet 5-I-2)*
72. Inspect PPE and SCBA for use at an emergency incident. *(NFPA® 1001, 5.5.1, Skill Sheet 5-I-3)*
73. Clean and sanitize PPE and SCBA. *(NFPA® 1001, 5.5.1, Skill Sheet 5-I-4)*
74. Fill an SCBA cylinder from a cascade system. *(NFPA® 1001, 5.3.1, Skill Sheet 5-I-5)*
75. Fill an SCBA cylinder from a compressor/purifier. *(NFPA® 1001, 5.3.1, Skill Sheet 5-I-6)*
76. Perform emergency operations procedures for an SCBA. *(NFPA® 1001, 5.3.1, Skill Sheet 5-I-7)*
77. Exit a constricted opening while wearing standard SCBA. *(NFPA® 1001, 5.3.9, Skill Sheet 5-I-8)*
78. Change an SCBA cylinder — One-person method. *(NFPA® 1001, 5.3.1, Skill Sheet 5-I-9)*
79. Change an SCBA cylinder — Two-person method. *(NFPA® 1001, 5.3.1, Skill Sheet 5-I-10)*
80. Describe methods by which agents extinguish fire. *(NFPA® 1001, 5.3.16)*
81. List mechanisms by which portable extinguishers expel their contents. *(NFPA® 1001, 5.3.16)*
82. Distinguish among classifications of fires and the most common agents used to extinguish them. *(NFPA® 1001, 5.3.16)*
83. Describe types of extinguishers and their common uses. *(NFPA® 1001, 5.3.16)*
84. Discuss extinguishers and agents for metal fires. *(NFPA® 1001, 5.3.16)*
85. Explain the portable extinguisher rating system. *(NFPA® 1001, 5.3.16)*
86. Describe factors to consider in selecting the proper fire extinguisher. *(NFPA® 1001, 5.3.16)*
87. Describe items to check for immediately before using a portable fire extinguisher. *(NFPA® 1001, 5.3.16)*
88. Describe the PASS method of application. *(NFPA® 1001, 5.3.16)*
89. Summarize procedures that should be part of every fire extinguisher inspection. *(NFPA® 1001, 5.3.16)*
90. Discuss damaged portable fire extinguishers and obsolete portable fire extinguishers. *(NFPA® 1001, 5.3.16)*
91. Operate a stored pressure water extinguisher. *(NFPA® 1001, 5.3.16, Skill Sheet 6-I-1)*
92. Operate a dry chemical (ABC) extinguisher. *(NFPA® 1001, 5.3.16, Skill Sheet 6-I-2)*
93. Operate a carbon dioxide (CO₂) extinguisher. *(NFPA® 1001, 5.3.16, Skill Sheet 6-I-3)*
94. Compare and contrast the characteristics of life-safety rope and utility rope. *(NFPA® 1001, 5.1.1)*
95. Summarize criteria for reusing life-safety rope. *(NFPA® 1001, 5.1.1)*
96. Describe rope materials. *(NFPA® 1001, 5.1.1)*
97. Describe types of rope construction. *(NFPA® 1001, 5.1.1)*
98. Summarize basic guidelines for rope maintenance. *(NFPA® 1001, 5.5.1)*
99. Explain procedures for storing life-safety rope. *(NFPA® 1001, 5.1.1)*
100. Describe webbing and webbing construction. *(NFPA® 1001, 5.1.1)*
101. Describe parts of a rope and considerations in tying a knot. *(NFPA® 1001, 5.1.1)*
102. Describe knot characteristics and knot elements. *(NFPA® 1001, 5.1.1)*
103. Describe characteristics of knots commonly used in the fire service. *(NFPA® 1001, 5.1.1)*
104. Select commonly used rope hardware for specific applications. *(NFPA® 1001, 5.1.1)*
105. Summarize hoisting safety considerations. *(NFPA® 1001, 5.1.1)*
106. Discuss rescue rope and harness. *(NFPA® 1001, 5.1.1)*
107. Inspect, clean, and store rope. *(NFPA® 1001, 5.5.1, Skill Sheet 7-I-1)*
108. Coil and uncoil a rope. *(NFPA® 1001, 5.5.1, Skill Sheet 7-I-2)*
109. Tie the single overhand knot. *(NFPA® 1001, 5.1.2, Skill Sheet 7-I-3)*
110. Tie a bowline. *(NFPA® 1001, 5.1.2, Skill Sheet 7-I-4)*
111. Tie a clove hitch. *(NFPA® 1001, 5.1.2, Skill Sheet 7-I-5)*
112. Tie a clove hitch around an object. *(NFPA® 1001, 5.1.2, Skill Sheet 7-I-6)*
113. Tie a figure eight. *(NFPA® 1001, 5.1.2, Skill Sheet 7-I-7)*
114. Tie a figure-eight bend. *(NFPA® 1001, 5.1.2, Skill Sheet 7-I-8)*
115. Tie a figure eight on a bight. *(NFPA® 1001, 5.1.2, Skill Sheet 7-I-9)*
116. Tie a becket bend. *(NFPA® 1001, 5.1.2, Skill Sheet 7-I-10)*

