# EMT II Course No. 44065 Credit: 1.0

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| **Student name:** |  | **Graduation Date:** |  |

Pathways and CIP Codes: Emergency & Fire Management Services (43.0299); Health Science (51.9999)

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

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

**RATING SCALE:**

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

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Discuss and Demonstrate an Understanding of General Pharmacology

### Competencies

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

## Benchmark 2: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Respiratory Emergencies

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Recognize the need for medical direction to assist in the emergency medical care of the patient with breathing difficulty. |  |
| 2.2 | Defend EMT-Basic treatment regimens for various respiratory emergencies. |  |
| 2.3 | Demonstrate the emergency medical care for breathing difficulty. |  |
| 2.4 | State the generic name, medication forms, dose, administration, action, indications, and contraindications for the prescribed inhaler. |  |
| 2.5 | Perform the steps in facilitating the use of an inhaler. |  |
| 2.6 | Distinguish between the emergency medical care of the infant, child, and adult patient with breathing difficulty. |  |
| 2.7 | Differentiate between upper airway obstruction and lower airway disease in the infant and child patient. |  |

## Benchmark 3: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Cardiovascular Emergencies

### Competencies

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

## Benchmark 4: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Diabetes and Altered Mental Status

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Identify the patient taking diabetic medications with altered mental status and the implications of a diabetes history. |  |
| 4.2 | State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose. |  |
| 4.3 | Demonstrate the steps in the emergency medical care for the patient taking diabetic medicine with an altered mental status and a history of diabetes. |  |
| 4.4 | Evaluate the need for medical direction in the emergency medical care of the diabetic patient. |  |
| 4.5 | Establish the relationship between airway management and the patient with altered mental status. |  |
| 4.6 | Demonstrate the assessment and documentation of patient response to oral glucose. |  |
| 4.7 | Demonstrate how to complete a pre-hospital care report for patients with diabetic emergencies. |  |
| 4.8 | Demonstrate how to correctly identify the normal blood glucose level. |  |
| 4.9 | Demonstrate the ability to measure a blood glucose level using a glucometer. |  |
| 4.10 | Discuss the limitations when using a glucometer for glucose measurement. |  |

## Benchmark 5: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Allergic Reactions

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Differentiate between the general category of those patients having an allergic reaction and those patients having an allergic reaction and requiring immediate medical care, including immediate use of epinephrine auto-injector. |  |
| 5.2 | Describe the mechanisms of allergic response and the implications for airway management. |  |
| 5.3 | State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector. |  |
| 5.4 | Evaluate the need for medical direction in the emergency medical care of the patient with an allergic reaction. |  |
| 5.5 | Demonstrate the emergency medical care of the patient experiencing an allergic reaction. |  |
| 5.6 | Demonstrate the assessment and documentation of patient response to an epinephrine injection. |  |
| 5.7 | Demonstrate completing a pre-hospital care report for patients with allergic emergencies. |  |

## Benchmark 6: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Poisoning or Overdose

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 |  |  |
| 6.2 | List various ways that poisons enter the body. |  |
| 6.3 | List signs/symptoms associated with poisoning and overdose. |  |
| 6.4 | Establish the relationship between the patient suffering from poisoning or overdose and airway management. |  |
| 6.5 | Demonstrate the steps in the emergency medical care for the patient with suspected poisoning or overdose. |  |
| 6.6 | State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects, and reassessment strategies for activated charcoals. |  |
| 6.7 | Perform the necessary steps required to provide a patient with activated charcoal. |  |
| 6.8 | Discuss the emergency medical care of bites and stings. |  |
| 6.9 | Explain the rationale for contacting medical direction early in the pre-hospital management of the poisoning or overdose patient. |  |
| 6.10 | Demonstrate the assessment and documentation of patient response. |  |

## Benchmark 7: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Environmental Emergencies

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | List the signs and symptoms of exposure to cold. |  |
| 7.2 | Demonstrate the assessment and emergency medical care of a patient with exposure to cold. |  |
| 7.3 | Recognize the signs and symptoms of water-related emergencies. |  |
| 7.4 | Describe the complications of near-drowning. |  |
| 7.5 | Demonstrate the assessment and emergency medical care of a near-drowning patient. |  |
| 7.6 | List the signs and symptoms of exposure to heat. |  |
| 7.7 | Demonstrate the assessment and emergency medical care of a patient with exposure to heat. |  |
| 7.8 | Demonstrate completing a pre-hospital care report for patients with environmental emergencies. |  |
| 7.9 | Demonstrate the assessment and documentation of patient response. |  |

## Benchmark 8: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Behavioral Emergencies

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 8.1 | Define behavioral emergencies. |  |
| 8.2 | Discuss the general factors that may cause an alteration in a patient's behavior. |  |
| 8.3 | State the various reasons for psychological crises. |  |
| 8.4 | Explain the rationale for learning how to modify your behavior toward the patient with a behavior emergency. |  |
| 8.5 | Discuss the special considerations for assessing a patient with behavioral problems. |  |
| 8.6 | Discuss the characteristics of an individual's behavior which suggests that the patient is at risk for suicide. |  |
| 8.7 | Discuss the general principles of an individual's behavior which suggest that he is at risk for violence. |  |
| 8.8 | Discuss special medical/legal considerations for managing behavioral emergencies. |  |
| 8.9 | Discuss methods to calm behavioral emergency patients. |  |
| 8.10 | Demonstrate various techniques to safely restrain a patient with a behavioral problem. |  |

