Florida Department of Education
Curriculum Framework

Program Title: **Emergency Medical Technician**
Program Type: **ATD (Applied Technology Diploma)**
Career Cluster: **Health Science**

	College Credit	Clock Hour
Program Number	N/A	W170212
CIP Number	0351090408	0351090413
Grade Level	Applied Technology Diploma (ATD)	30, 31
Program Length	12 credit hours	300 clock hours
CTSO	HOSA	HOSA
SOC Codes (all applicable)	Please see the CIP to SOC Crosswalk located at the link below.	
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level:	N/A	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster.

This is an instructional program that prepares students for employment as emergency medical technicians (Emergency Medical Technicians and Paramedics) to function at the basic pre-hospital emergency medical technician level and treat various medical/trauma conditions using appropriate equipment and materials. The program prepares students for certification as EMT's in accordance with Chapter 64J of the Florida Administrative Code. The program must be approved by the Department of Health, Office of Emergency Medical Services, and the curriculum must adhere to the US Department of Transportation (DOT) National EMS Education Standards for EMT. This is the initial level for a career in emergency medical services and the primary prerequisite for paramedic training and certification.

The content includes but is not limited to patient assessment, airway management, cardiac arrest, external and internal bleeding and shock, traumatic injuries, fractures, dislocations, sprains, poisoning, heart attack, stroke, diabetes, acute abdomen, communicable diseases, patients with abnormal behavior, alcohol and drug abuse, the unconscious state, emergency childbirth, burns, environmental hazards, communications, reporting, extrication and transportation of patient. The student must be proficient in patient assessment and evaluation, the use of suctioning

devices, oral and nasal airways, resuscitation devices, oxygen equipment, sphygmomanometer and stethoscope, splints of all types, pneumatic anti-shock garments, extrication tools, dressings and bandages, stretchers and patient carrying devices.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is an Applied Technology Diploma (ATD) program that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit. A public school district may offer an ATD program only as clock hour credit, with college credit awarded to a student upon articulation to a state college.

Clock Hour Program

When offered at the district level, this program is a planned sequence of instruction consisting of 1 occupational completion point and the courses as shown below.

OCP	Course Number	Course Title	Length
A	EMS0110	Emergency Medical Technician	300 hours

College Credit Program

When offered at the college credit level, this ATD program is part of the Emergency Medical Services AS program (1351090402) and has a length of 12 credits.

Regulated Programs

This program meets the Department of Health trauma score card methodologies and Sudden Unexpected Infant Death Syndrome (SUIDS) training education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met. This program also meets the Department of Health's education requirements for HIV/AIDS, Domestic Violence and Prevention of Medical Errors. Although not a requirement for initial licensure, it is a requirement for renewal, therefore the instructor **may** provide a certificate for renewal purposes to the student verifying these requirements have been met.

Please refer to chapter 401, F.S. for more information on disqualification for the EMT license through the Office of Emergency Medical Services (EMS), Department of Health.

An EMT program must be taught by an instructor meeting the qualifications as set forth in 64J-1.0201, FAC.

Students must complete this program, or demonstrate the mastery of skills standards contained in this program, before advancing in either of the other programs in this cluster. Completion of this program should prepare the student for the certification examination approved for the state of Florida.

An American Heart Association or Red Cross certification or equivalent in "professional" BLS is required of all candidates for entrance into an EMT program.

The Student Performance Standards for Emergency Medical Technology-EMT were adapted from the US Department of Transportation (DOT) National EMS Educational Standards for EMT.

Once students have successfully completed the EMT Program, they may be given a certificate stating they have met all Emergency Medical Responder competency requirements.

Florida Statute 401.2701, requires that the instructor-student ratio should not exceed 1:6. Hospital activity shall include a minimum of 20 hours of supervised clinical supervision, including 10 hours in a hospital emergency department. Clinical activity shall include appropriate patient assessment skills, intervention and documentation relevant to each clinical rotation.

Field internship shall include a competency based program to assure appropriate pre-hospital assessment and management of medical and trauma patients, as well as associated manual skills. The field internship activity shall include a minimum of 5 emergency runs resulting in patient care and transport appropriate for the EMT. In addition, the patient care component should include minimum competencies in patient assessment, airway management and ventilation, trauma and medical emergencies.

It is strongly recommended this program be accredited by Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Standards

After successfully completing this program, the student will be able to perform the following:

01.0 Demonstrate a simple depth, foundational breadth of knowledge of EMS systems.
02.0 Demonstrate a simple depth, simple breadth of knowledge of research and evidence-based decision making.
03.0 Demonstrate a fundamental depth, foundational breadth of knowledge of workforce safety and wellness.
04.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the principles of medical documentation and report writing.
05.0 Demonstrate a simple depth, simple breadth of knowledge of the EMS communication system, communication with other health care professionals, and team communication.
06.0 Demonstrate a simple depth, simple breadth of knowledge of the principles of therapeutic communication.
07.0 Demonstrate a fundamental depth, foundational breadth of knowledge of medical legality and ethics.
08.0 Demonstrate a fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.
09.0 Demonstrate a fundamental knowledge in the use of medical terminology.
10.0 Demonstrate a fundamental knowledge of the causes and pathophysiology of shock and the components of resuscitation.
11.0 Demonstrate a fundamental knowledge of life span development to patient assessment and management.
12.0 Demonstrate a simple knowledge of the principles of illness and injury prevention in emergency care.
13.0 Demonstrate a simple depth, simple breadth of knowledge of pharmacology, medication safety, and medication types used during an emergency.
14.0 Demonstrate a fundamental depth, simple breadth of knowledge of emergency medications within the scope of practice of the EMT.
15.0 Demonstrate a foundational depth, fundamental breadth of knowledge of airway management across the life span within the scope of practice of the EMT.
16.0 Demonstrate a fundamental depth, foundational breadth of knowledge of respiration.
17.0 Demonstrate a fundamental depth, foundational breadth of knowledge of assessment and management utilizing ventilation across the life span.
18.0 Demonstrate a fundamental depth, foundational breadth of knowledge of scene management and multiple patient situations**.**
19.0 Demonstrate a fundamental depth, simple breadth of knowledge of the primary assessment for all patient situations.
20.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the components of history taking.
21.0 Demonstrate a fundamental depth, foundational breadth of knowledge of techniques used for a secondary assessment.
22.0 Demonstrate a simple depth, simple breath of knowledge of monitoring devices within the scope of practice of the EMT.
23.0 Demonstrate a fundamental depth, foundational breadth of knowledge of how and when to perform a reassessment for all patient situations.
24.0 Demonstrate a simple depth, foundation breadth of knowledge of pathophysiology, assessment and management of medical complaints.
25.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of neurologic disorders/emergencies across the life span.
26.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of abdominal and gastrointestinal disorders/emergencies across the life span.
27.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of immunology disorders/emergencies across the life span.
28.0 Demonstrate a simple depth, simple breadth of knowledge of the assessment and management of a patient who may have an infectious disease across the life span.

29.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of endocrine disorders/emergencies across the life span.
30.0 Demonstrate a fundamental depth, foundational breadth of knowledge regarding the assessment and management of psychiatric emergencies across the life span.
31.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of cardiovascular emergencies across the life span.
32.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of toxicological (poisoning and overdose) emergencies across the life span.
33.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of respiratory disorders/emergencies across the life span.
34.0 Demonstrate a simple depth, simple breadth of knowledge of the assessment, and management of hematology disorders across the life span.
35.0 Demonstrate a simple depth, simple breath of knowledge of the assessment and management of genitourinary/ renal emergencies across the life span.
36.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of gynecologic emergencies across the life span.
37.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of non-traumatic fractures across the life span.
38.0 Demonstrate a simple depth, simple breadth of knowledge of assessment and management of diseases of the Eyes, Ears, Nose, and Throat across the life span.
39.0 Demonstrate a fundamental knowledge of the causes, pathophysiology, and management of shock and respiratory failure across the life span.
40.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of the trauma patient across the life span.
41.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of bleeding across the life span.
42.0 Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment, and management of chest trauma across the life span.
43.0 Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment, and management of abdominal and genitourinary trauma across the life span.
44.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of orthopedic trauma across the life span.
45.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of soft tissue trauma across the life span.
46.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of head, facial, neck, and spine trauma across the life span.
47.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of nervous system trauma across the life span.
48.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of trauma patients with special considerations across the life span.

49.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of environmental emergencies across the life span.
50.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the pathophysiology, assessment, and management of multi-system trauma and blast injuries across the life span.
51.0 Demonstrate a fundamental depth, foundational breadth of knowledge of management of the obstetric patient within the scope of practice of the EMT.
52.0 Demonstrate a fundamental depth, foundational breadth of knowledge of management of the newborn and neonatal patient within the scope of practice of the EMT.
53.0 Demonstrate a fundamental depth, fundamental breath of knowledge of the management of the pediatric patient within the scope of practice of the EMT.
54.0 Demonstrate a fundamental depth, foundational breadth of knowledge of management of the geriatric patient within the scope of practice of the EMT.
55.0 Demonstrate a simple depth, simple breadth of knowledge of management of the patient with special challenges across the life span.
56.0 Demonstrate a simple depth, foundational breadth of knowledge of risks and responsibilities of transport.
57.0 Demonstrate a fundamental depth, fundamental breadth of knowledge of establishing and working within the incident management system.
58.0 Demonstrate a simple depth, foundational breadth of knowledge of responding to an emergency during a multiple casualty incident.
59.0 Demonstrate a simple depth, simple breadth of knowledge of safe air medical operations and criteria for utilizing air medical response.
60.0 Demonstrate a simple depth, simple breadth of knowledge for safe vehicle extrication and use of simple hand tools.
61.0 Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident.
62.0 Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating on the scene of a natural or man-made disaster.

Florida Department of Education
Student Performance Standards

Program Title: **Emergency Medical Technician – ATD**
Clock Hour Program Number: **W170212**

Course Number: EMS0110 **Occupational Completion Point: A** **Emergency Medical Technician – 300 Hours**	
01.0	**EMS Systems:** Demonstrate a simple depth, foundational breadth of knowledge of EMS systems. The student will be able to:
01.01	Define Emergency Medical Services (EMS) systems.
01.02	Discuss the historical background of the development of the EMS system.
01.03	Identify the four levels of national EMS providers (EMR, EMT, AEMT and PM) as well as the three levels (EMR, EMT, and PM) in the State of Florida.
01.04	Discuss the specific statutes and regulations regarding the EMS system in Florida.
01.05	Discuss vehicle and equipment readiness.
01.06	Characterize the EMS system's role in prevention and public education.
01.07	Discuss the roles and responsibilities of the EMT related to personal safety of the crew, patient and by standers.
01.08	Discuss the roles and responsibilities of the EMT to operate emergency vehicles, provide scene leadership and perform patient assessment and administer emergency care.
01.09	Discuss the maintenance of and differences between certification and licensure for the EMS professional in the State of Florida and NREMT.
01.10	Define quality improvement and discuss the EMT's role in the process.
01.11	Identify the basics of common methods of payment for healthcare services.
01.12	Analyze attributes and attitudes of an effective leader.
01.13	Demonstrate effective techniques for managing team conflict.
01.14	Describe factors that influence the current delivery system of healthcare.
01.15	Discuss the importance of continuing medical education and skills retention.
01.16	Assess personal attitudes and demeanor that may distract from professionalism.

	01.17 Serve as a role model and exhibit professional behaviors in the following areas: • integrity • empathy • self-motivation • appearance and personal hygiene • self-confidence • communications (including phone, email and social media etiquette) • time management • teamwork and diplomacy • respect • patient advocacy (inclusive of those with special needs, alternate life styles and cultural diversity) • careful delivery of service
02.0	**Research:** Demonstrate a simple depth, simple breadth of knowledge of research and evidence-based decision making. The student will be able to:
	02.01 Discuss EMS research and evidence-based decision making • Conduct scientific literature searches • Read, interpret, and extract information from journal articles relevant to a project
	02.02 Explain the importance of assessing and treating patients based on evidence-based decision-making.
	02.03 Interpret graphs, charts, and tables.
	02.04 Measure time, temperature, distance, capacity, and mass/weight.
	02.05 Convert and use traditional and metric units.
	02.06 Make estimations, approximations and judge the reasonableness of the result.
	02.07 Convert time from a 12-hour format to a 24-hour format
	02.08 Demonstrate ability to evaluate and draw conclusions.
	02.09 Calculate ratios.
	02.10 Explain the rationale for the EMS system gathering data.
03.0	**Workforce Safety and Wellness:** Demonstrate a fundamental depth, foundational breadth of knowledge of workforce safety and wellness. The student will be able to:
	03.01 Explain the need to determine scene safety.
	03.02 Discuss the importance of body substance isolation (BSI).

03.03	Describe the steps and equipment the EMT should take for personal protection from airborne and blood borne pathogens and communicable disease.
03.04	List possible emotional reactions that an individual (EMT and EMT family, Patient and Patient family) may experience when faced with trauma, illness, death and dying.
03.05	Discuss the steps the EMT should take when approaching a family confronted with death and dying.
03.06	Recognize the warning signs of personal stress and discuss the strategies and resources available for EMTs to utilize.
03.07	Demonstrate good body mechanics while using a stretcher and other patient moving devices.
03.08	Discuss the guidelines and safety precautions to be followed when lifting and moving patients and equipment.
03.09	Discuss patient positioning in common emergency situations.
03.10	Discuss situation that may require the use of medical restraints on the patient and explain guidelines and safety consideration for their use.
03.11	Define “infectious disease” and “communicable disease.”
03.12	Describe the routes of transmission and associated risks for infectious disease.
03.13	Explain the mode of transmission and the steps to prevent/deal with an exposure of hepatitis, meningitis, tuberculosis and HIV.
03.14	Explain how immunity to infectious diseases is acquired.
03.15	Explain post exposure management of exposure to patient blood or body fluids, including proper notification documentation.
03.16	Describe the components of physical fitness and mental wellbeing.
03.17	Identify personal health practices and environmental factors, which affect physical, mental, and emotional wellbeing.
03.18	Discuss complementary and alternative health practices.
03.19	Explain the basic concepts of positive self-image, wellness and stress.
03.20	Discuss the need for a wellness and stress control plan that can be used in personal and professional life.
03.21	Explore the importance of adequate nutrition (i.e., U.S. Department of Agriculture’s MyPlate food guide (www.choosemyplate.gov)).
03.22	Demonstrate safe behaviors in the proper use of medical equipment.
03.23	Explain the theory of root- cause analysis.
03.24	Identify and describe methods in medical error reduction and prevention in the various healthcare settings.

	03.25 Identify and practice security procedures for medical supplies and equipment in the various healthcare settings.
	03.26 Describe fire, safety, disaster and evacuation procedures in the various healthcare settings.
	03.27 Discuss applicable accrediting and regulatory agency patient safety guidelines.
04.0	**Documentation:** Demonstrate a fundamental depth, foundational breadth of knowledge of the principles of medical documentation and report writing. The student will be able to:
	04.01 Discuss applications of technology in healthcare.
	04.02 Demonstrate basic computer skills.
	04.03 Interpret and utilize information from electronic health records.
	04.04 Identify methods of electronic communication to access and distribute data.
	04.05 Describe the use and importance of properly written communication and patient care documentation.
	04.06 Explain the legal implication of the patient care report.
	04.07 Identify the minimum dataset reference patient information and administrative information on the patient care report.
	04.08 Understand how to document refusal of care, including legal implications.
	04.09 Discuss the implications of the Health Insurance Portability and Accountability Act of 1996 on confidential documentation.
	04.10 Describe the special considerations concerning mass casualty incident documentation.
	04.11 Demonstrate completion of a patient care report for a medical and trauma patient.
05.0	**EMS System Communication:** Demonstrate a simple depth, simple breadth of knowledge of the EMS communication system, communication with other health care professionals, and team communication. The student will be able to:
	05.01 Understand the basic principles of the various types of communications equipment used in EMS.
	05.02 Describe the use of radio communication and correct radio procedures, including the proper methods of initiating and terminating the radio call/transmission.
	05.03 Explain the rationale for providing efficient and effective radio communications and patient reports.
	05.04 Identify the essential components of the verbal report and legal aspects that need to be considered.
	05.05 Perform an organized and concise radio transmission.
	05.06 Perform an organized, concise verbal patient report that would be given to the staff at a receiving facility.