117. Hoist an axe. (NFPA® 1001, 5.1.2, Skill Sheet 7-I-11)
118. Hoist a pike pole. (NFPA® 1001, 5.1.2, Skill Sheet 7-I-12)
119. Hoist a roof ladder. (NFPA® 1001, 5.1.2, Skill Sheet 7-I-13)
120. Hoist a dry hoseline. (NFPA® 1001, 5.1.2, Skill Sheet 7-I-14)
121. Hoist a charged hoseline. (NFPA® 1001, 5.1.2, Skill Sheet 7-I-15)
122. Hoist a power saw. (NFPA® 1001, 5.1.2, Skill Sheet 7-I-16)
123. Distinguish between rescue and extrication operations. (NFPA® 1001, 5.3.9)
124. Summarize safety guidelines for search and rescue personnel operating within a burning building. (NFPA® 1001, 5.3.9)
125. Explain the objectives of a building search. (NFPA® 1001, 5.3.9)
126. Describe primary search and secondary search. (NFPA® 1001, 5.3.9)
127. Discuss conducting search operations. (NFPA® 1001, 5.3.9)
128. Explain what actions a firefighter should take when in distress. (NFPA® 1001, 5.3.9)
129. Describe actions that should be taken by a rapid intervention crew (RIC) when a firefighter is in distress. (NFPA® 1001, 5.3.9)
130. Discuss victim removal methods. (NFPA® 1001, 5.3.9)
131. Discuss emergency power and lighting equipment. (NFPA® 1001, 5.3.17)
132. Conduct a primary and secondary search. (NFPA® 1001, 5.3.9; Skill Sheet 8-I-1)
133. Exit a hazardous area. (NFPA® 1001, 5.3.5; Skill Sheet 8-I-2)
134. Demonstrate the incline drag. (NFPA® 1001, 5.3.9, Skill Sheet 8-I-3)
135. Demonstrate the blanket drag. (NFPA® 1001, 5.3.9, Skill Sheet 8-I-4)
136. Demonstrate the webbing drag. (NFPA® 1001, 5.3.9, Skill Sheet 8-I-5)
137. Demonstrate the cradle-in-arms lift/carry — One-rescuer method. (NFPA® 1001, 5.3.9, Skill Sheet 8-I-6)
138. Demonstrate the seat lift/carry — Two-rescuer method. (NFPA® 1001, 5.3.9, Skill Sheet 8-I-7)
139. Demonstrate the extremities lift/carry — Two-rescuer method. (NFPA® 1001, 5.3.9, Skill Sheet 8-I-8)
140. Demonstrate the chair lift/carry method 1 — Two rescuers. (NFPA® 1001, 5.3.9, Skill Sheet 8-I-9)
141. Demonstrate the chair lift/carry method 2 — Two rescuers. (NFPA® 1001, 5.3.9, Skill Sheet 8-I-10)
142. Illuminate the emergency scene. (NFPA® 1001, 5.3.17, Skill Sheet 8-I-11)
143. Select appropriate cutting tools for specific applications. (NFPA® 1001, 5.3.4)
144. Discuss manual and hydraulic prying tools. (NFPA® 1001, 5.3.4)
145. Discuss pushing/pulling tools and striking tools. (NFPA® 1001, 5.3.4)
146. Summarize forcible entry tool safety rules. (NFPA® 1001, 5.3.4)
147. Describe correct methods for carrying forcible entry tools. (NFPA® 1001, 5.3.4)
148. Summarize general care and maintenance practices for forcible entry tools. (NFPA® 1001, 5.3.4)
149. Explain items to look for in sizing up a door. (NFPA® 1001, 5.3.4)
150. Describe the characteristics of various types of wooden swinging doors. (NFPA® 1001, 5.3.4)
151. Describe the characteristics of various types of metal swinging doors. (NFPA® 1001, 5.3.4)
152. Describe the characteristics of various types of sliding doors, revolving doors, and overhead doors. (NFPA® 1001, 5.3.4)
153. Explain how fire doors operate. (NFPA® 1001, 5.3.4)
154. Describe the characteristics of basic types of locks. (NFPA® 1001, 5.3.4)
155. Describe rapid-entry lockbox systems. (NFPA® 1001, 5.3.4)
156. Describe methods of forcible entry through doors. (NFPA® 1001, 5.3.4)
157. Describe methods of through-the-lock forcible entry for doors. (NFPA® 1001, 5.3.4)
158. Explain action that can be taken to force entry involving padlocks. (NFPA® 1001, 5.3.4)
159. Describe ways of gaining entry through gates and fences. (NFPA® 1001, 5.3.4)
160. List hazards in forcing windows. (NFPA® 1001, 5.3.4)
161. Describe types of windows and entry techniques. (NFPA® 1001, 5.3.4)
162. Describe techniques for breaching walls. (NFPA® 1001, 5.3.4)
163. Describe techniques for breaching floors. (NFPA® 1001, 5.3.4)
164. Clean, inspect, and maintain hand tools and equipment. (NFPA® 1001, 5.5.1, Skill Sheet 9-I-1)
165. Clean, inspect, and maintain power tools and equipment. (NFPA® 1001, 5.5.1, Skill Sheet 9-I-2)
166. Force entry through an inward-swinging door — Two-firefighter method. (NFPA® 1001, 5.3.4, Skill Sheet 9-I-3)
167. Force entry through an outward-swinging door — Wedge-end method. (NFPA® 1001, 5.3.4, Skill Sheet 9-I-4)
168. Force entry using the through-the-lock method. (NFPA® 1001, 5.3.4, Skill Sheet 9-I-5)
169. Force entry using the through-the-lock method using the K-tool. (NFPA® 1001, 5.3.4, Skill Sheet 9-I-6)
170. Force entry using the through-the-lock method using the A-tool. (NFPA® 1001, 5.3.4, Skill Sheet 9-I-7)
171. Force entry through padlocks. (NFPA® 1001, 5.3.4, Skill Sheet 9-I-8)

