# Introduction to Emergency Medical Services  Course No. 44005 Credit: 0.5

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

Pathways and CIP Codes:Emergency & Fire Management Services (43.0299)

Course Description: An **introductory level** course designed to provide students with knowledge of the history of modern emergency medical services in the United States and how those services have progressed and changed over time. This course provides students with background knowledge of EMS in three areas: (1) background and history of modern EMS; (2) an introduction to medical terminology and anatomy and physiology; and (3) an introduction to patient assessment and care in the EMS setting.

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

**RATING SCALE:**

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

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

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

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

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

## Benchmark 1: Explore and Discuss the History of Emergency Medical Services

### Competencies

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

## Benchmark 2: Identify, Describe, and Discuss Professional Development in Emergency Medical Service

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Describe the importance of professional organizations (e.g. NREMT, NAEMT, NAEMSE). |  |
| 2.2 | Discuss the specialty courses available (e.g. BLS, ACLS, PALS, PHTLS, AMLS, BTLS). |  |
| 2.3 | Describe the Star of Life and describe it’s six points. |  |
| 2.4 | Identify the ten components of the Statewide EMS Technical Assessment program implemented by NHTSA. |  |

## Benchmark 3: Analyze and Discuss Various Aspects of Legislation in the Advancement of Emergency Medical Services in the U.S.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Discuss the Highway Safety Act of 1966 and how it revolutionized modern day EMS |  |
| 3.2 | Explain the Emergency Medical Services Systems Act and how it continues to affect EMS today |  |
| 3.3 | Discuss the Trauma Care Systems and Development Act (TCSDA) |  |
| 3.4 | Describe the impact on EMS when Congress did not reauthorize funding of the TCSDA |  |
| 3.5 | Describe how the Ryan White Act affects EMS providers as well as the affect of losing that provision |  |
| 3.6 | Explain what HIPAA (Health Information Portability and Accountability Act) is and how to use it appropriately |  |
| 3.7 | Explain the importance of the Omnibus Budget Reconciliation Act (and COBRA) |  |

## Benchmark 4: Analyze Various Concepts and Demonstrate an Understanding of Medical Terminology in Emergency Medical Services

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Discuss the concept of medical terminology as a whole new vocabulary. |  |
| 4.2 | Explain medical terminology’s roots in ancient Greece and Rome. |  |
| 4.3 | Define medical terminology as used to describe anatomy (structure) and physiology (function). |  |
| 4.4 | Differentiate word parts in medical terminology (e.g. prefixes, roots, suffixes and combining forms). |  |
| 4.5 | Discuss the etymology of other kinds of medical terms (acronyms, anonyms, eponyms etc.). |  |
| 4.6 | Summarize the combining of individual word meanings to form medical terms. |  |

## Benchmark 5: Analyze Various Concepts and Demonstrate an Understanding of Anatomy & Physiology in Emergency Medical Services

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Describe anatomical systems of the human body (the component parts of each system). |  |
| 5.2 | Describe physiological systems of the human body (the function and interaction of different systems). |  |
| 5.3 | Examine individual systems of the body (skeletal, muscular, nervous, cardiovascular, respiratory, integumentary). |  |
| 5.4 | Discuss disease and pathology within human bodily systems. |  |

## Benchmark 6: Analyze Various Concepts and Demonstrate an Understanding of Organization of the Human Body

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Examine different branches of science pertaining to the study of the human body. |  |
| 6.2 | Describe the makeup of the human body (e.g. cells, tissue, organs, systems, etc.). |  |
| 6.3 | Discuss anatomical planes (e.g. frontal, sagittal, transverse). |  |
| 6.4 | Discuss directional terms (e.g. inferior/superior, distal/proximal, adduction/abduction, etc..). |  |
| 6.5 | Differentiate bodily cavities (e.g., abdomen, cranium, thoracic, pelvis, vertrabal). |  |
| 6.6 | Describe other regions of the body (e.g. abdomen, spinal column, etc..). |  |

## Benchmark 7: Analyze Various Concepts and Demonstrate an Understanding of Patient Assessment Triage and Care

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | Discuss the concepts of Body Substance Isolation (BSI) and Scene Safety. |  |
| 7.2 | Review the General Assessment for adults and pediatrics. |  |
| 7.3 | Articulate the difference between a medical patient and a trauma patient. |  |
| 7.4 | Differentiate among the different levels of triage (green, yellow, red, blue, black, and orange). |  |
| 7.5 | Cover the various mnemonics in patient assessment and history (e.g. SAMPLE, OPQRSTI, DCAPBTLS etc.). |  |
| 7.6 | Complete a set of vital signs (e.g., blood pressure, heart rate, respiratory rate, O2 saturation, etc.). |  |
| 7.7 | Review the steps for CPR and defibrillation of a cardiac arrest patient. |  |
| 7.8 | Discuss patient refusal and declination of care. |  |
| 7.9 | Discuss determination of death and termination of resuscitation. |  |
| 7.10 | Describe patient documentation. |  |

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

Instructor Signature:

For more information, contact:

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