	05.07 Perform a brief, organized verbal report that would be given during transfer of care at an incident scene.
06.0	**Therapeutic Communication:** Demonstrate a simple depth, simple breadth of knowledge of the principles of therapeutic communication. The student will be able to:
	06.01 Describe principles of therapeutic and effective communication with patients.
	06.02 Discuss basic speaking and active listening skills.
	06.03 Recognize the importance of patient/client educations regarding healthcare.
	06.04 Discuss the adjustment of communication strategies to effectively communicate with patients with: • differing age groups • differing developmental stages • special needs • differing cultures, including language barriers
	06.05 Discuss the communication techniques that should be used to interact with the patient, patient family, bystanders, and individuals from other agencies including verbal diffusion and interview techniques.
	06.06 Discuss the strategies for interviewing persons in special situations.
	06.07 Distinguish between and respond to verbal and non-verbal cues.
	06.08 Analyze elements of communication using a sender-receiver/close loop model.
	06.09 Exhibit positive non-verbal behaviors.
	06.10 Establish proper patient rapport.
07.0	**Medical/Legal and Ethics:** Demonstrate a fundamental depth, foundational breadth of knowledge of medical legality and ethics. The student will be able to:
	07.01 Discuss the rational, importance, and limitations of patient autonomy.
	07.02 Differentiate between expressed, implied and involuntary consent.
	07.03 Discuss the methods of obtaining consent and procedures for minors.
	07.04 Discuss the issues of abandonment, negligence, false imprisonment and battery and their implications to the EMT.
	07.05 Discuss the implications for the EMT in patient refusal of care and/or transport.
	07.06 Explain the importance, necessity and legality of patient confidentiality.
	07.07 Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or Florida provisions regarding EMS application.

	07.08 Discuss State of Florida and Federal special reporting situations including: • abuse • sexual assault • gunshot and knife wounds • communicable disease • animal Bites
	07.09 Differentiate between civil tort and criminal actions.
	07.10 Discuss the elements of negligence and defenses/protections from liability.
	07.11 Discuss the role of the EMT at crime scenes and preservation of evidence.
	07.12 Define ethics and morality and discuss their implication for the EMT.
	07.13 Discuss Florida legislation such as: • Baker Act (394.451, F.S.) • Marchman Act (397.601, F.S. and 397.675, F.S.) • Emergency Examination and Treatment of Incapacitated Persons Act (401.445, F.S.)
	07.14 Differentiate between the scope of practice and the standard of care as applied to the EMT.
	07.15 Discuss the legal concepts and limitations of immunity, including Good Samaritan statutes and governmental immunity.
	07.16 Describe the appropriate patient management and care techniques in a refusal of care situation.
	07.17 Analyze the relationship between the law, morals and ethics in EMS and the premise that should under lie the EMTs ethical decisions.
	07.18 Describe the criteria necessary to honor an advance directive.
	07.19 Explain the rationale for the needs, benefits and varying degrees of advance directives.
08.0	**Anatomy and Physiology**: Demonstrate a fundamental knowledge of the anatomy and function of all human systems to the practice of EMS. The student will be able to:
	08.01 Identify the following topographic terms: • medial • lateral • proximal • distal • superior • inferior • anterior • posterior • midline

	• right and left • mid-clavicular • bilateral • mid-axillary
08.02	Describe the life support chain, aerobic metabolism, and anaerobic metabolism.
08.03	Define anatomy, physiology, pathophysiology, and homeostasis.
08.04	Identify and describe the anatomical structures and functions of the following: • skeletal system • muscular system • respiratory System • circulatory/ Cardiovascular system • nervous System • integumentary system • digestive system • endocrine system • renal system • reproductive system • lymphatic System
08.05	Explain cellular anatomy and physiology.
08.06	Explain cellular respiration.
08.07	Discuss cell division.
08.08	Describe the different types of muscle tissues including skeletal, smooth and cardiac.
08.09	Name and identify the location of the bones of the axial and appendicular skeleton.
08.10	Describe the classification and types of joints.
08.11	Discuss the mechanisms of breathing including: • mechanical ventilation • pulmonary volumes • dead space • lung compliance
08.12	Explain the diffusion of gases in external and internal respiration.
08.13	Describe oxygen and carbon dioxide transport in the blood.

	08.14 Describe nervous and chemical mechanisms that regulate respirations.
	08.15 Discuss respiration and acid-base balance.
	08.16 Discuss the hemodynamics of blood pressure.
	08.17 Discuss the role of nutrition, metabolism and body temperature on body function.
	08.18 Describe the causes, advantages, and disadvantages of a fever.
	08.19 Discuss the hypothalamus functions as the thermostat in the body.
09.0	**Medical Terminology:** Demonstrate a fundamental knowledge in the use of medical terminology. The student will be able to:
	09.01 Identify medical terminology word parts such as: • root words • prefixes • suffixes • combining forms
	09.02 Correctly utilize medical terminology describing each of the following: • body structures • functions • conditions and disorders • body regions • cavities • areas • landmarks
	09.03 Correctly use medical abbreviations and symbols.
	09.04 Read and understand basic medical documentation in medical records and medical reports.
	09.05 Communicate with healthcare professionals utilizing basic medical terminology.
	09.06 Explain the rationale for using accepted medical terminology correctly.
10.0	**Pathophysiology:** Demonstrate a fundamental knowledge of the causes and pathophysiology of shock and the components of resuscitation. The student will be able to:
	10.01 Discuss signs of irreversible death.
	10.02 Review the anatomy and physiology of the respiratory and cardiovascular systems.
	10.03 Discuss and identify the pathophysiology of respiratory failure and respiratory and cardiac arrest.

	10.04 Understand shock, including the pathophysiology, causes, and the signs and symptoms associated with the various types of shock.
	10.05 Discuss the variations in the pathophysiology of shock across the life span.
11.0	**Life Span Development:** Demonstrate a fundamental knowledge of life span development to patient assessment and management. The student will be able to:
	11.01 Describe the major physiologic and psychosocial characteristics across the life span.
12.0	**Public Health:** Demonstrate a simple knowledge of the principles of illness and injury prevention in emergency care. The student will be able to:
	12.01 Define public health and explain the goal of the public health field.
	12.02 Identify the EMS role within the public health field.
	12.03 Discuss basic concepts of epidemiology.
	12.04 Discuss ways of EMS involvement in injury prevention.
	12.05 Identify areas of need for prevention programs in the community.
13.0	**Principles of Pharmacology:** Demonstrate a simple depth, simple breadth of knowledge of pharmacology, medication safety, and medication types used during an emergency. The student will be able to:
	13.01 Explain the “rights” of medication administration and describe how each one related to EMS.
	13.02 Discuss and differentiate the various medication forms and the appropriate routes of administration
	13.03 Describe the difference between a generic medication name and trade name, and provide an example of each.
	13.04 Discuss the components and elements of a drug profile including: • class • actions • contraindications • side effects • dose • route
	13.05 Describe the role of medical direction in medication administration and explain the difference between direct orders (online) and standing orders (off-line).
14.0	**Emergency Medications:** Demonstrate a fundamental depth, simple breadth of knowledge of emergency medications within the scope of practice of the EMT. The student will be able to:
	14.01 State the following for each medication that can be administered by an EMT as dictated by the State of Florida and local medical direction: • class

	• generic and trade names • actions • indication • contraindications • complications • routes of administration • side effects • interactions • Doses of medications
	14.02 Discuss the forms in which the medications may be found.
	14.03 Demonstrate the steps in properly inspecting each type of medication.
	14.04 Discuss the difference between administration versus assistance of patient medications.
15.0	**Airway Management:** Demonstrate a fundamental depth, foundational breadth of knowledge of airway management across the life span within the scope of practice of the EMT. The student will be able to:
	15.01 Review the structures and functions of the respiratory system.
	15.02 Describe appropriate airway management for a patient with or without adequate breathing.
	15.03 Describe indications for and demonstrate the steps in performing the head-tilt chin-lift and jaw thrust in all age groups.
	15.04 Define, identify and describe the following: • tracheostomy • laryngectomy • stoma • tracheostomy tube
	15.05 Describe the special considerations in airway management for the pediatric patient.
	15.06 Demonstrate the techniques of suctioning.
	15.07 Demonstrate relief of FBAO.
	15.08 Demonstrate how to insert an oral and nasal -airway adjunct.
	15.09 Demonstrate how to insert both esophageal and supra-glottic airways.
16.0	**Respirations:** Demonstrate a fundamental depth, foundational breadth of knowledge of respiration. The student will be able to:
	16.01 Review the pulmonary ventilation process to include mechanics of ventilation and alveolar ventilation (tidal volumes, dead space, etc.).

	16.02 Describe the oxygenation process.
	16.03 Explain both external and internal respiration process.
	16.04 Discuss the various pathophysiologies of the respiratory system.
	16.05 Describe assessment and management for adequate and inadequate respiration, including the use of pulse oximetry and capnography.
	16.06 Describe the following regarding supplemental oxygen delivery devices: • indications • contraindications • advantages • disadvantages • complications • liter flow range • concentration of delivered oxygen • procedures • purpose • components
	16.07 Review the anatomy and physiology of the respiratory system including: • control of respirations • mechanics of respiration • pulmonary ventilation • oxygenation • mechanical ventilation
	16.08 Explain the rationale for providing adequate oxygenation through high inspired oxygen concentrations to patients who, in the past, may have received low concentrations.
	16.09 Demonstrate the correct operation of oxygen tanks and regulators.
	16.10 Demonstrate the use of high, medium, low, and variable concentration oxygen delivery devices for all age groups.
	16.11 Discuss the use of an oxygen humidifier and the requirements needed for its use.
	16.12 Discuss the differences between negative pressure and positive pressure ventilation.
17.0	**Artificial Ventilations:** Demonstrate a fundamental depth, foundational breadth of knowledge of assessment and management utilizing ventilation across the life span. The student will be able to:
	17.01 Demonstrate how to ventilate a patient with a pocket mask.
	17.02 Demonstrate the safe and effective ventilation for a patient with a BVM for one or two rescuers using oral-nasal adjuncts with appropriate airway positioning.

	17.03 Discuss the signs of adequate and inadequate ventilation using the BVM.
	17.04 Describe the steps involved in performing a comprehensive assessment of ventilations.
	17.05 Demonstrate how to ventilate a patient with a stoma.
	17.06 Demonstrate the use of various devices used in the assessment of supra-glottic airway placement.
	17.07 Describe the following for a patient with an automatic transport ventilator (ATV): • indications • contraindications • advantages • disadvantages • complications • technique for ventilating
	17.08 Describe the following for a patient with a CPAP: • indications • contraindications • advantages • disadvantages • complications • technique for ventilating
18.0	**Scene Size-Up:** Demonstrate a fundamental depth, foundational breadth of knowledge of scene management and multiple patient situations**.** The student will be able to:
	18.01 Recognize and describe hazards/potential hazards at the scene.
	18.02 Discuss common mechanisms of injury/nature of illness.
	18.03 Discuss the priority considerations for multiple-patient situations.
	18.04 Explain why it is important for the EMT to anticipate and determine the need for additional or specialized resources.
	18.05 Discuss the importance of continuous scene assessment to ensure safety of the EMS team and the patient.
	18.06 Discuss the minimum standard precautions that should be followed and PPE that should be worn as appropriate.
	18.07 Discuss special considerations for dealing with a violent scene.
	18.08 Explain the rationale for crew members to evaluate scene safety prior to entering.
	18.09 Explain how patient situations affect your evaluation of mechanism of injury or illness.

19.0	**Primary Assessment:** Demonstrate a fundamental depth, simple breadth of knowledge of the primary assessment for all patient situations. The student will be able to:
	19.01 Summarize the elements of a general impression of the patient.
	19.02 Explain the reason for performing a primary assessment.
	19.03 Discuss and demonstrate methods of assessing level of responsiveness using AVPU.
	19.04 Discuss and demonstrate methods of assessing the airway and providing airway care across the life span.
	19.05 Describe and demonstrate methods used for assessing if a patient is breathing across the life span.
	19.06 Differentiate between a patient with adequate and inadequate breathing.
	19.07 Describe and demonstrate the methods used to obtain a pulse across the life span.
	19.08 Discuss and demonstrate assessing the patient for external bleeding.
	19.09 Describe and demonstrate the assessment and interpretation of skin color, temperature, moisture and capillary refill across the life span.
	19.10 Explain the reasons prioritizing a patient for care and transport.
	19.11 Describe when it is appropriate to expose the patient completely.
	19.12 Differentiate between critical life-threatening, potentially life- threatening, and non-life-threatening patient presentations.
20.0	**History-Taking:** Demonstrate a fundamental depth, foundational breadth of knowledge of the components of history taking. –The student will be able to:
	20.01 Determine and investigate the chief complaint.
	20.02 Describe components of the patient history.
	20.03 Explain the importance of obtaining a SAMPLE and OPQRST history.
	20.04 Acknowledge the feelings patients experience during assessment.
	20.05 Discuss the value of obtaining a family and social history.
	20.06 Describe examples of different techniques the EMT may use to obtain information from patients, family or bystanders during the history taking process.
21.0	**Secondary Assessment:** Demonstrate a fundamental depth, foundational breadth of knowledge of techniques used for a secondary assessment. The student will be able to:
	21.01 Discuss the components and techniques of the physical exam and skills involved.

	21.02 Discuss the indications for performing: • rapid assessment • focused exam • head to toe exam
	21.03 Demonstrate: • rapid exam • focused exam • head to toe exam
	21.04 Describe and demonstrate the techniques of inspection, palpation, percussion, and auscultation.
	21.05 Describe and demonstrate the importance of obtaining a baseline set of vital signs.
	21.06 Discuss blood pressure ranges across the life span.
22.0	**Monitoring Devices:** Demonstrate a simple depth, simple breath of knowledge of monitoring devices within the scope of practice of the EMT. The student will be able to:
	22.01 Describe and demonstrate the purpose, indications, procedure, normal findings, and limitations of the following patient monitoring technologies. • pulse oximetry • glucometry • capnography • noninvasive BP monitoring • thermometry • telemetry
	22.02 Demonstrate proper placement of a cardiac monitor and diagnostic ECG leads.
23.0	**Reassessment:** Demonstrate a fundamental depth, foundational breadth of knowledge of how and when to perform a reassessment for all patient situations. The student will be able to:
	23.01 Describe the components of reassessment and demonstrate the skills involved.
	23.02 Discuss the reasons for repeating the primary assessment as part of the reassessment.
	23.03 Explain trending assessment components and its value to other health professionals who assume care of the patient.
	23.04 Demonstrate the reassessment of patients across the life span.
24.0	**Medical Overview:** Demonstrate a simple depth, foundation breadth of knowledge of pathophysiology, assessment and management of medical complaints. The student will be able to:
	24.01 Identify factors that complicate patient assessment: • scene safety • environmental factors

	• chief complaint • EMT preconceptions • distracting injuries • tunnel vision • patient cooperation • EMT attitude
	24.02 Discuss forming a field impression and utilizing available information to determine a differential diagnosis.
25.0	**Neurology:** Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of neurologic disorders/emergencies across the life span. The student will be able to:
	25.01 Review the anatomy and physiology of the nervous system.
	25.02 Describe the pathophysiology of the following neurologic disorders: • altered mental status • stroke • transient ischemic attack • headache • seizures • syncope
	25.03 Discuss and identify the causes, signs and symptoms of ischemic strokes, hemorrhagic strokes, and transient ischemic attacks and their similarities and differences.
	25.04 Discuss and demonstrate how to use a stroke scoring system in the assessment of patients with suspected stroke.
	25.05 Define and differentiate generalize seizure, partial seizure and status epilepticus and list their possible causes.
	25.06 Define and differentiate migraine headache, sinus headache, tension headache and discuss how to distinguish harmless headaches from something more serious.
	25.07 Define “altered mental status” and identify the possible causes.
	25.08 Describe and demonstrate the assessment and management of the patient with various neurological emergencies in all age groups to include: • strokes • headaches • seizures • altered mental status
	25.09 Discuss the transport of the stroke patient to the appropriate treatment center.
26.0	**Abdominal and Gastrointestinal Disorder:** Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of abdominal and gastrointestinal disorders/emergencies across the life span. The student will be able to:
	26.01 Review the basic anatomy and physiology the gastrointestinal, genital and urinary systems.