172. Force entry through a double-hung window. (NFPA® 1001, 5.3.4, Skill Sheet 9-I-9)
173. Force entry through a window (glass pane). (NFPA® 1001, 5.3.4, Skill Sheet 9-I-10)
174. Force a Lexan® window. (NFPA® 1001, 5.3.4, Skill Sheet 9-I-11)
175. Force entry through a wood-framed wall (Type V Construction) with hand tools. (NFPA® 1001, 5.3.4, Skill Sheet 9-I-12)
176. Force entry through a masonry wall with hand tools. (NFPA® 1001, 5.3.4, Skill Sheet 9-I-13)
177. Force entry through a metal wall with power tools. (NFPA® 1001, 5.3.4, Skill Sheet 9-I-14)
178. Breach a hardwood floor. (NFPA® 1001, 5.3.4, Skill Sheet 9-I-15)
179. Describe parts of a ladder. (NFPA® 1001, 5.3.6)
180. Describe types of ground ladders used in the fire service. (NFPA® 1001, 5.3.6)
181. Discuss materials used for ladder construction. (NFPA® 1001, 5.3.6)
182. Discuss ladder maintenance and cleaning. (NFPA® 1001, 5.3.6)
183. Summarize items to check for when inspecting and service testing ladders. (NFPA® 1001, 5.3.6)
184. Summarize factors that contribute to safe ladder operation. (NFPA® 1001, 5.3.6)
185. Discuss selecting the proper ladder for the job. (NFPA® 1001, 5.3.6)
186. Summarize items to consider before removing and replacing ladders on apparatus. (NFPA® 1001, 5.3.6)
187. Describe proper procedures to follow when lifting and lowering ground ladders. (NFPA® 1001, 5.3.6)
188. Describe various types of ladder carries. (NFPA® 1001, 5.3.6)
189. Explain proper procedures for positioning ground ladders. (NFPA® 1001, 5.3.6)
190. Explain precautions to take before raising a ladder. (NFPA® 1001, 5.3.6)
191. Describe various types of ladder raises. (NFPA® 1001, 5.3.6)
192. Describe procedures for moving ground ladders. (NFPA® 1001, 5.3.6)
193. Describe heeling and tying in ground ladders. (NFPA® 1001, 5.3.6)
194. List guidelines for climbing ladders. (NFPA® 1001, 5.3.6)
195. Describe methods for lowering conscious or unconscious victims down ground ladders. (NFPA® 1001, 5.3.6)
196. Clean, inspect, and maintain a ladder. (NFPA® 1001, 5.5.1; Skill Sheet 10-I-1)
197. Carry a ladder — One-firefighter low-shoulder method. (NFPA® 1001, 5.3.6; Skill Sheet 10-I-2)
198. Carry a ladder — Two-firefighter low-shoulder method. (NFPA® 1001, 5.3.6; Skill Sheet 10-I-3)
199. Carry a ladder — Three-firefighter flat-shoulder method. (NFPA® 1001, 5.3.6; Skill Sheet 10-I-4)
200. Tie the halyard. (NFPA® 1001, 5.3.6; Skill Sheet 10-I-5)
201. Raise a ladder — One-firefighter method. (NFPA® 1001, 5.3.6; Skill Sheet 10-I-6)
202. Raise a ladder — Two-firefighter flat raise. (NFPA® 1001, 5.3.6; Skill Sheet 10-I-7)
203. Raise a ladder — Two-firefighter beam raise. (NFPA® 1001, 5.3.6; Skill Sheet 10-I-8)
204. Raise a ladder — Three- or four-firefighter flat raise. (NFPA® 1001, 5.3.6; Skill Sheet 10-I-9)
205. Deploy a roof ladder — One-firefighter method. (NFPA® 1001, 5.3.6; Skill Sheet 10-I-10)
206. Pivot a ladder — Two-firefighter method. (NFPA® 1001, 5.3.6; Skill Sheet 10-I-11)
207. Shift a ladder — One-firefighter method. (NFPA® 1001, 5.3.6; Skill Sheet 10-I-12)
208. Shift a ladder — Two-firefighter method. (NFPA® 1001, 5.3.6; Skill Sheet 10-I-13)
209. Leg lock on a ground ladder. (NFPA® 1001, 5.3.6; Skill Sheet 10-I-14)
210. Assist a conscious victim down a ground ladder. (NFPA® 1001, 5.3.9; Skill Sheet 10-I-15)
211. Remove an unconscious victim down a ground ladder. (NFPA® 1001, 5.3.9; Skill Sheet 10-I-16)
212. Select, carry, and raise a ladder properly for various types of activities. (NFPA® 1001, 5.3.6; Skill Sheet 10-I-17)
213. Describe reasons for fireground ventilation. (NFPA® 1001, 5.3.11, 5.3.12)
214. List considerations that affect the decision to ventilate. (NFPA® 1001, 5.3.11, 5.3.12)
215. Discuss factors that are taken into account when deciding the need for ventilation. (NFPA® 1001, 5.3.11, 5.3.12)
216. Discuss vertical ventilation. (NFPA® 1001, 5.3.12)
217. List safety precautions to observe when undertaking vertical ventilation. (NFPA® 1001, 5.3.12)
218. List warning signs of an unsafe roof condition. (NFPA® 1001, 5.3.12)
219. Discuss roof coverings and using existing roof openings for vertical ventilation purposes. (NFPA® 1001, 5.3.12)
220. Discuss ventilation considerations for various types of roofs. (NFPA® 1001, 5.3.12)
221. Describe trench or strip ventilation. (NFPA® 1001, 5.3.12)
222. Explain procedures for ventilation of a conventional basement. (NFPA® 1001, 5.3.12)
223. List factors that can reduce the effectiveness of vertical ventilation. (NFPA® 1001, 5.3.12)
224. Discuss horizontal ventilation. (NFPA® 1001, 5.3.11)
225. Discuss considerations for horizontal ventilation. (NFPA® 1001, 5.3.11)