## Benchmark 9: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Traumatic Injuries

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 9.1 | Establish the relationship between body substance isolation and bleeding. |  |
| 9.2 | Establish the relationship between airway management and the patient with chest injury, burns, blunt, and penetrating injuries. |  |
| 9.3 | Establish the relationship between mechanism of injury and internal bleeding. |  |
| 9.4 | Establish the relationship between airway management and the trauma patient. |  |
| 9.5 | Explain the sense of urgency to transport patients who are bleeding and show signs of shock (hypoperfusion). |  |
| 9.6 | State the types of open soft tissue injuries. |  |
| 9.7 | List the types of closed soft tissue injuries. |  |
| 9.8 | List the functions of dressing and bandaging. |  |
| 9.9 | Describe the steps in applying a pressure dressing. |  |
| 9.10 | Describe the classifications of burns. |  |
| 9.11 | Demonstrate the use of the pelvic wrap for pelvic fractures. |  |
| 9.12 | List the signs of internal bleeding. |  |
| 9.13 | Demonstrate methods of emergency medical care of external bleeding (e.g. direct pressure, diffuse pressure, tourniquets). |  |
| 9.14 | Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding. |  |
| 9.15 | Demonstrate the care of the patient exhibiting signs and symptoms of shock (hypoperfusion). |  |
| 9.16 | Demonstrate the steps in the emergency medical care of patients with the following: closed soft tissue injuries; open soft tissue injuries; open chest wound; and open abdominal wounds |  |
| 9.17 | Differentiate the care of an open wound to the chest from an open wound to the abdomen. |  |
| 9.18 | Demonstrate the steps in the emergency medical care of a patient with: an impaled object; an amputation; and an amputated part |  |
| 9.19 | Demonstrate the steps in the emergency medical care of a patient with: superficial burns; partial thickness burns; full thickness burns; chemical burns. |  |
| 9.20 | Demonstrate completing a pre-hospital care report for patients with soft tissue injures. |  |
| 9.21 | State the reasons, general rules, and complications of splinting. |  |
| 9.22 | Explain the rationale for splinting at the scene vs. load and go. |  |
| 9.23 | Differentiate between an open and a closed painful, swollen, deformed extremity. |  |
| 9.24 | Demonstrate the emergency medical care of a patient with a painful, swollen, deformed extremity. |  |
| 9.25 | Demonstrate completing a pre-hospital care report for patients with musculoskeletal injuries. |  |
| 9.26 | Relate mechanism of injury to potential injuries of the head and spine. |  |
| 9.27 | Describe the method of determining if a responsive patient may have a spine injury. |  |
| 9.28 | Establish the relationship between airway management and the patient with head and spine injuries. |  |
| 9.29 | Relate the airway emergency medical care techniques to the patient with a suspected spine injury. |  |
| 9.30 | Describe the implications of not properly caring for potential spine injuries. |  |
| 9.31 | Demonstrate log-roll for a patient with a suspected spinal cord injury (e.g. Four person, Two person). |  |
| 9.32 | Demonstrate securing a patient to a long spine board and using the short board immobilization technique. |  |
| 9.33 | Demonstrate procedure for rapid extrication. |  |
| 9.34 | Demonstrate knowledge of helmet management (e.g. when and how to remove, types of helmets, head stabilization with and without helmet). |  |
| 9.35 | Demonstrate completing a pre-hospital care report for patients with head and spinal injuries. |  |

## Benchmark 10: Identify, Explain, and Demonstrate Various Aspects of Providing Care for Obstetric or Gynecological Emergencies

### Competencies

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

## Benchmark 11: Identify, Explain, and Demonstrate Various Aspects of Providing Care to Infants and Children

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 11.1 | Identify the developmental considerations for different age groups (e.g. Infants, Toddlers, Pre-school, School age, Adolescent). |  |
| 11.2 | Describe differences in anatomy and physiology of the infant, child, and adult patient. |  |
| 11.3 | Differentiate the response of the ill or injured infant or child (age-specific) from that of an adult. |  |
| 11.4 | Differentiate between respiratory distress and respiratory failure. |  |
| 11.5 | Indicate various causes of respiratory emergencies. |  |
| 11.6 | State the usual cause of cardiac arrest in infants and children vs. adults. |  |
| 11.7 | Describe the methods of determining end organ perfusion in the infant and child patient. |  |
| 11.8 | Summarize the indicators of possible child abuse and neglect. |  |
| 11.9 | Describe the medical/legal responsibilities in suspected child abuse. |  |
| 11.10 | Demonstrate the assessment of the infant and child. |  |
| 11.11 | Discuss the field management of the infant and child trauma patient. |  |
| 11.12 | List the common causes of seizures in the infant and child patient. |  |
| 11.13 | Describe the management of seizures in the infant and child patient |  |
| 11.14 | Demonstrate the techniques of foreign body airway obstruction removal in the infant and child. |  |
| 11.15 | Demonstrate oxygen delivery for the infant and child. |  |
| 11.16 | Demonstrate bag-valve-mask ventilation for the infant and child. |  |
| 11.17 | Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient. |  |
| 11.18 | Attend to the feelings of the family when dealing with an ill or injured infant or child. |  |
| 11.19 | Understand the provider's own response (emotional) to caring for infants or children. |  |
| 11.20 | Recognize need for EMT-Basic debriefing following a difficult infant or child transport. |  |
| 11.21 | The student will correctly explain the process of monitoring urinary catheters. |  |

## Benchmark 12: Analyze and Explain Various Concepts, Functions, and Techniques that Demonstrate an Understanding of EMT

### Competencies

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

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

Instructor Signature:

For more information, contact:

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