	26.02 Define and describe the pathophysiology of the following abdominal and gastrointestinal disorders: • abdominal pain • acute abdomen • peritonitis • appendicitis • pancreatitis • cholecystitis • gastrointestinal bleeding • esophageal varices • gastroenteritis • ulcers • intestinal obstruction • hernia • abdominal aortic aneurysm
	26.03 Identify the signs and symptoms of common GI disorders.
	26.04 Describe and demonstrate the assessment and management of the patient with various gastrointestinal emergencies.
	26.05 Differentiate between hemorrhagic and non-hemorrhagic abdominal pain.
27.0	**Immunology:** Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of immunology disorders/emergencies across the life span. The student will be able to:
	27.01 Define and differentiate allergic reaction and anaphylaxis.
	27.02 Describe the pathophysiology of the following immunology disorders: • allergic reaction • anaphylaxis • anaphylactic shock
	27.03 Describe and demonstrate the assessment and management of the patient in all age groups experiencing an allergic or anaphylactic reaction.
	27.04 Review the following for the epinephrine auto-injector: • generic and trade names • medication forms • dose • administration • action • contraindications
	27.05 Demonstrate the use of epinephrine auto-injector.

	27.06 Review the anatomy and physiology of the organs and structures related to anaphylaxis.
	27.07 Describe the incidence, morbidity and mortality of anaphylaxis.
	27.08 Recognize the signs and symptoms related to anaphylaxis.
	27.09 Describe the risk factors for and prevention of anaphylaxis and appropriate patient education.
	27.10 Discuss common antigens most frequently associated with anaphylaxis.
	27.11 Explain the importance of separating the patient from the allergen when possible.
28.0	**Infectious Disease:** Demonstrate a simple depth, simple breadth of knowledge of the assessment and management of a patient who may have an infectious disease across the life span. The student will be able to:
	28.01 Discuss the causes of infectious diseases
	28.02 Describe the pathophysiology of infectious diseases of significant public health concern.
	28.03 Describe and demonstrate the assessment and management of the patient in all age groups experiencing an infectious disease.
	28.04 Discuss mandatory notification to state or federal agencies of various diseases.
	28.05 Identify patients with risk factors for infectious disease.
	28.06 Explain the principles and practices of infection control in prehospital care.
	28.07 Describe and discuss the rationale for the various types of PPE.
	28.08 Discuss the proper disposal of contaminated supplies (sharps, gauze sponges, tourniquets, etc.).
	28.09 Discuss decontamination of the ambulance and disinfection of patient care equipment, and areas in which care of the patient occurred.
	28.10 Describe the actions to take if the EMS provider is exposed to an infectious disease.
	28.11 Demonstrate the ability to comply with body substance isolation guidelines.
	28.12 Discuss the pathophysiology, risk factors, assessment, and prehospital management of sepsis/systemic inflammatory response syndrome (SIRS)
29.0	**Endocrine Disorders:** Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of endocrine disorders/emergencies across the life span. The student will be able to:
	29.01 Review the anatomy and physiology of the endocrine system and its main function in the body.
	29.02 Describe the pathophysiology and signs and symptoms of the following endocrine disorders: • insulin dependent Diabetes Mellitus

	• non-insulin dependent Diabetes Mellitus • hypoglycemia • hyperglycemia • Diabetic Ketoacidosis (DKA) • Hyperglycemic Hyperosmolar Non-ketotic Syndrome (HHNS)
29.03	Define and differentiate between Type I and Type II Diabetes.
29.04	Identify and demonstrate the steps in the management of the patient taking diabetic medicine with an altered mental status and a history of diabetes.
29.05	Review the following for oral glucose: • generic and trade names • medication forms • dose • administration • action • contraindications
29.06	Demonstrate the steps of using a glucometer device and administering oral glucose.
29.07	Describe and demonstrate the assessment and the management of the patient experiencing an endocrinologic emergency to include hypo- and hyper-glycemia.
29.08	Discuss the general assessment findings associated with endocrinologic emergencies.
30.0	**Psychiatric:** Demonstrate a fundamental depth, foundational breadth of knowledge regarding the assessment and management of psychiatric emergencies across the life span. The student will be able to:
30.01	Differentiate among behavior, psychiatric disorders and behavioral emergencies
30.02	Discuss common psychiatric disorders and behavioral emergencies.
30.03	Discuss the general factors that may cause an alteration in a patient's behavior.
30.04	Discuss the risk factors/signs or symptoms of various psychiatric emergencies to include suicide.
30.05	Manage a behavioral emergency scenario applying knowledge of medical/legal Florida Statutes.
30.06	Describe and demonstrate the assessment and management of the patient experiencing a behavioral or psychiatric emergency.
30.07	Describe the biological, psychosocial, and sociocultural influences on psychiatric disorders.
30.08	Describe the special considerations for the safety of the EMS provider and EMS crew, the patient and bystanders when dealing with behavioral and psychiatric emergencies.
30.09	Describe and demonstrate methods of restraint that may be used in the management of a patient with a behavioral emergency.

	30.10 Explain the importance of provider behavior and communication in the care of a patient with a behavioral emergency.
31.0	**Cardiovascular**: Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of cardiovascular emergencies across the life span. The student will be able to:
	31.01 Review the basic anatomy and physiology of the cardiovascular system.
	31.02 Describe the pathophysiology and signs and symptoms of the following cardiovascular disorders: • acute coronary syndrome • angina pectoris • thromboembolism • myocardial infarction • hypertensive emergencies • aortic aneurysm/dissection • left and right sided heart failure • cardiogenic shock • cardiac arrest
	31.03 Describe and demonstrate the assessment and management of the patient experiencing a cardiac emergency.
	31.04 Discuss the indications and contraindications for automated external defibrillation (AED).
	31.05 Explain the impact of age and weight on defibrillation.
	31.06 Discuss the position of comfort for patients with various cardiac emergencies.
	31.07 Explain the rationale for early defibrillation.
	31.08 Discuss and differentiate among various types of external defibrillators.
	31.09 Discuss and differentiate among the various types of implanted cardiac devices.
	31.10 Understand the importance of maintenance and operators check list for AED's.
	31.11 Demonstrate the ability to use an AED according to the latest American Heart Association (AHA) guidelines.
	31.12 Explain the role medical direction plays in the use of automated external defibrillation.
	31.13 Explain the rationale for administering nitroglycerin and ASA to a patient with chest pain or discomfort.
	31.14 Demonstrate the assessment and documentation of patient response to the automated external defibrillator.
	31.15 Demonstrate the assessment and documentation of patient response to nitroglycerin.
	31.16 Discuss the purpose and use of CPR assist devices.

32.0	**Toxicology:** Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of toxicological (poisoning and overdose) emergencies across the life span. The student will be able to:
	32.01 Define and differentiate among toxicology, poisoning, and overdose.
	32.02 Describe the pathophysiology and signs and symptoms of the following toxicological emergencies, including but not limited to: • food poisoning • carbon monoxide poisoning • cyanide poisoning • exposure to acid or alkaline substances • exposure to hydrocarbons • methanol ingestion • isopropanol ingestion • ethylene glycol ingestion • exposure to poisonous plants • drug withdrawal • alcoholic syndrome • withdrawal syndrome (including delirium tremens) • illicit drug use • medication overdose • opioid overdose • organa phosphate overdose
	32.03 Discuss various ways that toxins enter the body.
	32.04 Discuss and demonstrate the assessment and management for the patient with a toxicological emergency.
	32.05 Discuss the role of the Poison Control Center with the nationwide contact number 800-222-1222 in the United States.
	32.06 Explain the rationale for contacting medical direction early in the prehospital management of a patient with a toxicological emergency.
	32.07 Review the following for Narcan (naloxone): • generic and trade names • medication forms • dose • administration • action • contraindications
33.0	**Respiratory:** Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of respiratory disorders/emergencies across the life span The student will be able to:
	33.01 Review the basic anatomy and physiology of the respiratory system.

	33.02 Describe the pathophysiology and signs and symptoms of the following respiratory disorders: • Chronic Obstructive Pulmonary Disease • Asthma • Pulmonary Edema • Spontaneous Pneumothorax • Hyperventilation Syndrome • Cystic Fibrosis • Pulmonary Embolism • Pneumonia • Viral Respiratory Infections • Poisonous Exposures • Bacterial respiratory infections
	33.03 Discuss signs of adequate air exchange.
	33.04 Discuss the signs and symptoms of a patient across the continuum from respiratory distress to failure.
	33.05 Describe and demonstrate the assessment and management of the patient with a respiratory emergency.
	33.06 Review the following for the metered-dose inhalers and small volume nebulizers for medications within the scope of practice of the EMT: • generic name • medication forms • dose • administration • action • indications • contraindications
	33.07 Describe and demonstrate the steps in facilitating the use of an inhaler and a small volume nebulizer.
	33.08 Differentiate between upper and lower airway obstruction.
	33.09 Demonstrate assessment and interpretation of normal and abnormal lung and breath sounds.
34.0	**Hematology:** Demonstrate a simple depth, simple breadth of knowledge of the assessment, and management of hematology disorders across the life span. The student will be able to:
	34.01 Review the compositions and functions of blood and plasma.
	34.02 Describe the pathophysiology of the following hematology disorders: • Anemia • Sickle Cell Anemia / Sickle Cell Crisis • Hemophilia

	34.03 Describe and demonstrate the assessment and the management of the patient with a hematological disorder.
35.0	**Genitourinary /Renal:** Demonstrate a simple depth, simple breath of knowledge of the assessment and management of genitourinary/ renal emergency across the life span. The student will be able to:
	35.01 Review the basic anatomy and physiology of the genitourinary and renal systems.
	35.02 Describe the pathophysiology and signs and symptoms of the following genitourinary/ renal disorders: • urinary tract infection • kidney stones • kidney failure
	35.03 Discuss the basic principles of kidney dialysis.
	35.04 Discuss the recognition and complications of urinary catheters.
	35.05 Describe and demonstrate the assessment and management of the patient with a dialysis emergency.
36.0	**Gynecology:** Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of gynecologic emergencies across the life span. The student will be able to:
	36.01 Review the basic anatomy and physiology of the female reproductive system.
	36.02 Describe the pathophysiology and signs and symptoms of the following gynecologic disorders and emergencies, including but not limited to: • sexual assault • non-traumatic vaginal bleeding • menstrual pain • ovarian cyst • endometritis • endometriosis • pelvic inflammatory disease • Sexually Transmitted Disease
	36.03 Describe and demonstrate the assessment and management of the patient experiencing a gynecologic emergency.
	36.04 Describe the assessment and management of a patient who has experienced a sexual assault including the psychosocial impact and assessment findings/presentations.
	36.05 Discuss the professional and psychological importance of maintaining a patient's modesty and privacy while still being able to obtain necessary information.
	36.06 Discuss the need to provide care for a patient of sexual assault, while still preventing destruction of crime scene information.
37.0	**Non-Traumatic Musculoskeletal Disorders:** Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of non-traumatic fractures across the life span. The student will be able to:
	37.01 Review the basic anatomy and physiology of the musculoskeletal system.

	37.02 Describe and demonstrate the assessment and management of the patient in all age groups with a non-traumatic musculoskeletal emergency.
38.0	**Diseases of the Eyes, Ears, Nose, and Throat:** Demonstrate a simple depth, simple breadth of knowledge of assessment and management of diseases of the Eyes, Ears, Nose, and Throat across the life span The student will be able to:
	38.01 Describe and demonstrate the assessment and management of the patient in all age groups with abnormal conditions affecting the eyes, ears, nose and throat, including epistaxis.
39.0	**Shock and Resuscitation:** Demonstrate a fundamental knowledge of the causes, pathophysiology, and management of shock and respiratory failure across the life span. The student will be able to:
	39.01 Discuss and identify causes and pathophysiology of the categories of hemorrhage and shock.
	39.02 Review causes and pathophysiology of respiratory failure and arrest.
	39.03 Review causes and pathophysiology of cardiac failure or arrest.
	39.04 Discuss the various types and degrees of shock.
	39.05 Discuss post resuscitation management.
	39.06 Explain the system components of CPR, the links in the AHA chain of survival and how each relates to patient survival.
	39.07 Define and differentiate between compensated and decompensated shock.
	39.08 Discuss the importance of teamwork in the successful management of the critical patient.
	39.09 Demonstrate how to perform one and two rescuer CPR, adult, child, and infant.
	39.10 Demonstrate how to perform rescuer level appropriate defibrillation in an adult, child, and infant patient.
	39.11 Demonstrate rapid decision making based on differential field diagnosis of the critical patient with a peri-arrest condition.
	39.12 Describe and demonstrate the assessment and management of the patient with hemorrhage and shock.
40.0	**Trauma Overview:** Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment and management of the trauma patient across the life span. The student will be able to:
	40.01 Discuss pathophysiology of the trauma patient.
	40.02 Discuss the components of a comprehensive trauma systems and levels of trauma centers.
	40.03 Describe the considerations for different transportation modes to a trauma center.
	40.04 Discuss the kinematics of blunt and penetrating trauma.
	40.05 Discuss and describe significant and non-significant Mechanism of Injury (MOI) and provide examples of each.

	40.06 Demonstrate the application of the State of Florida's trauma scorecard methodologies as required in Florida Statute and Florida Administrative Code (F.A.C.).
	40.07 Discuss the National Trauma Triage Protocol of injured Patients.
	40.08 Discuss forming a field impression and utilizing available information to determine a differential diagnosis.
	40.09 Identify the need for rapid intervention transport of the trauma patient.
41.0	**Bleeding:** Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of bleeding across the life span. The student will be able to:
	41.01 Review the anatomy and physiology of the circulatory system.
	41.02 Discuss the different types of bleeding and classes of hemorrhage.
	41.03 Review signs and symptoms of shock (hypo-perfusion).
	41.04 Demonstrate effective hemorrhage control to include application of a tourniquet.
	41.05 Review the pathophysiology of hemorrhagic shock.
	41.06 Recognize the need for rapid transport for patients that are bleeding and showing signs of shock (hypo-perfusion).
	41.07 Describe and demonstrate the assessment and management of a patient with hemorrhagic shock.
	41.08 Discuss the possible complications of an improperly applied dressing, bandage, tourniquet, and hemostatic agents.
42.0	**Chest Trauma:** Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment and management of chest trauma across the life span. The student will be able to:
	42.01 Review the anatomy and physiology of the thoracic/chest cavity and respiratory system.
	42.02 Differentiate between a pneumothorax (open, simple and tension) and hemothorax.
	42.03 Discuss the pathophysiology, signs and symptoms, and MOI of myocardial injuries, including the following: • pericardial tamponade • myocardial contusion • myocardial rupture • commotio cordis • aortic sheerer
	42.04 Discuss the pathophysiology, signs and symptoms, and MOI of specific chest wall injuries, including the following: • rib fracture • flail segment • sternal fracture

	42.05 Describe and demonstrate the assessment and management of chest trauma.
43.0	**Abdominal and Genitourinary Trauma:** Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment and management of abdominal and genitourinary trauma across the life span. The student will be able to:
	43.01 Review the anatomy and physiology of the abdominal cavity and genitourinary system.
	43.02 Discuss the pathophysiology, signs and symptoms, and MOI for abdominal trauma including hallow and solid injuries.
	43.03 Describe and demonstrate the assessment and management of a patient with a suspected abdominal or genitourinary injury/trauma.
44.0	**Orthopedic Trauma:** Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of orthopedic trauma across the life span. The student will be able to:
	44.01 Review the anatomy and physiology of the musculo-skeletal system.
	44.02 Discuss pathophysiology, signs and symptoms, and MOI for orthopedic trauma.
	44.03 Discuss the different types of orthopedic trauma including fracture classifications.
	44.04 Explain the rationale for stabilization of an injured extremity.
	44.05 Describe and demonstrate the assessment and management of a patient with a suspected orthopedic trauma.
	44.06 Discuss the following management techniques: • heat therapy • cold therapy • splinting
	44.07 List the six “P’s” of orthopedic injury assessment.
	44.08 Discuss the need for assessment of distal pulses, motor, and sensation before and after splinting.
	44.09 Review age-associated changes in the bones.
	44.10 Discuss the proper procedures to package an amputated body part for replantation.
	44.11 Explain the rationale for splinting at the scene versus load and go.
	44.12 Demonstrate the proper use of various splinting materials and devices to include improvised and traction splints.
45.0	**Soft Tissue Trauma:** Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of soft tissue trauma across the life span. The student will be able to:
	45.01 Review anatomy and physiology of the integumentary system to include the layers of the skin.
	45.02 Describe the pathophysiology, signs and symptoms, and MOI of soft tissue trauma.