226. Distinguish between advantages and disadvantages of forced ventilation. (NFPA® 1001, 5.3.11)
227. Discuss negative-pressure ventilation. (NFPA® 1001, 5.3.11)
228. Discuss positive-pressure ventilation. (NFPA® 1001, 5.3.11)
229. Compare and contrast positive-pressure and negative-pressure ventilation. (NFPA® 1001, 5.3.11)
230. Describe hydraulic ventilation. (NFPA® 1001, 5.3.11)
231. List disadvantages to the use of hydraulic ventilation. (NFPA® 1001, 5.3.11)
232. Explain the effects of building systems on fires or ventilation. (NFPA® 1001, 5.3.11, 5.3.12)
233. Ventilate a flat roof. (NFPA® 1001, 5.3.12, Skill Sheet 11-I-1)
234. Ventilate a pitched roof. (NFPA® 1001, 5.3.12, Skill Sheet 11-I-2)
235. Ventilate a structure using mechanical positive-pressure ventilation. (NFPA® 1001, 5.3.11, Skill Sheet 11-I-3)
236. Ventilate a structure using horizontal hydraulic ventilation. (NFPA® 1001, 5.3.11, Skill Sheet 11-I-4)

Medical Care Competencies:

1. Discuss the importance of body substance isolation (BSI).
2. Describe the components of personal protective equipment.
3. Discuss diseases of concern.
4. Describe laws that relate to infection control.
5. Explain the importance of immunizations.
6. Describe the physiological aspects of stress.
7. Describe types of stress reactions.
8. Summarize causes of stress.
9. List signs and symptoms of stress.
10. Explain various ways to deal with stress.
11. Describe scene safety considerations at hazardous materials incidents and rescue operations.

12. Describe actions required when responding to scenes involving violent or dangerous situations.
13. Discuss the circulatory system.
14. List the links in the chain of survival.
15. Explain actions to be taken before resuscitation.
16. Discuss rescue breathing.
17. Describe the steps of cardiopulmonary resuscitation (CPR).
18. Describe the CPR techniques for an infant patient.
19. Describe the CPR techniques for a child patient.
20. Describe the CPR techniques for an adult patient.
21. Discuss indications of effective CPR and when CPR may be interrupted.
22. Summarize when not to begin or to terminate CPR.
23. Summarize actions taken when clearing an airway obstruction.
24. Describe the main components of the circulatory system.
25. Differentiate between arterial, venous, and capillary bleeding.
26. Describe the steps for controlling external bleeding.
27. Discuss internal bleeding.
28. Describe types of shock.
29. Describe the signs of shock.
30. Describe the steps for managing shock.

Hazardous Materials Awareness & Operations Level Competencies:

1. Summarize Awareness-Level and Operations-Level responsibilities at hazardous materials incidents.
2. Describe types of respiratory protection.
3. Summarize respiratory equipment limitations.
4. Describe types of protective clothing.
5. Discuss U.S. EPA levels of protective equipment.
6. Describe NFPA® 1994 PPE ensemble classifications.

7. Describe the U.S. military mission-oriented protective posture (MOPP) ensembles.
8. Discuss PPE selection factors.
9. Discuss health and safety issues when wearing PPE.
10. Explain proper procedures for inspection, testing, and maintenance of protective clothing and equipment.
11. Describe health and physical hazards that may be present at haz mat incidents.
12. Describe physical properties of hazardous materials.
13. Explain how the General Hazardous Materials Behavior Model (GEBMO) can help firefighters understand the likely course of an incident.
14. Explain locations or occupancies clues to the presence of hazardous materials.
15. Explain container shapes clues to the presence of hazardous materials.
16. Explain transportation placards, labels, and markings clues to the presence of hazardous materials.
17. Explain other markings and colors (non-transportation) clues to the presence of hazardous materials.
18. Explain how written resources can be used to assist firefighters in identifying hazardous materials.
19. Explain how the senses can provide clues to the presence of hazardous materials.
20. Explain how monitoring and detection devices can provide clues to the presence of hazardous materials.
21. Summarize indicators of terrorist attacks.
22. Discuss identifying illicit laboratories.
23. Discuss secondary attacks.
24. Obtain information about a hazardous material using the Emergency Response Guide (ERG). (Skill Sheet 22-I-1)

FIRE SCIENCE II - 44101 (1 credit) (Combined with Fire Science I, this equals the Fire Fighter I Certification Course) (Certification Course, Instructor must hold appropriate certification)