	45.03 Describe and demonstrate the assessment and management of various soft tissue injuries.
	45.04 Identify types of burn injuries, including: • thermal burn • chemical burn • electrical burn • radiation exposure
	45.05 Describe the depth classifications of burn injuries, including: • superficial burn • partial-thickness burn • full-thickness burn • other depth classifications
	45.06 Describe and demonstrate methods for determining body surface area percentage of a burn injury including the “rule of nines," the "rule of palms," and other methods.
	45.07 Explain how the seriousness of a burn is related to its depth and percent of body surface area (BSA) involved.
	45.08 Review the various management techniques for hemorrhage control.
	45.09 Differentiate among the types of injuries requiring the use of an occlusive versus non- occlusive dressing.
	45.10 Demonstrate the assessment and management of specific burn injuries including: • thermal • inhalation • chemical • electrical • radiation
46.0	**Head, Facial, Neck, and Spine Trauma:** Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of head, facial, neck and spine trauma across the life span. The student will be able to:
	46.01 Review the anatomy and physiology of the head, face, neck and spine.
	46.02 Describe the pathophysiology, signs and symptoms, and MOI for head, face, neck, and spine trauma.
	46.03 Describe and demonstrate the assessment and management of a patient with the following traumas to the head, face, neck, and spine: • penetrating neck trauma • laryngotracheal injury • skull fracture • facial fracture • eye injury (foreign body) • dental trauma

	46.04 Recognize and manage life threats due to face, head, neck, and spine trauma.
	46.05 Discuss and demonstrate the utilization of the Glasgow Coma Scale.
47.0	**Nervous System Trauma:** Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of nervous system trauma across the life span. The student will be able to:
	47.01 Review the anatomy and physiology of the nervous system.
	47.02 Discuss the pathophysiology, signs and symptoms, and MOI for brain and spinal cord trauma.
	47.03 Describe and demonstrate the assessment and management of a patient with a brain and/or spinal cord trauma.
	47.04 Discuss the rationale and potential complications of spinal motion restriction of the entire spine when a cervical spine injury is suspected.
	47.05 Given a scenario, discuss whether or not to remove a helmet prior to transport of a patient.
	47.06 Demonstrate various methods for stabilization and removal of a helmet.
	47.07 Discuss documentation of assessment before, during, and after spinal motion restriction.
48.0	**Special Considerations in Trauma:** Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment and management of trauma patients with special considerations across the life span. The student will be able to:
	48.01 Review the anatomy and physiology for the following trauma patients: • pregnant • pediatric • geriatric
	48.02 Discuss the pathophysiology, signs and symptoms, and MOI of trauma in the following patients: • pregnant • pediatric • geriatric
	48.03 Discuss and demonstrate unique assessment and management considerations for the following trauma patients: • pregnant • pediatric • geriatric • cognitively impaired
49.0	**Environmental Emergencies:** Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment and management of environmental emergencies across the life span. The student will be able to:
	49.01 Define drowning and discuss its incidence, rick factors and prevention.
	49.02 Discuss the pathophysiology, signs and symptoms, and MOI of the following: • drowning and water related incidents

	• temperature-related illness • bites and envenomation • dysbarism such as high-altitude injuries • diving injuries • lightning (electrical) injury • high altitude illness • radiation exposure
	49.03 Describes and demonstrate the assessment and management for a patient with the following: • drowning and water related incidents • temperature-related illness • bites and envenomation • dysbarism such as high-altitude injuries • diving injuries • lightning (electrical) injury • high altitude illness • radiation exposure
	49.04 Discuss the fundamental principles of the gas laws including: Boyle's, Dalton, Henry and Charles.
	49.05 Discuss scene management and provider safety considerations for a variety of environmental emergencies.
	49.06 Explain the five ways a body can lose heat.
	49.07 Discuss potentially life-threatening venomous species of insects, spiders and snakes in the U.S.
50.0	**Multi-Systems Trauma:** Demonstrate a fundamental depth, foundational breadth of knowledge of the pathophysiology, assessment, and management of multi-system trauma and blast injuries across the life span. The student will be able to:
	50.01 Discuss the pathophysiology, signs and symptoms, and MOI of multi-system trauma and blast injuries.
	50.02 Describe and demonstrate assessment and management considerations for a patient of multi system trauma and blast injuries.
51.0	**Obstetrics:** Demonstrate a fundamental depth, foundational breadth of knowledge of management of the obstetric patient within the scope of practice of the EMT. The student will be able to:
	51.01 Identify and describe the anatomical and the physiological changes during pregnancy.
	51.02 Define the stages of labor and discuss how to assess them.
	51.03 Differentiate between cephalic and abnormal delivery.
	51.04 Describe the management of a patient with pre-delivery emergencies.
	51.05 Discuss and demonstrate the patient care measures for all stages of labor in a cephalic delivery for the mother and the newborn.

	51.06 Describe the management of the mother post-delivery.
	51.07 Discuss and demonstrate the patient care measures for all stages of labor in abnormal deliveries for the mother and the newborn.
	51.08 Describe the procedures for handling complications of delivery.
	51.09 Describe special considerations when meconium is present in amniotic fluid or during delivery.
	51.10 Identify the factors that lead to premature birth and low birth weight newborns.
	51.11 Demonstrate the procedures for handling complications of pregnancy including pre-eclampsia, eclampsia, and high risk.
52.0	**Neonatal Care:** Demonstrate a fundamental depth, foundational breadth of knowledge of management of the newborn and neonatal patient within the scope of practice of the EMT. The student will be able to:
	52.01 Discuss and demonstrate assessment and management considerations of a neonate.
	52.02 Define the term neonate.
	52.03 Describe special patient care considerations of a premature baby.
	52.04 Calculate the Apgar score given various newborn situations.
	52.05 Discuss the common signs when ventilarory assistance is appropriate for a neonate.
	52.06 Discuss and demonstrate the steps in resuscitation of a neonate.
	52.07 Review the signs of hypovolemia in a newborn.
	52.08 Discuss the effects maternal narcotic usage has on the newborn.
	52.09 Discuss the management/treatment plan for vomiting in the neonate.
	52.10 Discuss the assessment findings associated with common birth injuries in the neonate.
53.0	**Pediatrics:** Demonstrate a fundamental depth, fundamental breath of knowledge of management of the pediatric patient within the scope of practice of the EMT. The student will be able to:
	53.01 Review the anatomy, physiology and pathophysiology differences of patients.
	53.02 Discuss the differences in approaching and assessing patients.
	53.03 Discuss and demonstrate assessment and management considerations for Sudden Unexplained Infant Death Syndrome (SUIDS).
	53.04 Describe the selection of appropriate airway adjuncts and ventilation devices.

	53.05 Discuss complications of improper utilization of airway adjuncts and ventilation devices.
	53.06 Describe the common causes, assessment and management of respiratory distress, failure, or arrest.
	53.07 Discuss the common causes, assessment and management of hypo-perfusion.
	53.08 Discuss the common causes, assessment and management of cardiopulmonary arrest.
	53.09 Describe the common causes, assessment and management of altered level of consciousness.
	53.10 Describe the common causes, assessment and management of trauma.
	53.11 Describe the common causes, assessment and management of neurological emergencies.
	53.12 Demonstrate proper technique for administering blow-by oxygen.
	53.13 Review proper technique for suctioning.
	53.14 Review appropriate use of airway adjuncts and ventilation devices.
	53.15 Review age appropriate basic airway clearing maneuvers for a completely obstructed airway.
54.0	**Geriatrics:** Demonstrate a fundamental depth, foundational breadth of knowledge of management of the geriatric patient within the scope of practice of the EMT. The student will be able to:
	54.01 Define and discuss the term geriatrics.
	54.02 Review the anatomy, physiology and pathophysiology of the geriatric patient.
	54.03 Discuss common emotional and psychological concerns and conditions of the geriatric patient.
	54.04 Discuss the importance of fall prevention with the geriatric patient.
	54.05 Describe principles that should be employed when assessing and communicating with the geriatric patient.
	54.06 Describe the common causes, assessment, and management of the geriatric patient with a medical, trauma, or psychosocial complaint.
55.0	**Patients with Special Challenges:** Demonstrate a simple depth, simple breadth of knowledge of the management of the patient with special challenges across the life span. The student will be able to:
	55.01 Discuss the special considerations required when providing emergency care to patients with: • abuse/neglect of vulnerable populations • homelessness • poverty • bariatrics • tech dependent

	• hospice/terminally ill • tracheostomy • home care • sensory deficit/loss • developmental disability
	55.02 Discuss special considerations regarding common medical devices used in the home care of patients with special challenges including: • respiratory devices • cardiac devices • gastro-urinary devices • central & peripheral IV catheters
	55.03 Describe home care and the types of patients it serves and the services it encompasses.
	55.04 Differentiate between hospice/palliative care and curative care.
	55.05 Discuss the role of the EMT as a patient advocate for vulnerable populations.
56.0	**Principles of Safely Operating a Ground Ambulance:** Demonstrate a simple depth, foundational breadth of knowledge of risks and responsibilities of transport. The student will be able to:
	56.01 Discuss the importance of performing regular vehicle and equipment inspection.
	56.02 Demonstrate how to perform a daily inspection of an ambulance.
	56.03 Review the general provisions of Florida laws relating to the operation of the ambulance.
	56.04 Discuss the guidelines for operating an ambulance safety during emergency and non-emergency situation/incident.
	56.05 Review considerations that are required for ensuring scene safety, including personal safety, patient safety, and traffic control.
	56.06 Review how to clean and disinfect the ambulance and equipment.
57.0	**Incident Management:** Demonstrate a fundamental depth, fundamental breadth of knowledge of establishing and working within the incident management system. The student will be able to:
	57.01 Discuss the importance of NIMS (National Incidence Management System) and its functional components.
	57.02 Discuss unified command and when it is applicable.
	57.03 Describe the role of command and the procedures for transfer of command.
	57.04 List and describe the functions of the following groups and leaders in ICS as it pertains to EMS incidents: • safety • logistics

	• rehabilitation • staging, • treatment • triage • transportation • extrication/rescue • morgue • communications
	57.05 Discuss the physical and psychological signs of critical incident stress.
58.0	**Multiple Casualty Incidents:** Demonstrate a simple depth, foundational breadth of knowledge of responding to an emergency during a multiple casualty incident. The student will be able to:
	58.01 Review essential elements of scene size-up when arriving at a potential MCI.
	58.02 Describe the role of the rescuers and EMS systems in planning for MCIs and disasters.
	58.03 Describe the role of the physician at multiple casualty incidents.
	58.04 Define triage and describe the principles of triage.
	58.05 Describe the START (simple triage and rapid treatment) and JUMP START method of initial triage.
	58.06 Describe techniques used to allocate patients to hospitals and track them.
	58.07 Discuss and describe the essential equipment to provide logistical support to MCI operations.
	58.08 Describe the role of critical incident stress management during and after MCIs.
	58.09 Demonstrate the use of local/regional triage tagging system.
59.0	**Air Medical:** Demonstrate a simple depth, simple breadth of knowledge of safe air medical operations and criteria for utilizing air medical response. The student will be able to:
	59.01 Describe key scene safety considerations when preparing for a helicopter medivac, including establishing a landing zone and approaching the aircraft.
	59.02 Describe the capabilities, protocols, and methods for accessing air medical transport.
	59.03 Review the advantages and disadvantages of air medical transport.
	59.04 Review the conditions/situations in which air medical transport should be considered.
60.0	**Vehicle Extrication:** Demonstrate a simple depth, simple breadth of knowledge for safe vehicle extrication and use of simple hand tools. The student will be able to:

	60.01 Describe the role of the EMT in patient rescue and vehicle extrication
	60.02 Describe personal and patient safety during vehicle extrication.
	60.03 Explain the difference between simple access and complex access in vehicle extrication.
	60.04 Discuss patient care consideration related to assisting with rapid extrication, providing emergency care to the trapped patient and removing and transferring a patient.
	60.05 Discuss the use of simple hand tools used for vehicle extrication.
	60.06 Discuss and describe the hazards and safe practices associated with the following vehicle components: • energy absorbing bumpers • air bag/supplemental restraint systems • catalytic converters and conventional fuel systems • stored energy • hybrid-electric vehicles
	60.07 Describe methods for emergency stabilization using rope, cribbing, jacks, spare tire, and come-a-longs for vehicles.
	60.08 Describe the electrical hazards commonly found at highway incidents (above and below ground).
	60.09 Explain the difference between tempered and safety glass, identify its locations on a vehicle and how to break it safely.
	60.10 Explain typical door anatomy and methods to gain access to the patient.
61.0	**Hazardous Materials Awareness:** Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident. The student will be able to:
	61.01 Identify and describe resources for substance identification, decontamination, and treatment information, including but not limited to the following: • poison control center • medical control • material safety data sheets (MSDS), • reference textbooks • computer databases • Computer-Aided Management of Emergency Operations (CAMEO) • CHEMTREC • technical specialists • Agency for toxic substances and disease registry
	61.02 Explain primary and secondary contamination risk.
	61.03 Review routes of exposure.

	61.04 Discuss how the substance and route of contamination alters triage and decontamination methods.
	61.05 Explain the common signs, symptoms, and treatment for the following substances: • corrosives • pesticides • chemical asphyxiants • hydrocarbon solvents
	61.06 Identify local facilities and resources capable of treating patients exposed to hazardous materials.
	61.07 Determine the appropriate level of PPE by considering the following: • types • application • use and limitations • use of chemical compatibility chart
	61.08 Explain specific decontamination procedures.
	61.09 Discuss the designated HAZMAT control zones (HOT, WARM, and COLD).
	61.10 Discuss an emergency two-step decontamination process.
	61.11 Identify DOT Labels, placards and markings that are used to designate HAZMAT materials.
	61.12 Demonstrate the ability to use a variety of reference materials to identify a HAZMAT material.
62.0	**Mass Casualty Incidents Due to Terrorism and Disaster:** Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating on the scene of a natural or man-made disaster. The student will be able to:
	62.01 Describe the role of the EMT on the scene of a natural or man-made disaster.
	62.02 Define the different types of terrorism and provide examples of incidents of each.
	62.03 Describe the factors related to ensuring situational safety at the site of a disaster and the procedures required.
	62.04 Discuss the National Terrorism Advisory System.
	62.05 Discuss factors to consider when responding to a terrorist situation.
	62.06 Review important actions to take at the scene of a terrorist event such as: • scene safety • personal protection • notification procedures • available resources • working with in the command system

62.07	List and describe the main categories of weapons of mass destruction.
62.08	Discuss the different types of chemical agents and their signs and symptoms.
62.09	Review the treatment and management of patients exposed to various types of chemical agents and radiation.
62.10	Review the different types of radiations and their effect on the human body.
62.11	Discuss the use of a nerve agent antidote kit.