1. Describe dry-barrel and wet-barrel hydrants. (NFPA® 1001, 5.3.15)
2. Discuss fire hydrant marking and location. (NFPA® 1001, 5.3.15)
3. Summarize potential problems to look for when inspecting fire hydrants. (NFPA® 1001, 5.3.15)
4. Explain the process of fire hydrant testing. (NFPA® 1001, 5.3.15)
5. Discuss alternative water supplies. (NFPA® 1001, 5.3.15)
6. Discuss rural water supply operations. (NFPA® 1001, 5.3.15)
7. Operate a hydrant. (NFPA® 1001, 5.3.15, Skill Sheet 12-I-1)
8. Make soft-sleeve and hard-suction hydrant connections. (NFPA® 1001, 5.3.15, Skill Sheet 12-I-2)
9. Connect and place a hard-suction hose for drafting from a static water source. (NFPA® 1001, 5.3.15, Skill Sheet 12-I-3)
10. Deploy a portable water tank. (NFPA® 1001, 5.3.15, Skill Sheet 12-I-4)
11. Discuss fire hose sizes. (NFPA® 1001, 5.3.10)
12. Describe types of fire hose damage and practices to prevent such damage. (NFPA® 1001, 5.3.10)
13. Discuss general care and maintenance of fire hose. (NFPA® 1001, 5.5.2)
14. Distinguish between characteristics of threaded couplings and nonthreaded couplings. (NFPA® 1001, 5.3.10)
15. Discuss care of fire hose couplings. (NFPA® 1001, 5.3.10, 5.5.2)
16. Describe the characteristics of hose appliances and tools. (NFPA® 1001, 5.3.15)
17. Describe common hose rolls. (NFPA® 1001, 5.3.10)
18. List general hose loading guidelines. (NFPA® 1001, 5.3.10)
19. Describe common hose loads. (NFPA® 1001, 5.3.10)
20. Describe hose load finishes. (NFPA® 1001, 5.3.10)
21. Discuss preconnected hose loads for attack lines. (NFPA® 1001, 5.3.10)
22. List guidelines when laying hose. (NFPA® 1001, 5.3.10)
23. Describe the basic hose lays for supply hose. (NFPA® 1001, 5.3.10)
24. Describe procedures for handling preconnected and other hose. (NFPA® 1001, 5.3.10)
25. List general safety guidelines that should be followed when advancing a hoseline into a burning structure. (NFPA® 1001, 5.3.10)
26. Discuss procedures for advancing hose. (NFPA® 1001, 5.3.10)
27. Describe techniques for operating hoselines. (NFPA® 1001, 5.3.10)
25. Inspect and maintain hose. (NFPA® 1001, 5.5.2, Skill Sheet 13-I-1)
26. Make a straight hose roll. (NFPA® 1001, 5.5.2, Skill Sheet 13-I-2)
27. Make a donut hose roll. (NFPA® 1001, 5.5.2, Skill Sheet 13-I-3)
28. Couple a hose. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-4)
29. Uncouple a hose. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-5)
30. Make the accordion hose load. (NFPA® 1001, 5.5.2, Skill Sheet 13-I-6)
31. Make the horseshoe hose load. (NFPA® 1001, 5.5.2, Skill Sheet 13-I-7)
32. Make the flat hose load. (NFPA® 1001, 5.5.2, Skill Sheet 13-I-8)
33. Make the preconnected flat hose load. (NFPA® 1001, 5.5.2, Skill Sheet 13-I-9)
34. Make the triple layer hose load. (NFPA® 1001, 5.5.2, Skill Sheet 13-I-10)
35. Make the minuteman hose load. (NFPA® 1001, 5.5.2, Skill Sheet 13-I-11)
36. Connect to a hydrant using a forward lay. (NFPA® 1001, 5.5.2, Skill Sheet 13-I-12)
37. Make the reverse hose lay. (NFPA® 1001, 5.5.2, Skill Sheet 13-I-13)
38. Advance the preconnected flat hose load. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-14)
39. Advance the minuteman hose load. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-15)
40. Advance the triple layer hose load. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-16)
41. Advance hose — Shoulder-load method. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-17)
42. Advance hose — Working line drag method. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-18)
43. Advance a line into a structure. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-19)
44. Advance a line up and down an interior stairway. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-20)
45. Advance an uncharged line up a ladder into a window. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-21)
46. Advance a charged line up a ladder into a window. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-22)
47. Extend a hoseline. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-23)
48. Simulate the procedure for controlling a loose hoseline. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-24)
49. Replace a burst hoseline. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-25)
50. Operate a charged attack line from a ladder. (NFPA® 1001, 5.3.10, Skill Sheet 13-I-26)
51. List methods that are used with fire streams to reduce the heat from a fire and provide protection to firefighters and exposures. (NFPA® 1001, 5.3.10)
52. Discuss the extinguishing properties of water. (NFPA® 1001, 5.3.10)
53. Describe friction loss. (NFPA® 1001, 5.3.10)
54. Define water hammer. (NFPA® 1001, 5.3.10)
55. Distinguish among characteristics of fire stream sizes. (NFPA® 1001, 5.3.10)