Florida Department of Education
Student Performance Standards

Program Title: **Emergency Medical Technician –ATD**
ATD CIP Number: **0351090408**
SOC Code(s):

When this program is offered at the college level, the following standards and benchmarks apply:

01.0	**EMS Systems:** Demonstration of a simple depth and foundational breadth of EMS systems. The student will be able to:
01.01	Define Emergency Medical Services (EMS) systems.
01.02	Discuss the historical background of the development of the EMS system.
01.03	Identify the four levels of national EMS providers (EMR, EMT, AEMT and PM) as well as the three levels in the State of Florida.
01.04	Discuss the specific statutes and regulations regarding the EMS system in Florida.
01.05	Discuss vehicle and equipment readiness
01.06	Characterize the EMS system's role in prevention and public education.
01.07	Discuss the roles and responsibilities of the EMT related to personal safety of the crew, patient and by standers.
01.08	Discuss the roles and responsibilities of the EMT to operate emergency vehicles, provide scene leadership and perform patient assessment and administer emergency care.
01.09	Discuss the maintenance of certification and licensure for the EMT in the State of Florida and NREMT.
01.10	Define quality improvement and discuss the EMT's role in the process.
01.11	Identify the basics of common methods of payment for healthcare services.
01.12	Analyze attributes and attitudes of an effective leader.
01.13	Demonstrate effective techniques for managing team conflict.
01.14	Describe factors that influence the current delivery system of healthcare.
01.15	Discuss the importance of continuing medical education and skills retention.
01.16	Assess personal attitudes and demeanor that may distract from professionalism.

	01.17 Serve as a role model and exhibit professional behaviors in the following areas: • integrity • empathy • self-motivation • appearance and personal hygiene • self-confidence • communications (including phone, email and social media etiquette) • time management • teamwork and diplomacy • respect • patient advocacy (inclusive of those with special needs, alternate life styles and cultural diversity) • careful delivery of service
02.0	**Research:** Demonstration of a simple depth, simple breadth of research and evidence-based decision making. – The student will be able to:
	02.01 Discuss EMS research and evidence-based decision making: • Conduct scientific literature searches • Read, interpret and extract information from journal articles relevant to a project
	02.02 Explain the importance to assess and treat patients based on evidence-based decision making.
	02.03 Interpret graphs, charts and tables.
	02.04 Measure time, temperature, distance, capacity, and mass/weight.
	02.05 Convert and use traditional and metric units.
	02.06 Make estimations, approximations and judge the reasonableness of the result.
	02.07 Convert time from a 12-hour format to a 24-hour format
	02.08 Demonstrate ability to evaluate and draw conclusions.
	02.09 Calculate ratios.
	02.10 Explain the rationale for the EMS system gathering data.
03.0	**Workforce Safety and Wellness:** Demonstration of a fundamental depth, foundational breadth of workforce safety and wellness. The student will be able to:
	03.01 Explain the need to determine scene safety.
	03.02 Discuss the importance of body substance isolation (BSI).

03.03	Describe the steps the EMT should take for personal protection from airborne and blood borne pathogens as well as communicable disease.
03.04	List the personal protective equipment necessary to protect oneself in common emergency situations.
03.05	List possible emotional reactions that an individual (EMT and EMT family, Patient and Patient family) may experience when faced with trauma, illness, death and dying.
03.06	State the steps the EMT should take when approaching a family confronted with death and dying.
03.07	Recognize the warning signs of personal stress and discuss the strategies EMTs can apply to manage it.
03.08	Demonstrate good body mechanics while using a stretcher and other patient moving devices.
03.09	Discuss the guidelines and safety precautions that need to be followed when lifting a patient.
03.10	Describe the guidelines and safety precautions for carrying patients and/or equipment.
03.11	State the guidelines for reaching and their application.
03.12	State the guidelines for pushing and pulling.
03.13	Discuss patient positioning in common emergency situations.
03.14	Discuss situation that may require the use of medical restraints on the patient and explain guidelines and safety consideration for their use.
03.15	Define “infectious disease” and “communicable disease.”
03.16	Describe the routes of transmission for infectious disease.
03.17	Explain the mode of transmission and the steps to prevent/deal with an exposure of hepatitis, meningitis, tuberculosis and HIV.
03.18	Explain how immunity to infectious diseases is acquired.
03.19	Explain post exposure management of exposure to patient blood or body fluids, including completing a post exposure report.
03.20	Describe the components of physical fitness and mental wellbeing.
03.21	Identify personal health practices and environmental factors which affect function of each of the major body systems.
03.22	Develop an awareness of complementary and alternative health practices.
03.23	Explain the basic concepts of positive self-image, wellness and stress.
03.24	Develop a wellness and stress control plan that can be used in personal and professional life.

	03.25	Explore the importance of adequate nutrition (i.e., U.S. Department of Agriculture's MyPlate food guide (www.choosemyplate.gov).)
	03.26	Identify personal health practices and environmental factors which affect function of each of the major body systems.
	03.27	Demonstrate the safe use of medical equipment.
	03.28	Explain the theory of root- cause analysis.
	03.29	Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
	03.30	Identify and practice security procedures for medical supplies and equipment in the various healthcare settings.
	03.31	Describe fire, safety, disaster and evacuation procedures in the various healthcare settings.
	03.32	Discuss applicable accrediting and regulatory agency patient safety guidelines.
04.0	**Documentation:** Demonstration of a fundamental depth, foundational breadth of the principles of medical documentation and report writing. The student will be able to:	
	04.01	Recognize applications of technology in healthcare.
	04.02	Demonstrate basic computer skills.
	04.03	Interpret and utilize information from electronic health records.
	04.04	Identify methods of communication to access and distribute data such as fax, e-mail and internet.
	04.05	Describe the use and importance of written communication and patient care documentation.
	04.06	Explain the legal implication of the patient care report.
	04.07	Identify the minimum dataset reference patient information and administrative information on the patient care report.
	04.08	Understand how to document refusal of care, including legal implications.
	04.09	Discuss the implications of the Health Insurance Portability and Accountability Act of 1996 on confidential documentation.
	04.10	Describe the special considerations concerning mass casualty incident documentation.
	04.11	Explain the relevance and importance of properly completed documentation.
	04.12	Demonstrate completion of a patient care report for a medical and trauma patient.
	04.13	Explain the rationale for patient care documentation.

05.0	**EMS System Communication:** Demonstration of a simple depth, simple breadth of the EMS communication system, communication with other health care professionals, and team communication. The student will be able to:
	05.01 Understand the basic principles of the various types of communications equipment used in EMS
	05.02 Describe the use of radio communication and correct radio procedures, including the proper methods of initiating and terminating the radio call/transmission.
	05.03 Explain the rationale for providing efficient and effective radio communications and patient reports.
	05.04 Identify the essential components of the verbal report and legal aspects that need to be considered.
	05.05 Perform an organized and concise radio transmission.
	05.06 Perform an organized, concise patient report that would be given to the staff at a receiving facility.
	05.07 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.
06.0	**Therapeutic Communication:** Demonstration of a simple depth and simple breadth of the principles of therapeutic communication. The student will be able to:
	06.01 Describe principles of therapeutic and effective communication with patients in a manner that achieves a positive relationship.
	06.02 Develop basic speaking and active listening skills.
	06.03 Recognize the importance of patient/client educations regarding healthcare.
	06.04 Demonstrate the adjustment of communication strategies to effectively communicate with patients with: • differing age groups • differing developmental stages • special needs • Differing cultures, including language barriers.
	06.05 Demonstrate the communication techniques that should be used to interact with the patient, patient family, bystanders, and individuals from other agencies including verbal diffusion and interview techniques.
	06.06 Demonstrate the strategies for interviewing persons in special situations.
	06.07 Distinguish between and respond to verbal and non-verbal cues.
	06.08 Analyze elements of communication using a sender-receiver/close loop model.
	06.09 Exhibit positive non-verbal behaviors.
	06.10 Establish proper patient rapport.
07.0	**Medical/Legal and Ethics:** Demonstration of a fundamental depth, foundational breadth of medical legality and ethics. The student will be able to:

	07.01 Differentiate between expressed, implied and involuntary consent.
	07.02 Discuss the methods of obtaining consent and procedures for minors.
	07.03 Discuss the issues of abandonment, negligence, false imprisonment and battery and their implications to the EMT.
	07.04 Discuss the implications for the EMT in patient refusal of care and/or transport.
	07.05 Explain the importance, necessity and legality of patient confidentiality.
	07.06 Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or Florida provisions regarding EMS application.
	07.07 Discuss State of Florida and Federal special reporting situations including: • Abuse • sexual assault • gunshot and knife wounds • communicable disease
	07.08 Differentiate between civil tort and criminal actions
	07.09 List the elements of negligence and defenses/protections from liability.
	07.10 Discuss the role of the EMT at crime scenes and preservation of evidence.
	07.11 Define ethics and morality and discuss their implication for the EMT.
	07.12 Differentiate between licensure and certification as they apply to EMS.
	07.13 Discuss Florida legislation such as the Baker Act, Marchman Act, and the Emergency Examination and Treatment of Incapacitated Persons Act.
	07.14 Differentiate between the scope of practice and the standard of care as applied to the EMT.
	07.15 Discuss the legal concept of immunity, including Good Samaritan statutes and governmental immunity.
	07.16 Describe the appropriate patient management and care techniques in a refusal of care situation.
	07.17 Analyze the relationship between the law, morals and ethics in EMS and the premise that should under lie the EMTs ethical decisions.
	07.18 Describe the criteria necessary to honor an advance directive.
	07.19 Explain the rationale for the needs, benefits and varying degrees of advance directives.
08.0	**Anatomy and Physiology**: Demonstrate the application of fundamental knowledge of the anatomy and function of all human systems to the practice of EMS. – The student will be able to:

08.01	Label the following topographic terms: • Medial • lateral • proximal • distal • superior • inferior • anterior • posterior • midline • right and left • mid-clavicular • bilateral • mid-axillary
08.02	Chart the life support chain, aerobic metabolism and anaerobic metabolism.
08.03	Define anatomy, physiology, pathophysiology and homeostasis.
08.04	Identify and describe the anatomical structures and functions of the following: • Skeletal system • Muscular system • Respiratory System • Circulatory/ Cardiovascular system • Nervous System • Integumentary system • Digestive system • Endocrine system including glands and hormones • Renal system • Reproductive system • Lymphatic System
08.05	Explain cellular anatomy and physiology.
08.06	Explain cellular respiration.
08.07	Discuss cell division.
08.08	Describe the different types of muscle tissues including skeletal, smooth and cardiac.
08.09	Describe the functions and divisions of the skeletal system including the classifications of bones.

	08.10 Name and identify the location of the bones of the axial and appendicular skeleton.
	08.11 Describe the classification and types of joints.
	08.12 Describe the function of muscles.
	08.13 Identify major muscles of the body
	08.14 Describe the general function of the respiratory system and its structures.
	08.15 Discuss the mechanisms of breathing including: • Mechanical Ventilation • Pulmonary volumes • Dead space • Lung compliance
	08.16 Explain the diffusion of gases in external and internal respiration.
	08.17 Describe oxygen and carbon dioxide transport in the blood.
	08.18 Describe nervous and chemical mechanisms that regulate Respirations.
	08.19 Discuss respiration and acid-base balance.
	08.20 Describe the composition and function of blood and plasma.
	08.21 Identify and describe the anatomical structures and functions of the cardiovascular system.
	08.22 Discuss the hemodynamics of blood pressure.
	08.23 Discuss the role of nutrition, metabolism and body temperature on body function.
	08.24 Describe the causes, advantages and disadvantages of a fever
	08.25 Discuss the hypothalamus functions as the thermostat in the body
09.0	**Medical Terminology:** Demonstrate the application of fundamental knowledge in the use of medical terminology and medical terms. The student will be able to:
	09.01 Identify medical terminology word parts such as: • root words • prefixes • suffixes • combining forms
	09.02 Correctly utilize medical terminology describing each of the following:

	• body structures • functions, • conditions and disorders • body regions • cavities • areas • landmarks
	09.03 Correctly use medical abbreviations and symbols.
	09.04 Read and understand basic medical documentation in medical records and medical reports.
	09.05 Communicate with healthcare professionals utilizing basic medical terminology.
	09.06 Explain the rationale for using accepted medical terminology correctly.
10.0	**Pathophysiology:** Demonstrate the application of a fundamental knowledge of the causes, pathophysiology and management of shock and the components of resuscitation. The student will be able to:
	10.01 Discuss signs of irreversible death.
	10.02 Review the anatomy and physiology of the respiratory and cardiovascular systems.
	10.03 Discuss and identify the pathophysiology and medical care for respiratory failure as well as respiratory and cardiac arrest.
	10.04 Explain the system components of CPR, the four links in the AHA chain of survival and how each one relates to maximizing the survival of the patient.
	10.05 Show Provider (AHA guidelines) certification required prior to EMT program admission as per FS 401.27.
	10.06 Understand shock, including the pathophysiology, causes, and its signs and symptoms associated with the various types of shock.
	10.07 Discuss patient assessment and steps to the emergency care of the patient with signs and symptoms of shock.
	10.08 Based on age variations, discuss and distinguish the variations and causes between the management of patient experiencing shock.
11.0	**Life Span Development:** Demonstrate the application of fundamental knowledge of life span development to patient assessment and management. The student will be able to:
	11.01 Describe the major physiologic and psychosocial characteristics of: • An infant's life • A toddler and preschooler's life • A school age child's life • An adolescent's life • An early adults life • A middle adult's life

	• A late adult's life
12.0	**Public Health:** Demonstrate the use of simple knowledge of the principles of illness and injury prevention in emergency care. The student will be able to:
	12.01 Define public health and explain the goal of the public health field.
	12.02 Identify the EMS role within the public health field.
	12.03 Recognize the three categories of public health laws.
	12.04 Discuss basic concepts of epidemiology
	12.05 Discuss ways of EMS involvement in injury prevention.
	12.06 Identify areas of need for prevention programs in the community.
13.0	**Principles of Pharmacology:** Demonstrate a simple depth, simple breadth for medication safety and kinds of medications used during an emergency. The student will be able to:
	13.01 Explain the "six rights" of medication administration and describe how each one related to EMS.
	13.02 Discuss the forms in which the medications may be found and provide examples of each and discuss how the form of a medication dictates its route of administration.
	13.03 Describe the difference between a generic medication name and trade name, and provide an example of each.
	13.04 Discuss the components and elements of a drug profile including: • Actions • Contraindications • Side effects • Dose • Route
	13.05 Describe the role of medical direction in medication administration and explain the difference between direct orders (online) and standing orders (off-line).
14.0	**Medication Administration:** Demonstrate a fundamental depth and foundational breadth of medication administration within the scope of practice of the EMT. The student will be able to:
	14.01 Discuss the difference between administration versus assistance of patient medications.
	14.02 Explain the rationale for the administration of medications.
	• Assist in the administration of medications by the following routes: • oral • sublingual • inhalation

	• auto- injector
15.0	**Emergency Medications:** Demonstrate a fundamental depth and simple breadth of emergency medications within the scope of practice of the EMT. The student will be able to:
15.01	State the following for each medication that can be administered by an EMT as dictated by the State of Florida and local medical direction: • Generic and trade names • Actions • Indication • Contraindications • Complications • Routes of administration • Side effects • Interactions • Doses of medications
15.02	Discuss the forms in which the medications may be found.
15.03	Demonstrate the steps in properly inspecting each type of medication.
16.0	**Airway Management:** Demonstrate a foundational depth, foundational breadth of airway management within the scope of practice of the EMT. The student will be able to:
16.01	Review the structures and functions of the respiratory system.
16.02	State what care should be provided for a patient with or without adequate breathing.
16.03	Describe and demonstrate the steps in performing the head-tilt chin-lift and jaw thrust in all age groups.
16.04	Relate mechanism of injury to opening the airway.
16.05	Explain the differences between airway anatomies in all age groups.
16.06	Describe the following for a patient with an automatic transport ventilator (ATV): • Indications • Contraindications • Advantages • Disadvantages • Complications • Technique for ventilating
16.07	Describe the following regarding supplemental oxygen delivery devices: • Indications • Contraindications

	• Advantages • Disadvantages • Complications • Liter Flow Range • Concentration of Delivered Oxygen
16.08	Define, identify and describe the following: • tracheostomy • laryngectomy • stoma • tracheostomy tube
16.09	Describe the special considerations in airway management and ventilation for the pediatric patient.
16.10	Demonstrate the techniques of suctioning in all age groups.
16.11	Demonstrate relief of FBAO in all age groups.
16.12	Demonstrate how to insert an oral and nasal -airway adjunct in all age groups.
16.13	Demonstrate how to insert both esophageal and supra-glottic airways in all age groups.
17.0	**Respirations:** Demonstrate a fundamental depth, foundational breadth of respiration. The student will be able to:
17.01	Review the pulmonary ventilation process to include mechanics of ventilation and alveolar ventilation (tidal volumes, dead space, etc.).
17.02	Describe the oxygenation process
17.03	Explain both external and internal respiration process
17.04	Discuss the various pathophysiologies of the respiratory system.
17.05	Describe assessment and management for adequate and inadequate respiration, including the use of pulse oximetry and capnography.
17.06	State the following for oxygen delivery devices: • components • purpose • indications • contraindications • complications • procedures
17.07	Describe and demonstrate the steps in performing the skill of assisting ventilations in the conscious and unconscious patient in respiratory distress using a bag-valve-mask (BVM), and continuous positive airway pressure (CPAP).

	17.08 Review the anatomy and physiology of the respiratory system including: • control of respirations • mechanics of respiration • pulmonary ventilation • oxygenation • mechanical ventilation
	17.09 Explain the rationale for providing adequate oxygenation through high inspired oxygen concentrations to patients who, in the past, may have received low concentrations.
	17.10 Demonstrate the correct operation of oxygen tanks and regulators.
	17.11 Demonstrate the use of high, medium, low and variable concentration oxygen delivery devices for all age groups.
	17.12 Demonstrate the use of an oxygen humidifier and the requirements needed for its use.
	17.13 Discuss the differences between negative pressure and positive pressure ventilation.
18.0	**Artificial Ventilations:** Demonstrate a fundamental depth, foundational breadth of assessment and management utilizing artificial ventilation. The student will be able to:
	18.01 Demonstrate how to artificially ventilate a patient with a pocket mask.
	18.02 Demonstrate the steps in performing the skill of artificially ventilating a patient with a BVM for one and two rescuers using oral-nasal airway adjusts, head tilt chin lift and jaw thrust.
	18.03 Demonstrate the signs of adequate and inadequate artificial ventilation using the BVM.
	18.04 Describe and demonstrate the steps in artificially ventilating a patient with a manually triggered ventilation device.
	18.05 Demonstrate how to artificially ventilate the pediatric, adult and geriatric patient.
	18.06 Describe the steps involved in performing a comprehensive assessment of ventilations in all age groups.
	18.07 Demonstrate how to artificially ventilate a patient with a stoma.
	18.08 Demonstrate how to artificially ventilate a patient for all age groups.
	18.09 Demonstrate the use of various devices used in the assessment of supra-glottic and esophageal airway placement.
19.0	**Scene Size-Up:** Demonstrate a fundamental depth, foundational breadth of scene management and multiple patient situations**.** The student will be able to:
	19.01 Recognize and describe hazards/potential hazards at the scene.
	19.02 Discuss common mechanisms of injury/nature of illness.

	19.03 Discuss the procedures for multiple-patient situations.
	19.04 Explain why it is important for the EMT to determine the need for additional or specialized resources.
	19.05 Discuss the importance of continuous scene assessment to ensure safety of the EMS team and the patient.
	19.06 List the minimum standard precautions that should be followed and PPE that should be worn at the emergency scene.
	19.07 Determine special considerations for dealing with a violent scene.
	19.08 Explain the rationale for crew members to evaluate scene safety prior to entering.
	19.09 Explain how patient situations affect your evaluation of mechanism of injury or illness.
20.0	**Primary Assessment:** Demonstrate a fundamental depth, simple breadth of the primary assessment for all patient situations. The student will be able to:
	20.01 Summarize the elements of a general impression of the patient.
	20.02 Explain the reason for performing a primary assessment.
	20.03 Discuss and demonstrate methods of assessing altered mental status using assess for level of consciousness (AVPU).
	20.04 Discuss and demonstrate methods of assessing the airway and providing airway care.
	20.05 Describe and demonstrate methods used for assessing if a patient is breathing
	20.06 Differentiate between a patient with adequate and inadequate breathing.
	20.07 Distinguish between methods of assessing breathing for all age groups.
	20.08 Describe and demonstrate the methods used to obtain a pulse in all age groups
	20.09 Compare the methods of providing airway care in all age groups.
	20.10 Discuss and demonstrate the need for assessing the patient for external bleeding.
	20.11 Describe and demonstrate normal and abnormal findings when assessing skin color, temperature, moisture and capillary refill for all age groups.
	20.12 Explain the reason for and demonstrate prioritizing a patient for care and transport.
	20.13 Describe when it is appropriate to expose the patient completely
	20.14 Differentiate between critical life-threatening, potentially life- threatening, and non-life-threatening patient presentations.

21.0	**History-Taking:** Demonstrate a fundamental depth, foundational breadth of the components of history taking. The student will be able to:
	21.01 Determine the chief complaint.
	21.02 Investigate the chief complaint.
	21.03 Describe components of the patient history
	21.04 Explain the importance of obtaining a SAMPLE and OPQRST history.
	21.05 Recognize and respond to the feelings patients experience during assessment.
	21.06 Discuss the value of obtaining a family and social history.
	21.07 Describe examples of different techniques the EMT may use to obtain information from patients, family or bystanders during the history taking process.
22.0	**Secondary Assessment:** Demonstrate a fundamental depth, foundational breadth of techniques used for a secondary assessment. The student will be able to:
	22.01 Describe the unique needs and demonstrate assessing an individual with a specific chief complaint with no known prior history.
	22.02 Discuss the components and techniques of the physical exam and skills involved.
	22.03 Differentiate between the history and physical exam that are performed for responsive patients with no known prior history, responsive patients with a known prior history and unresponsive patients.
	22.04 State the circumstances for performing a rapid assessment.
	22.05 Discuss the reason for performing a focused history and physical exam.
	22.06 Describe and demonstrate the techniques of inspection, palpation, percussion, and auscultation.
	22.07 Describe and demonstrate the importance of obtaining a baseline set of vital signs.
	22.08 List normal blood pressure ranges for all age groups.
	22.09 Describe and demonstrate the head to toe examination.
	22.10 Demonstrate special examination techniques of the cardiovascular examination.
	22.11 Demonstrate the examination of the nervous system
	22.12 Demonstrate a physical exam performed for a responsive patient with and without a known prior history.
	22.13 Demonstrate a physical exam performed for an unresponsive patient.

	22.14 Recognize and respond to the feelings patients experience during assessment.
23.0	**Monitoring Devices:** Demonstrate a simple depth, simple breath of monitoring devices within the scope of practice of the EMT. The student will be able to:
	23.01 Explain and demonstrate the use and interpretation of pulse oximetry and capnography device readings.
	23.02 Demonstrate and understand the findings of a blood pressure measured by palpation, auscultation and electronic device.
	23.03 Describe and demonstrate the purpose, indications, procedure, normal findings, and limitations of the following patient monitoring technologies. • Pulse Oximetry • Glucometry • Capnography
	23.04 Demonstrate the application of a cardiac monitor.
24.0	**Reassessment:** Demonstrate a fundamental depth, foundational breadth of how and when to perform a reassessment for all patient situations. The student will be able to:
	24.01 Describe the components of the reassessment and demonstrate the skills involved.
	24.02 Discuss the reasons for repeating the initial assessment as part of the reassessment.
	24.03 Explain trending assessment components and its value to other health professionals who assume care of the patient.
	24.04 Demonstrate the steps for performing the reassessment of patients in all age groups.
	24.05 Explain the rationale of recording additional sets of vital signs.
25.0	**Medical Overview:** Demonstrate a simple depth, foundation breadth of pathophysiology, assessment and management of medical complaints. The student will be able to:
	25.01 Identify the assessment factors for a patient with a medical complaint including: • scene safety • environmental factors • chief complaint • non-life-threatening conditions • distracting injuries • tunnel vision • patient cooperation • rescuer attitude
	25.02 Discuss forming a field impression and utilizing available information to determine a differential diagnosis.
26.0	**Neurology:** Demonstrate a fundamental depth, foundational breadth of the assessment and management of neurologic disorders/emergencies for all age groups. The student will be able to:

	26.01 Review the anatomy and physiology of the nervous system.
	26.02 Describe the pathophysiology of the following neurologic disorders: • Altered Mental Status • Stroke • Transient Ischemic Attack • Headache • Seizures • Syncope
	26.03 Discuss and identify the causes, signs and symptoms of ischemic strokes, hemorrhagic strokes and transient ischemic attacks and their similarities and differences.
	26.04 Discuss and demonstrate how to use a stroke scoring system in the assessment of patients with suspected stroke.
	26.05 Define and differentiate generalize seizure, partial seizure and status epilepticus and list their possible causes.
	26.06 Define and differentiate migraine headache, sinus headache, tension headache and discuss how to distinguish a harmless headaches from something more serious.
	26.07 Define “altered mental status” and identify the possible causes
	26.08 Describe and demonstrate the assessment and management of the patient with various neurological emergencies in all age groups to include: • strokes • headaches • seizures • altered mental status
	26.09 Discuss the transport of the stroke patient to the appropriate treatment center.
27.0	**Abdominal and Gastrointestinal Disorder:** Demonstrate a fundamental depth, foundational breadth of the assessment and management of abdominal and gastrointestinal disorders/emergencies for all age groups. The student will be able to:
	27.01 Review the basic anatomy and physiology the gastrointestinal, genital and urinary systems.
	27.02 Describe the pathophysiology of the following abdominal and gastrointestinal disorders: • Abdominal Pain • Acute Abdomen • Peritonitis • Appendicitis • Pancreatitis • Cholecystitis • Gastrointestinal bleeding • Esophageal Varices

		• Gastroenteritis • Ulcers • Intestinal Obstruction • Hernia • Abdominal Aortic Aneurysm
	27.03	Define the term," acute abdomen."
	27.04	Identify the signs and symptoms, and common causes of an acute abdomen.
	27.05	Define upper and lower gastrointestinal bleeding.
	27.06	Describe and demonstrate the assessment and management of the patient in all age groups with various gastrointestinal emergencies to include upper and lower gastrointestinal bleeding.
	27.07	Recognize the signs and symptoms related to upper and lower gastrointestinal bleeding.
	27.08	Define acute gastroenteritis.
	27.09	Differentiate between hemorrhagic and non-hemorrhagic abdominal pain.
	27.10	Discuss the signs and symptoms of peritoneal inflammation relative to acute abdominal pain.
28.0	**Immunology:** Demonstrate a fundamental depth, foundational breadth of the assessment and management of immunology disorders/emergencies for all age groups. The student will be able to:	
	28.01	Define and differentiate allergic reaction and anaphylaxis
	28.02	Describe the pathophysiology of the following immunology disorders: • Allergic Reaction • Anaphylaxis • Anaphylactic Shock
	28.03	Describe and demonstrate the assessment and management of the patient in all age groups experiencing an allergic or anaphylactic reaction.
	28.04	State the following for the epinephrine auto-injector: • generic and trade names • medication forms • dose • administration • action • contraindications
	28.05	Demonstrate the use of epinephrine auto-injector.
	28.06	Review the anatomy and physiology of the organs and structures related to anaphylaxis.s

	28.07 Describe the incidence, morbidity and mortality of anaphylaxis.
	28.08 Identify the risk factors most predisposing to anaphylaxis.
	28.09 Recognize the signs and symptoms related to anaphylaxis
	28.10 Describe the prevention of anaphylaxis and appropriate patient education.
	28.11 List common antigens most frequently associated with anaphylaxis.
	28.12 Demonstrate how to remove a stinger from a bee sting and proper management following its removal.
29.0	**Infectious Disease:** Demonstrate a simple depth, simple breadth of the assessment and management of a patient who may have an infectious disease for all age groups. The student will be able to:
	29.01 List the causes of infectious diseases
	29.02 Describe the pathophysiology of the following infectious diseases: • Hepatitis B • Hepatitis C • Tuberculosis • Human Immunodeficiency Virus (AIDS) • Severe Acute Respiratory Syndrome • West Nile Virus • Multidrug-Resistant Organisms
	29.03 Describe and demonstrate the assessment and management of the patient in all age groups experiencing an infectious disease.
	29.04 Discuss mandatory notification to State or Federal agencies of various diseases.
	29.05 Identify patients with risk factors for infectious disease.
	29.06 Explain the principles and practices of infection control in prehospital care.
	29.07 Describe and discuss the rationale for the various types of PPE.
	29.08 Discuss the proper disposal of contaminated supplies (sharps, gauze sponges, tourniquets, etc.).
	29.09 Discuss decontamination of the ambulance and disinfection of patient care equipment, and areas in which care of the patient occurred.
	29.10 Describe the actions to take if the EMS provider is exposed to an infectious disease.
	29.11 Demonstrate the ability to comply with body substance isolation guidelines.
30.0	**Endocrine Disorders:** Demonstrate a fundamental depth, foundational breadth of the assessment and management of endocrine

	disorders/emergencies for all age groups. The student will be able to:
	30.01 Review the anatomy and physiology of the endocrine system and its main function in the body.
	30.02 Describe the pathophysiology of the following endocrine disorders: • Insulin Dependent Diabetes Mellitus • Non-Insulin Dependent Diabetes Mellitus • Hypoglycemia • Hyperglycemia • Diabetic Ketoacidosis (DKA) • Hyperglycemic Hyperosmolar Nonketotic Syndrome (HHNS)
	30.03 Define and differentiate diabetes (type I and II), Hypoglycemia, Hyperglycemia, insulin shock and diabetic ketoacidosis.
	30.04 Identify and demonstrate the steps in the management of the patient taking diabetic medicine with an altered mental status and a history of diabetes.
	30.05 State the following for oral glucose: • Generic and trade names • Medication forms • Dose • Administration • Action • Contraindications
	30.06 Demonstrate the steps of using a glucometer device and administering oral glucose.
	30.07 Describe and demonstrate the assessment and the management of the patient in all age groups experiencing an endocrinologic emergency to include hypo- and hyper-glycemia.
	30.08 Discuss the general assessment findings associated with endocrinologic emergencies.
	30.09 Differentiate between the pathophysiology of normal glucose metabolism and diabetic glucose metabolism.
	30.10 Recognize the signs and symptoms of the patient with hypoglycemia.
	30.11 Recognize the signs and symptoms of the patient with hyperglycemia.
	30.12 Discuss the pathophysiology of diabetic ketoacidosis.
	30.13 Recognize the signs and symptoms of the patient with diabetic ketoacidosis.
31.0	**Psychiatric:** Demonstrate a fundamental depth, foundational breadth regarding the assessment and management of psychiatric emergencies for all age groups. The student will be able to:
	31.01 Define behavior, psychiatric disorders and behavioral emergencies.