56. Discuss types of streams and nozzles. (NFPA® 1001, 5.3.10)
57. Discuss handling handline nozzles. (NFPA® 1001, 5.3.10)
58. Describe types of nozzle control valves. (NFPA® 1001, 5.3.10)
59. List checks that should be included in nozzle inspections. (NFPA® 1001, 5.3.10)
60. Operate a solid-stream nozzle. (NFPA® 1001, 5.3.10, Skill Sheet 14-I-1)
61. Operate a fog-stream nozzle. (NFPA® 1001, 5.3.10, Skill Sheet 14-I-2)
62. Operate a broken-stream nozzle. (NFPA® 1001, 5.3.10, Skill Sheet 14-I-3)
63. Describe initial factors to consider when suppressing structure fires. (NFPA® 1001, 5.3.10)
64. Summarize considerations prior to entering a burning building. (NFPA® 1001, 5.3.10)
65. Explain the gas cooling technique. (NFPA® 1001, 5.3.10)
66. Describe direct attack, indirect attack, and combination attack. (NFPA® 1001, 5.3.10)
67. Discuss deploying master stream devices. (NFPA® 1001, 5.3.10)
68. Describe aerial devices used to deliver elevated master streams. (NFPA® 1001, 5.3.10)
69. Describe actions and hazards associated with suppressing Class C fires. (NFPA® 1001, 5.3.16)
70. List electrical hazards and guidelines for electrical emergencies. (NFPA® 1001, 5.3.16)
71. Discuss responsibilities of companies in structural fires. (NFPA® 1001, 5.3.10)
72. Explain actions taken in attacking fires in upper levels of structures. (NFPA® 1001, 5.3.10)
73. Explain actions taken in attacking fires belowground in structures. (NFPA® 1001, 5.3.10)
74. Discuss structure fires in properties protected by fixed systems.
75. Explain actions taken when attacking a vehicle fire. (NFPA® 1001, 5.3.7)
76. Explain actions taken when attacking trash container fires. (NFPA® 1001, 5.3.8)
77. Explain actions taken when attacking fires in confined spaces.
78. Summarize influences on wildland fire behavior: fuel, weather, and topography. (NFPA® 1001, 5.3.19)
79. Describe parts of a wildland fire. (NFPA® 1001, 5.3.19)
80. List wildland protective clothing and equipment. (NFPA® 1001, 5.3.19)
81. Describe methods used to attack wildland fires. (NFPA® 1001, 5.3.19)
82. List ten standard fire fighting orders when fighting wildland fires. (NFPA® 1001, 5.3.19)
83. Attack a structure fire — Exterior attack. (NFPA® 1001, 5.3.8, Skill Sheet 15-I-1)
84. Deploy and operate a master stream device. (NFPA® 1001, 5.3.8, Skill Sheet 15-I-2)
85. Turn off building utilities. (NFPA® 1001, 5.3.18, Skill Sheet 15-I-3)
86. Attack a structure fire (above, below, and grade level) — Interior attack. (NFPA® 1001, 5.3.10, Skill Sheet 15-I-4)
87. Attack a passenger vehicle fire. (NFPA® 1001, 5.3.7, Skill Sheet 15-I-5)
88. Extinguish a fire in a trash container. (NFPA® 1001, 5.3.8, Skill Sheet 15-I-6)
89. Attack a fire in stacked/piled materials. (NFPA® 1001, 5.3.8, Skill Sheet 15-I-7)
90. Attack a ground cover fire. (NFPA® 1001, 5.3.19, Skill Sheet 15-I-8)
91. List functions of fire detection, alarm, and suppression systems. (NFPA® 1001, 5.3.14)
92. Discuss general automatic sprinkler protection and types of coverage. (NFPA® 1001, 5.3.14)
93. Describe control valves and operating valves used in sprinkler systems. (NFPA® 1001, 5.3.14)
94. Describe major applications of sprinkler systems. (NFPA® 1001, 5.3.14)
95. Discuss operations at fires in protected properties. (NFPA® 1001, 5.3.14)
96. Operate a sprinkler system control valve. (NFPA® 1001, 5.3.14, Skill Sheet 16-I-1)
97. Manually stop the flow of water from a sprinkler. (NFPA® 1001, 5.3.14, Skill Sheet 16-I-2)
98. Connect hoseline to a sprinkler system FDC. (NFPA® 1001, 5.3.14, Skill Sheet 16-I-3)
99. Explain the philosophy of loss control. (NFPA® 1001, 5.3.14)
100. Discuss planning and procedures for salvage operations. (NFPA® 1001, 5.3.14)
101. Describe salvage covers, salvage cover maintenance, and equipment used in salvage operations. (NFPA® 1001, 5.3.14, 5.5.1)
102. Summarize basic principles of salvage cover deployment. (NFPA® 1001, 5.3.14)
103. Summarize methods used to catch and route water from fire fighting operations and cover openings using salvage covers. (NFPA® 1001, 5.3.14)
104. Discuss overhaul operations. (NFPA® 1001, 5.3.13)
105. Describe tools and equipment used in overhaul. (NFPA® 1001, 5.3.13)
106. Discuss fire safety during overhaul. (NFPA® 1001, 5.3.13)
107. Discuss locating hidden fires. (NFPA® 1001, 5.3.13)
108. Summarize the overhaul process. (NFPA® 1001, 5.3.13)
109. Clean, inspect, and repair a salvage cover. (NFPA® 1001, 5.5.1, Skill Sheet 17-I-1)
110. Roll a salvage cover for a one-firefighter spread. (NFPA® 1001, 5.3.14, Skill Sheet 17-I-2)
111. Spread a rolled salvage cover — One-firefighter method. (NFPA® 1001, 5.3.14, Skill Sheet 17-I-3)
112. Fold a salvage cover for a one-firefighter spread. (NFPA® 1001, 5.3.14, Skill Sheet 17-I-4)