	31.02 Describe the pathophysiology of the following psychiatric disorders: • Anxiety • Phobias • Depression • Paranoia • Psychosis • Schizophrenia • Suicidal Ideations • Agitated Delirium • Violence toward Others
	31.03 Discuss the general factors that may cause an alteration in a patient's behavior.
	31.04 Discuss the risk factors/signs or symptoms of various psychiatric emergencies to include suicide.
	31.05 Given an scenario, apply knowledge of the special medical/legal considerations for managing behavioral emergencies to include Florida statues: • Baker Act (394.451, F.S.) • Marchman Act (397.601, F.S. and 397.675, F.S.) • Emergency examination and treatment of incapacitated (401.445, F.S.)
	31.06 Describe and demonstrate the assessment and management of the patient in all age groups experiencing a behavioral or psychiatric emergency.
	31.07 Describe the biological, psychosocial, and sociocultural influences on psychiatric disorders.
	31.08 Describe the special considerations for the safety of the EMS provider and EMS crew, the patient and bystanders when dealing with behavioral and psychiatric disorders.
	31.09 Describe methods of restraint that may be necessary in managing the emotionally disturbed patient and the possible legal implications.
	31.10 Explain the rationale for learning how to modify your behavior toward the patient with a behavioral emergency.
32.0	**Cardiovascular**: Demonstrate a fundamental depth, foundational breadth of the assessment and management of cardiovascular emergencies for all age groups. The student will be able to:
	32.01 Review the basic anatomy and physiology of the cardiovascular system.
	32.02 Describe the pathophysiology of the following cardiovascular disorders: • Acute Coronary Syndrome • Angina pectoris • Thromboembolism • Myocardial infarction • Hypertensive emergencies • Aortic aneurysm/dissection

	• Left and right sided Heart Failure • Cardiogenic Shock • Hypertensive Emergencies • Cardiac Arrest
	32.03 Describe and demonstrate the assessment and management of the patient in all age groups experiencing a cardiac emergency.
	32.04 List the indications and contraindications for automated external defibrillation (AED).
	32.05 Explain the impact of age and weight on defibrillation.
	32.06 Discuss the position of comfort for patients with various cardiac emergencies.
	32.07 Explain the rationale for early defibrillation.
	32.08 Discuss the various types of automated external defibrillators.
	32.09 Differentiate between the fully automated and the semi-automated defibrillator.
	32.10 Understand the importance of maintenance and operators check list for AED's.
	32.11 Demonstrate the ability to use an AED according to the latest American Heart Association (AHA) guidelines.
	32.12 Explain the role medical direction plays in the use of automated external defibrillation.
	32.13 Explain the rationale for administering nitroglycerin and ASA to a patient with chest pain or discomfort.
	32.14 Demonstrate the assessment and documentation of patient response to the automated external defibrillator.
	32.15 Demonstrate the assessment and documentation of patient response to nitroglycerin.
33.0	**Toxicology:** Demonstrate a fundamental depth, foundational breadth of the assessment and management of toxicological (poisoning and overdose) emergencies for all age groups. The student will be able to:
	33.01 Define and differentiate toxicology, poisoning and overdose.
	33.02 Describe the pathophysiology of the following toxicological emergencies: • Food Poisoning • Carbon Monoxide Poisoning • Cyanide Poisoning • Exposure to Acid or Alkaline Substances • Exposure to Hydrocarbons • Methanol Ingestion • Isopropanol Ingestion • Ethylene Glycol Ingestion

	• Exposure to Poisonous Plants • Drug Withdrawal • Alcoholic Syndrome • Withdrawal syndrome (including delirium tremens) • Illicit Drug Use • Medication Overdose
	33.03 List various ways that poisons enter the body.
	33.04 List signs/symptoms associated with poisoning.
	33.05 Discuss and demonstrate the assessment and management for the patient in all age groups with poisoning or overdose.
	33.06 Discuss the role of the Poison Control Center with the nationwide contact number 800-222-1222 in the United States.
	33.07 Explain the rationale for contacting medical direction early in the prehospital management of the poisoning or overdose patient.
34.0	**Respiratory:** Demonstrate a fundamental depth, foundational breadth of the assessment and management of respiratory disorders/emergencies for all age groups. The student will be able to:
	34.01 Review the basic anatomy and physiology of the respiratory system.
	34.02 Describe the pathophysiology of the following respiratory disorders: • Chronic Obstructive Pulmonary Disease: Emphysema, Chronic Bronchitis, and Asthma • Pulmonary Edema • Spontaneous Pneumothorax • Hyperventilation Syndrome • Epiglottitis • Pertussis • Cystic Fibrosis • Pulmonary Embolism • Pneumonia • Viral Respiratory Infections • Poisonous Exposures
	34.03 List signs of adequate air exchange.
	34.04 State the signs and symptoms of a patient with respiratory distress.
	34.05 Describe and demonstrate the assessment and management of the patient in all age groups with a respiratory emergency.
	34.06 State the following for the metered-dose inhaler: • generic name • medication forms

	• dose • administration • action • indications • contraindications
	34.07 Describe and demonstrate the steps in facilitating the use of an inhaler.
	34.08 Differentiate between upper airway obstruction and lower airway disease in the patient for all age groups.
	34.09 Discuss the measures needed to ensure personal safety while attending to the patient with a respiratory emergency or infection.
	34.10 Demonstrate proper use of airway and ventilation devices.
	34.11 Explain the rationale and demonstrate the application of a CPAP/ BiPAP unit.
35.0	**Hematology:** Demonstrate a simple depth, simple breadth of the assessment, and management of hematology disorders for all age groups. The student will be able to:
	35.01 Review the anatomy and physiology of blood.
	35.02 Describe the pathophysiology of the following hematology disorders: • Anemia • Sickle Cell Anemia / Sickle Cell Crisis • Hemophilia
	35.03 State the signs and symptoms of a patient with a Sickle Cell crisis or a clotting disorder.
	35.04 Describe and demonstrate the assessment and the management of the patient with Sickle cell crisis or a clotting disorder.
	35.05 Describe the anatomy and physiology of the hematologic system to the pathophysiology and assessment of patients with hematologic disorders such as Sickle cell.
36.0	**Genitourinary /Renal:** Demonstrate a simple depth, simple breath of the assessment and management of genitourinary/ renal emergency for all age groups. The student will be able to:
	36.01 Review the basic anatomy and physiology of the genitourinary and renal systems
	36.02 Describe the pathophysiology of the following genitourinary/ renal disorders: • Urinary Tract Infection • Kidney Stones • Kidney Failure
	36.03 Understand the basic principles of kidney dialysis.
	36.04 Discuss the signs and symptoms of a patient with a dialysis emergency.

	36.05 Describe and demonstrate the assessment and management of the patient with a dialysis emergency.
37.0	**Gynecology:** Demonstrate a fundamental depth, foundational breadth of the assessment and management of gynecologic emergencies for all age groups. The student will be able to:
	37.01 Review the basic anatomy and physiology of the female reproductive system.
	37.02 Describe the pathophysiology of the following gynecologic disorders and emergencies: • sexual Assault • non-traumatic vaginal bleeding • menstrual pain • ovarian cyst • endometritis • endometriosis • pelvic inflammatory disease • sexually transmitted diseases
	37.03 Describe and demonstrate the assessment and management of the patient in all age groups experiencing a gynecologic emergency to include: • excessive bleeding • abdominal pain • sexual assault.
	37.04 Discuss the special consideration and precautions an EMT must observe when arriving at the scene of a suspected case of sexual assault or rape.
	37.05 Describe the assessment and management of a patient who has experienced a sexual assault including the psychosocial impact and assessment findings/presentations.
	37.06 Value the importance of maintaining a patient's modesty and privacy while still being able to obtain necessary information.
	37.07 Defend the need to provide care for a patient of sexual assault, while still preventing destruction of crime scene information.
38.0	**Non-Traumatic Musculoskeletal Disorders:** Demonstrate a fundamental depth, foundational breadth of the assessment and management of non-traumatic fractures for all age groups. The student will be able to:
	38.01 Review the basic anatomy and physiology of the musculoskeletal system.
	38.02 Describe and demonstrate the assessment and management of the patient in all age groups with a non-traumatic musculoskeletal emergency.
39.0	**Diseases of the Eyes, Ears, Nose, and Throat:** Demonstrate a simple depth, simple breadth in recognition and management of nose bleed for all age groups. The student will be able to:
	39.01 Discuss the recognition and management of an epistaxis.
	39.02 Describe and demonstrate the assessment and management of the patient in all age groups with abnormal conditions affecting the eyes, ears, nose and throat.

40.0	**Shock and Resuscitation:** Demonstrate the application of fundamental knowledge of the causes, pathophysiology, and management of shock and respiratory failure. – The student will be able to:
	40.01 Discuss and identify causes and pathophysiology of the categories of hemorrhage and shock.
	40.02 Discuss and identify causes and pathophysiology of respiratory failure and arrest.
	40.03 Discuss and identify causes and pathophysiology of cardiac failure or arrest.
	40.04 Discuss the various types and degrees of shock.
	40.05 Discuss and identify post resuscitation and management.
	40.06 Explain the system components of CPR, the links in the AHA chain of survival and how each one relates to maximizing the survival of the patient.
	40.07 Show Provider (AHA guidelines) certification required prior to rescuer program completion.
	40.08 Discuss and distinguish the variations and causes between the management of the infant, child, adult and geriatric patient experiencing shock.
	40.09 Define and differentiate compensated and decompensated hemorrhagic shock.
	40.10 Defend the importance of teamwork, experience, and practice in preparation to manage the critical patient
	40.11 Demonstrate how to perform one and two rescuer CPR, adult, child, infant
	40.12 Demonstrate how to perform rescuer level appropriate defibrillation in an adult, child and infant patient
	40.13 Demonstrate the steps of rescuer level appropriate post resuscitative care
	40.14 Management and resuscitation of the critical patient
	40.15 Demonstrate rapid decision making based on differential field diagnosis of the critical patient with a peri-arrest condition
	40.16 Describe and demonstrate the assessment and management of the patient with hemorrhage and shock.
41.0	**Trauma Overview:** Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment and management of the trauma patient for all age groups. – The student will be able to:
	41.01 Discuss and define pathophysiology of the trauma patient
	41.02 List and describe the components of a comprehensive trauma systems and levels of trauma centers.
	41.03 Describe the criteria for different transportation modes to a trauma center.
	41.04 Explain the relationship between mechanism of injury and potential energy, kinetic energy and work in relation to trauma. • Define energy, force, laws of motion

	• Explain the physics of trauma
41.05	Define the term blunt and penetrating trauma and provide examples of the mechanism of injury (MOI) that would cause each to occur and include: • Effects of high, medium and low velocity penetrating trauma • Primary, secondary, tertiary and miscellaneous blast injuries • Factors to consider of a patient injured in a fall. • Consider all age groups
41.06	Describe the kinematics of penetrating injuries.
41.07	Discuss the role of documentation in trauma.
41.08	Demonstrate the use of the Florida Trauma Alert Criteria, classify various types of trauma patients.
41.09	Discuss and describe significant and non-significant Mechanism of Injury (MOI) and provide examples of each.
41.10	Discuss and describe State of Florida's trauma scorecard methodologies as required in Florida Statute (F.S.) and Florida Administrative Code (F.A.C.)
41.11	Discuss the National Trauma Triage Protocol of Injured Patients (https://www.facs.org/quality-programs/trauma/systems/field-triage-guidelines/).
42.0	**Bleeding:** Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of bleeding for all age groups. The student will be able to:
42.01	Review the anatomy and physiology of the circulatory system
42.02	Review the different types of bleeding and classes of hemorrhage.
42.03	List signs and symptoms of shock (hypo-perfusion).
42.04	Describe the body's physiologic response to bleeding.
42.05	Review the pathophysiology of hemorrhagic shock.
42.06	Explain the sense of urgency to transport patients that are bleeding and show signs of shock (hypoperfusion).
42.07	Describe and demonstrate the assessment and management of a patient in all age groups with hemorrhagic shock.
42.08	Demonstrate how to apply a commercial tourniquet.
42.09	Formulate a field impression based upon the assessment findings for a patient with hemorrhagic shock.
43.0	**Chest Trauma:** Demonstrate a fundamental depth, simple breadth of pathophysiology, assessment and management of chest trauma for all age groups. The student will be able to:
43.01	Review the anatomy and physiology of the thoracic/chest cavity and respiratory system.

	43.02 Differentiate between a pneumothorax (open, simple and tension) and hemothorax.
	43.03 Discuss the pathophysiology and MOI of myocardial injuries, including the following: • pericardial tamponade • myocardial contusion, • myocardial rupture • commotio cordis
	43.04 Identify the need for rapid intervention and transport of the patient with thoracic injuries.
	43.05 Discuss the pathophysiology and MOI of specific chest wall injuries, including the following: • rib fracture • flail segment • sternal fracture
	43.06 Describe and demonstrate the assessment and management of injuries to the chest wall, lung and myocardial tissue.
	43.07 Identify the need for rapid intervention and transport of the patient with chest wall, lung and myocardial tissue injuries.
	43.08 Formulate a field impression based upon the assessment findings for a patient with chest trauma.
44.0	**Abdominal and Genitourinary Trauma:** Demonstrate a fundamental depth, simple breadth of pathophysiology, assessment and management of abdominal and genitourinary trauma for all age groups. The student will be able to:
	44.01 Review the anatomy and physiology and of the abdominal cavity and genitourinary (both male and female) system.
	44.02 Describe the abdominal quadrants and the organs found within each quadrant.
	44.03 Describe the differences between hollow and solid organs.
	44.04 Discuss the pathophysiology and MOI for abdominal trauma including hallow and solid injuries.
	44.05 Describe and demonstrate the assessment and management of a patient with a suspected abdominal or genitourinary injury including: • Penetrating • Blunt • Open • Closed
	44.06 Formulate a field impression based upon the assessment findings for a patient with abdominal trauma.
45.0	**Orthopedic Trauma:** Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of orthopedic trauma for all age groups. The student will be able to:
	45.01 Review the anatomy and physiology of the musculo-skeletal system.

45.02	Discuss pathophysiology and MOI for orthopedic injury including: • Fractures • Sprains • Strains • Pelvic Injury • Amputation
45.03	Describe the different types of orthopedic injuries including: • Fractures • Sprains • Strains • Pelvic Injury • Amputation
45.04	List the primary signs and symptoms of extremity trauma.
45.05	Explain the rationale for stabilization of an open and a closed painful, swollen, deformed extremity.
45.06	Describe and demonstrate the assessment and management of a patient with a suspected orthopedic injury including: • fractures • sprains • strains • pelvic Injury • amputation
45.07	Explain the benefits and general guidelines for the following management techniques: • heat Therapy • cold Therapy • splinting
45.08	List the six “Ps” of orthopedic injury assessment.
45.09	Discuss the need for assessment of pulses, motor, and sensation before and after splinting.
45.10	Describe age-associated changes in the bones.
45.11	Discuss the usefulness of the pneumatic anti-shock garment (PASG) in the management of fractures.
45.12	Discuss the out-of-hospital management of dislocation/fractures, including splinting and realignment and sprains and strains.
45.13	Discuss the pathophysiology of replantation.
45.14	Explain the rationale for splinting at the scene versus load and go.