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113. Spread a folded salvage cover — One-firefighter method. (NFPA® 1001, 5.3.14, Skill Sheet 17-I-5)
114. Fold a salvage cover for a two-firefighter spread. (NFPA® 1001, 5.3.14, Skill Sheet 17-I-6)
115. Spread a folded salvage cover — Two-firefighter balloon throw. (NFPA® 1001, 5.3.14, Skill Sheet 17-I-7)
116. Construct a water chute without pike poles. (NFPA® 1001, 5.3.14, Skill Sheet 17-I-8)
117. Construct a water chute with pike poles. (NFPA® 1001, 5.3.14, Skill Sheet 17-I-9)
118. Construct a catchall. (NFPA® 1001, 5.3.14, Skill Sheet 17-I-10)
119. Locate and extinguish hidden fires. (NFPA® 1001, 5.3.10, 5.3.13, Skill Sheet 17-I-11)
120. Describe signs and indications of an incendiary fire. (NFPA® 1001, 5.3.13)
121. Summarize important observations to be made en route, after arriving at the scene, and during fire fighting operations. (NFPA® 1001, 5.3.13)
122. Discuss firefighter conduct and statements at the scene. (NFPA® 1001, 5.1.1.1)
123. Explain firefighter responsibilities after the fire. (NFPA® 1001, 5.1.1.1, 5.3.13)
124. Discuss protecting and preserving evidence. (NFPA® 1001, 5.3.13)
125. Describe communication responsibilities of the firefighter. (NFPA® 1001, 5.2.1)
126. Summarize necessary skills for fire department communication. (NFPA® 1001, 5.2.1)
127. Describe basic communications equipment used in telecommunications centers. (NFPA® 1001, 5.2.1)
128. Describe basic business telephone courtesies. (NFPA® 1001, 5.2.2)
129. Explain how a firefighter should proceed when receiving emergency calls from the public. (NFPA® 1001, 5.2.1)
130. Describe types of public alerting systems. (NFPA® 1001, 5.2.1)

131. Describe procedures that the public should use to report a fire or other emergency. (NFPA® 1001, 5.2.1)
132. Discuss ways of alerting fire department personnel to emergencies. (NFPA® 1001, 5.2.1)
133. Summarize guidelines for radio communications. (NFPA® 1001, 5.2.3)
134. Describe information given in arrival and progress reports. (NFPA® 1001, 5.2.3)
135. Explain the purpose of tactical channels. (NFPA® 1001, 5.2.1)
136. Discuss calls for additional resources and emergency radio traffic. (NFPA® 1001, 5.2.3)
137. Discuss evacuation signals and personnel accountability reports. (NFPA® 1001, 5.2.3)
138. Handle business calls and reports of emergencies. (NFPA® 1001, 5.2.1, 5.5.2, Skill Sheet 19-I-1)
139. Use a portable radio for routine and emergency traffic. (NFPA® 1001, 5.2.3, Skill Sheet 19-I-2)

Hazardous Materials Awareness & Operations Level Competencies:

1. Summarize incident priorities for all haz mat and terrorist incidents.
2. Discuss the management structure at haz mat or terrorist incidents.
3. Describe the problem-solving stages at haz mat and terrorist incidents.
4. Explain how the strategic goal of isolation and scene control is achieved.
5. Explain how the strategic goal of notification is achieved.
6. Explain how the strategic goal of ensuring the safety of responders and the public is achieved.
7. Summarize general guidelines for decontamination operations.
8. Describe the three types of decontamination.
9. Discuss implementing decontamination.
10. Discuss rescue at haz mat incidents.
11. Explain how the strategic goal of spill control and confinement is achieved.

12. Discuss crime scene management and evidence preservation.
13. Explain actions taken during the recovery and termination phase of a haz mat or terrorist incident.
14. Perform emergency decontamination. (Skill Sheet 23-I-1)
15. Perform defensive control functions – absorption. (Skill Sheet 23-I-2)
16. Perform defensive control functions – Diking. (Skill Sheet 23-I-3)
17. Perform defensive control functions – Damming. (Skill Sheet 23-I-4)
18. Perform defensive control functions – Diversion. (Skill Sheet 23-I-5)
19. Perform defensive control functions – Retention. (Skill Sheet 23-I-6)
20. Perform defensive control functions – Dilution. (Skill Sheet 23-I-7)
21. Perform defensive control functions – Vapor dispersion. (Skill Sheet 23-I-8)

PUBLIC SAFETY TELECOMMUNICATIONS - 44220 (.5 Credit) (Certification Course, Instructor must hold certification)

1. Describe the duties and job requirements of a Public Safety Telecommunicator.
2. Explain the importance of ethics and values in Public Safety Communications.
3. Explain the Communications Cycle and discuss the need for good verbal, non-verbal and listening skills in customer service and emergency communications.
4. Demonstrate the techniques for gathering basic and descriptive information.
5. Define Call Processing and list the Basic Call Processing Techniques.
6. Utilize proper 9-1-1 Telephony Terminology.
7. Compare and contrast Basic 9-1-1, Enhanced 9-1-1, and Wireless E 9-1-1.

8. Explain and discuss Voice over Internet Protocol (VoIP).
9. Demonstrate use of TTY terminology and equipment.
10. Define Telematics.
11. Demonstrate proper response for:
 - a) Emergency with voice calls
 - b) Airbag/Telemetry Activation, No Voice calls
 - c) Emergency Button Activation, No Voice calls
12. Define and describe a Computer Aided Dispatch (CAD) System.
13. Demonstrate ability to use 24 hour time.
14. Demonstrate Radio Telecommunications Techniques.
15. Demonstrate use, care and maintenance of Radio Equipment.
16. Describe various call classifications and describe differences between:
 - a) Law Enforcement Call Types
 - b) Fire Service Calls
 - c) EMS Calls
17. Explain the National Incident Management System (NIMS).
18. Describe the concepts and principles of the Incident Command System.
19. Provide an overview of Civil Liability Law.
20. Explain confidentiality rules and liability in call handling.
21. List ways to minimize liability risks.
22. Describe ways to reduce mental and physical stress.

LPSS INTERNSHIP – 44298 (.5 credit)

1. Demonstrate ability to access and utilize industry resources.
2. Utilize effective time management techniques to organize work flow.

3. Research and discuss modern and future trends in equipment, methods and techniques.
4. Utilize appropriate materials and processes to meet client needs.
5. Demonstrate ability to manage and set project goals and timelines.
6. Utilize appropriate grammar and word usage in the performance of job duties.
7. Research and report on career opportunities in LPSS.
8. Demonstrate adherence to dress code policies.
9. Demonstrate adherence to and completion of all requirements of the internship- both in curriculum and field work.
10. List personal safety precautions needed to be followed during emergency responses, at emergency incidents, at the internship location and outside the workplace.
11. Describe steps involved in communicating with dispatchers and other agency personnel in emergency and non-emergency situations by phone, radio, and in written reports.
12. Describe the characteristics and organization of the incident command system.
13. Use tools and equipment safely and appropriately.
14. Define hazardous materials and adhere to all regulations regarding handling of hazardous materials.
15. Demonstrate a development of analytical skills, including the ability to frame critical questions, research problem, weigh alternatives and present evidence to support conclusions and recommendations.
16. Demonstrate appropriate coping and negotiation skills in order to work with people more effectively.
17. Gain first-hand knowledge and a greater understanding of an LPSS agency; including the administrative functions and the community forces which affect its organization and operation.

18. Demonstrate a mature understanding of people, their needs, attitudes, feelings and behaviors.

THE FOLLOWING ARE NOT STAND-ALONE COURSES. THEY ARE SKILLS TO BE EMBEDDED IN ALL COURSES.

ACADEMIC FOUNDATIONS

1. Use information to locate, comprehend, make inferences, and draw conclusions
2. Adjust original rational number estimate of a real-world problem based on additional information
3. Generate and/or solves multi-step real-world problems with real numbers and mathematical concepts
4. Research, apply, and evaluate information to accomplish tasks
5. Apply fundamental knowledge of economics to enhance learner achievement
6. Write grammatically correct formal sentences for a variety of audiences, purposes, and contexts (narrative, expository, technical, and persuasive)

COMMUNICATIONS

1. Use appropriate communication strategies for most effective outcome
2. Demonstrate verbal, non-verbal, listening, and writing skills appropriately to communicate effectively
3. Select the reading strategy or strategies needed to fully comprehend the content within a written document (skimming, reading for detail, reading for meaning, or critical analysis)
4. Identify and explain the purpose and complexity of text
5. Locate and determine the relevancy and accuracy of resources (books, journals, magazines, Internet)
6. Identify and define terminology used in the field
7. Summarize text

8. Give and follow instructions accurately
9. Compile facts and data into a table, chart and/or diagram
10. Document resources accurately

PROBLEM SOLVING, DILEMMA SOLVING, CRITICAL THINKING

1. Identify common tasks that require employees to use problem-solving skills
2. Use problem solving and critical thinking skills to improve a situation or process
3. Create ideas, proposals and solutions to a problem
4. Guide individuals through the process of recognizing concerns and making informed decisions
5. Identify and evaluate alternatives using a variety of problem solving and critical thinking skills

INFORMATION TECHNOLOGY APPLICATIONS

1. Use information technology tools to manage and perform work (school) responsibilities
2. Identify and use a variety of web-based tools for real world application involving global communication for collection and dissemination of information
3. Use technology to locate, analyze, manipulate, and interpret information in a knowledge economy

SYSTEMS

1. List and describe the types and functions of businesses related to Law, Fire, Emergency Management, and Public Safety
2. Describe quality control standards and practices common to the workplace
3. List agencies responsible for responding to emergencies.

SAFETY, HEALTH & ENVIRONMENT

1. Complete work tasks in accordance with employee rights and responsibilities and employer obligations to maintain workplace safety health
2. -Employ emergency procedures as necessary to provide aid in workplace accidents
3. Employ knowledge of response techniques to create a disaster and/or emergency response plan
4. Manage the physical and social environment to reduce conflict and promote safety in various settings (family, work, community, cyberspace)

LEADERSHIP/TEAMWORK SKILLS

1. Demonstrate quality of work and effective communication by recognizing diversity and cultural differences
2. Determine the most appropriate response o workplace (school) situations based on legal and ethical considerations

ETHICS AND LEGAL RESPONSIBILITIES

1. Examine real world situations to discuss ethics and the appropriate code of professional conduct
2. Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations
3. Understand and be able to locate laws, ordinances, regulations and organizational rules of conduct to perform assigned duties.
4. Understand what it is to be a law abiding citizen and demonstrate ethical conduct.
5. Demonstrate a commitment to ethical behavior in the performance of the duties of the law
6. Abide by character building actions to perform the duties of law enforcement personnel
7. Explain the dynamics of integrity as it relates to law, fire, emergency management, and public safety
8. List short and long-term strategies to enhance high performance standards of ethics

CAREER DEVELOPMENT SKILLS

1. Organize a career portfolio (electronic or hard copy) to document knowledge, skills, and experiences in a career field
2. Recognize that the individual career path has an impact on the national and global community
3. List responsibilities of a beginning employee in emergency, fire, and EMT/First Responder services career to understanding the emotional and physical challenges of the field.