	45.15 Demonstrate the proper use of following techniques for a patient with a suspected fracture: • hard • improvised • soft • traction splints
	45.16 Formulate a field impression based upon the assessment findings for a patient with orthopedic trauma.
46.0	**Soft Tissue Trauma:** Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of soft tissue trauma for all age groups. The student will be able to:
	46.01 Review anatomy and physiology of the integumentary system to include the layers of the skin.
	46.02 Describe the pathophysiology and MOI of wounds, burns, crush injuries and high pressure injection injuries.
	46.03 Describe and demonstrate the assessment and management of the following types of closed soft tissue injuries: • wounds • burns • high pressure injection • crush syndrome injuries • compartment syndrome injuries • contusion • hematoma
	46.04 Describe and demonstrate the assessment and management of the following types of open soft tissue injuries: • abrasions • lacerations • major arterial lacerations • avulsions, • bites • impaled objects • amputations • incisions • crush injuries • blast injuries • Penetrations/punctures.
	46.05 Identify types of burn injuries, including: • thermal burn • inhalation burn • chemical burn • electrical burn • radiation exposure

	46.06	Describe the depth classifications of burn injuries, including: • superficial burn • partial-thickness burn • full-thickness burn • Other depth classifications
	46.07	Describe methods for determining body surface area percentage of a burn injury including the “rules of nines," the "rules of palms," and other methods.
	46.08	Explain how the seriousness of a burn is related to its depth and extent (percent of body surface area (BSA) involved or rule of nines) for patients in all age groups.
	46.09	Differentiate and demonstrate the various management techniques for hemorrhage control of open soft tissue injuries, including but not limited to: • direct pressure • pressure dressing • tourniquet application • Hemostatic agents
	46.10	Differentiate between the types of injuries requiring the use of an occlusive versus non- occlusive dressing.
	46.11	Discuss the possible complications of an improperly applied dressing, bandage, tourniquet and hemostatic agents.
	46.12	Describe and demonstrate the assessment and management of specific burn injuries including: • thermal • inhalation • chemical • electrical • radiation
	46.13	Formulate a field impression based upon the assessment findings for a patient with soft tissue trauma.
47.0	**Head, Facial, Neck, and Spine Trauma:** Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of head, facial, neck, and spine trauma for all age groups. The student will be able to:	
	47.01	Review the anatomy and physiology and of the head, face, and neck (non-spinal).
	47.02	Describe the pathophysiology and MOI for head, face, and neck (non-spinal) hemorrhage.
	47.03	Describe and demonstrate the assessment and management of a patient with the following injuries to the head, face and neck (non-spinal): • penetrating neck trauma • laryngotracheal injury • skull fracture • facial fracture • eye injury (foreign body)

	• dental trauma
	47.04 Recognize and manage life threats due to head, neck and spine trauma.
	47.05 Discuss and demonstrate the rationale and use of the Glasgow Coma Score.
	47.06 Formulate a field impression based upon the assessment findings for a patient with head, facial, and/ or neck (non-spinal) trauma.
48.0	**Nervous System Trauma:** Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of nervous system trauma for all age groups. The student will be able to:
	48.01 Review the anatomy and physiology and of the nervous system.
	48.02 Discuss the pathophysiology and MOI for brain and spinal injury including: • Increased intracranial pressure (ICP) • Concussion • Contusion
	48.03 Describe and demonstrate the assessment and management of a patient with a brain and spinal injury including: • Brain Trauma • Spinal Cord Trauma • Cervical Spine Trauma
	48.04 Explain the rationale for motion restriction of the entire spine when a cervical spine injury is suspected.
	48.05 Explain the rationale for utilizing spinal motion restriction methods apart from the straps on the cots.
	48.06 Explain the rationale for utilizing a short spine motion restriction device when moving a patient from the sitting to the supine position.
	48.07 Given a scenario, defend whether or not to remove a helmet prior to transport of a patient.
	48.08 Demonstrate specific management techniques for a patient with a suspected spinal cord injury.
	48.09 Demonstrate various methods for stabilization and removal of a helmet.
	48.10 Demonstrate documentation of assessment before, during and after spinal motion restriction.
	48.11 Formulate a field impression based upon the assessment findings for a patient with brain and/or spinal trauma.
49.0	**Special Considerations in Trauma:** Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment and management of trauma patients with special considerations for all age groups. The student will be able to:
	49.01 Review the anatomy and physiology for the following trauma patients: • pregnant • pediatric • geriatric

	• cognitively impaired
	49.02 Discuss the pathophysiology and MOI of trauma in the following patients: • pregnant • pediatric • geriatric • cognitively impaired
	49.03 Discuss and demonstrate unique assessment and management considerations for the following trauma patients: • pregnant • pediatric • geriatric • cognitively impaired
	49.04 Formulate a field impression based upon the assessment findings for a patient requiring special considerations.
50.0	**Environmental Emergencies:** Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment and management of environmental emergencies for all age groups. The student will be able to:
	50.01 Define drowning and discuss its incidence, rick factors and prevention.
	50.02 Discuss the pathophysiology and MOI of the following: • Drowning and water related incidents • temperature-related illness • bites and envenomation • dysbarism such as high-altitude edema • diving injuries • lightning (electrical) injury • high altitude illness
	50.03 Describes and demonstrate the assessment and management for a patient with the following: • Drowning and water related incidents • temperature-related illness • bites and envenomation • dysbarism such as high-altitude edema • diving injuries • lightning (electrical) injury • high altitude illness
	50.04 Discuss the physics of the gas laws including: Boyle's, Dalton, Henry and Charles.
	50.05 Discuss scene management and provider safety considerations for a submersion, diving, or lightning incident.
	50.06 Explain the five ways a body can lose heat

	50.07 Identify the species of insects, spiders and snakes in the US that may cause life threatening injuries.
	50.08 Formulate a field impression based upon the assessment findings for a patient with an environmental emergency.
51.0	**Multi-Systems Trauma:** Demonstrate a fundamental depth, foundational breadth of the pathophysiology, assessment, and management of multi-system trauma and blast injuries. The student will be able to:
	51.01 Discuss the pathophysiology and MOI of multi-system trauma and blast injuries.
	51.02 Discuss the golden principle of out-of-hospital trauma care
	51.03 Describe and demonstrate assessment and management considerations for a patient of multi system trauma and blast injuries.
	51.04 Formulate a field impression based upon the assessment findings for a patient with multi systems trauma and/ or blast injuries.
52.0	**Obstetrics:** Demonstrate a fundamental depth, foundational breadth of management of the obstetric patient within the scope of practice of the EMT. The student will be able to:
	52.01 Identify and describe the anatomical structures and functions of the female reproductive system and how these structures and functions change during pregnancy
	52.02 Define the stages of labor and discuss how to assess them
	52.03 Differentiate between normal delivery, abnormal delivery and complications associated with delivery.
	52.04 Differentiate the management of a patient with predelivery emergencies from a normal delivery.
	52.05 State the patient care measures for all stages of labor in a normal (cephalic) delivery for the mother and the newborn
	52.06 Describe how to care for the newborn post-delivery.
	52.07 Describe the management of the mother post-delivery.
	52.08 State the patient care measures for all stages of labor in abnormal (non-cephalic) deliveries for the mother and the newborn
	52.09 Describe the procedures for handling complications of pregnancy
	52.10 Describe special considerations when meconium is present in amniotic fluid or during delivery.
	52.11 Describe special patient care considerations of a premature baby.
	52.12 Demonstrate how to listen to fetal heart tones.
	52.13 Demonstrate the patient care measures for all stages of labor in a normal (cephalic) delivery for the mother and the newborn
	52.14 Demonstrate the patient care measures for all stages of labor in abnormal (non-cephalic) deliveries for the mother and the newborn

	52.15 Demonstrate the procedures for handling complications of pregnancy including pre-eclampsia and eclampsia
53.0	**Neonatal Care:** Demonstrate a fundamental depth, foundational breadth of management of the newborn and neonatal patient within the scope of practice of the EMT. The student will be able to:
	53.01 Discuss and demonstrate assessment and management considerations of a neonate.
	53.02 Define the term neonate.
	53.03 Identify the factors that lead to premature birth and low birth weight newborns.
	53.04 Calculate the Apgar score given various newborn situations.
	53.05 Discuss the common signs when ventilator assistance is appropriate for a neonate.
	53.06 Identify and discuss the use of oxygen/airway adjuncts in the neonate
	53.07 Discuss the steps in resuscitation of a neonate
	53.08 Discuss the signs of hypovolemia in a newborn.
	53.09 Discuss the effects maternal narcotic usage has on the newborn
	53.10 Discuss the management/treatment plan for vomiting in the neonate.
	53.11 Discuss the assessment findings associated with common birth injuries in the neonate.
	53.12 Demonstrate assessment of APGAR scoring during a scenario
	53.13 Demonstrate appropriate assessment technique for examining a neonate.
	53.14 Demonstrate appropriate assisted ventilations for a neonate.
	53.15 Demonstrate appropriate chest compression and ventilation technique for a neonate.
	53.16 Demonstrate the initial steps in resuscitation of a neonate.
	53.17 Demonstrate blow-by oxygen delivery for a neonate.
54.0	**Pediatrics:** Demonstrate a fundamental depth, fundamental breath of management of the pediatric patient within the scope of practice of the EMT. The student will be able to:
	54.01 Review the anatomy, physiology and pathophysiology and differences of patients in the pediatric age ranges.
	54.02 Discuss the differences in approaching and assessing patients in the pediatric age ranges.

	54.03 Discuss and demonstrate assessment and management considerations for Sudden Unexplained Infant Death Syndrome (SUIDS).
	54.04 Describe the selection of appropriate airway adjuncts and ventilation devices for infants and children.
	54.05 Discuss complications of improper utilization of airway adjuncts and ventilation devices with infants and children.
	54.06 Describe the common causes, assessment and management of respiratory distress, failure, or arrest in infants and children.
	54.07 Discuss the common causes, assessment and management of hypo-perfusion in infants and children.
	54.08 Discuss the common causes, assessment and management of cardiopulmonary arrest in infants and children.
	54.09 Describe the common causes, assessment and management of altered level of consciousness in infants and children.
	54.10 Describe the common causes, assessment and management of trauma in infants and children.
	54.11 Discuss the pathophysiology of hypo-perfusion in infants and children.
	54.12 Describe the common causes, assessment and management of hypo-perfusion in infants and children.
	54.13 Describe the common causes, assessment and management of neurological emergencies in infants and children.
	54.14 Demonstrate proper technique for administering blow-by oxygen to infants and children.
	54.15 Demonstrate proper technique for suctioning of infants and children.
	54.16 Demonstrate appropriate use of airway adjuncts and ventilation devices with infants and children.
	54.17 Demonstrate age appropriate basic airway clearing maneuvers for infants and children with a completely obstructed airway.
	54.18 Demonstrate appropriate airway and breathing control maneuvers for infant and child trauma patients.
55.0	**Geriatrics:** Demonstrate a fundamental depth, foundational breadth of management of the geriatric patient within the scope of practice of the EMT. The student will be able to:
	55.01 Define and discuss the term “geriatrics.”
	55.02 Review the anatomy, physiology and pathophysiology of the Geriatric patient.
	55.03 Discuss common emotional and psychological reactions to aging to include causes and manifestations.
	55.04 Discuss the problems with mobility in the elderly and develop strategies to prevent falls.
	55.05 Discuss factors that may complicate the assessment of the elderly patient including communication issues and methods to overcome them.

	55.06 Describe principles that should be employed when assessing and communicating with the elderly.
	55.07 Describe the common causes, assessment and management of the elderly patient with the following complaints:
	• Pulmonary, including pneumonia, chronic obstructive pulmonary diseases, and pulmonary embolism.
	• Cardiovascular, including myocardial infarction, heart failure, dysrhythmias, aneurism, and hypertension.
	• Nervous system, including cerebral vascular disease, delirium, dementia, Alzheimer's disease and Parkinson's disease.
	• Endocrine system, including diabetes and thyroid diseases.
	• Gastrointestinal problems.
	• Toxicological problems including alcohol/drug abuse, and polypharmacy errors.
	• Environmental considerations.
	• Traumatic injuries, including orthopedic injuries, burns and head injuries.
56.0	**Patients with Special Challenges:** Demonstrate a simple depth, simple breadth of management of the patient with special challenges. The student will be able to:
	56.01 Define child abuse/neglect
	56.02 Define children with special health care needs.
	56.03 Discuss the pathophysiology of abuse and neglect in infants and children.
	56.04 Discuss the assessment and management/treatment plan for abuse and neglect in infants and children, including documentation and reporting.
	56.05 Discuss the pathophysiology of children with special health care needs including technology
	56.06 Discuss the assessment management/treatment plan for children with special health care needs including technology assisted children.
	56.07 Discuss the incidence and categories of abuse and assault.
	56.08 Describe the characteristics associated with the profile of the typical abuser of a spouse, elder and child.
	56.09 Identify the profile of the "at-risk" spouse, elder and child.
	56.10 Discuss special considerations for the assessment and management of the abused patient.
	56.11 Discuss the legal aspects of documentation and mandatory reporting associated with abused and assaulted patient.

56.12	Discuss considerations for approach, assessment and treatment of patients with the following impairments/disabilities: (LIST) Hearing, Vision, and Speech.
56.13	Describe paraplegia/quadriplegia.
56.14	Recognize the patient with a developmental disability.
56.15	Recognize the patient with Down's syndrome.
56.16	Describe the following diseases/illnesses: • Cerebral palsy • Cystic fibrosis • Spina bifida • Patients with a previous head injury
56.17	Identify a patient that is terminally ill.
56.18	Differentiate between the role of EMS provider and the role of the home care provider.
56.19	Discuss the aspects of home care that impact quality of the care for a given patient.
56.20	List complications commonly seen in the home care patients, which result in their hospitalization.
56.21	Define hospice care and comfort care.
56.22	List the stages of the grief process and relate them to an individual in hospice care.
56.23	Describe airway maintenance devices typically found in the home care environment.
56.24	Describe indwelling catheters, implanted central IV ports and central line monitoring.
56.25	Identify failure of GI/GU devices found in the home care setting.
56.26	Identify failure of ventilating devices found in the home care setting.
56.27	Identify failure of vascular access devices found in the home care setting.
56.28	Demonstrate the ability to assess a spouse, elder or child abused patient.
56.29	Demonstrate the ability to assess a sexually assaulted patient.
56.30	Demonstrate the assessment of a patient with a sensory deficit or developmental disability.
56.31	Develop a treatment and management plan of the elderly psychiatric patient, including depression and suicide.
57.0	**Principles of Safely Operating a Ground Ambulance:** Demonstrate a simple depth, foundational breadth of risks and responsibilities of

	transport. The student will be able to:
	57.01 Discuss the importance of performing regular vehicle and equipment inspection.
	57.02 Demonstrate how to perform a daily inspection of an ambulance.
	57.03 Describe the general provisions of Florida laws relating to the operation of the ambulance and privileges.
	57.04 Identify current local and state standards which influence ambulance design.
	57.05 Demonstrate how to place a patient in, and remove a patient from an ambulance.
	57.06 Discuss the guidelines for operating an ambulance safety during emergency and non-emergency situation/incident.
	57.07 Discuss considerations that are required for ensuring scene safety, including personal safety, patient safety, and traffic control.
	57.08 Demonstrate how to clean and disinfect the ambulance and equipment.
58.0	**Incident Management:** Demonstrate a fundamental depth, fundamental breadth of establishing and working within the incident management system. The student will be able to:
	58.01 Explain the need for the incident management system (IMS)/incident command system (ICS) in managing emergency medical services incidents.
	58.02 Define the term disaster management.
	58.03 Discuss the importance of NIMS (National Incidence Management System).
	58.04 Describe the functional components of the incident management system in terms of the following: • Command • Finance • Logistics • Operations • Planning
	58.05 Differentiate between singular and unified command and when each is most applicable.
	58.06 Describe the role of command
	58.07 Describe the need for transfer of command and procedures for transferring it.
	58.08 List and describe the functions of the following groups and leaders in ICS as it pertains to EMS incidents: • safety • logistics • rehabilitation • staging,

	• treatment • triage • transportation • extrication/rescue • morgue • communications
	58.09 Describe techniques used to allocate patients to hospitals and track them.
	58.10 List the physical and psychological signs of critical incident stress.
	58.11 Explain the organizational benefits for having standard operating procedures (SOPs) for using the incident management system or incident command system.
59.0	**Multiple Casualty Incidents:** Demonstrate a simple depth, foundational breadth of responding to an emergency during a multiple casualty incident. The student will be able to:
	59.01 Describe essential elements of scene size-up when arriving at a potential MCI.
	59.02 Describe the role of the rescuers and EMS systems in planning for MCIs and disasters.
	59.03 Describe the role of the physician at multiple casualty incidents.
	59.04 Define triage and describe the principles of triage.
	59.05 Describe the START (simple triage and rapid treatment) method of initial triage.
	59.06 Describe techniques used to allocate patients to hospitals and track them.
	59.07 List and describe the essential equipment to provide logistical support to MCI operations, including but not limited to: • Airway • respiratory and hemorrhage control • Burn management • Patient packaging/immobilization
	59.08 List the physical and psychological signs of critical incident stress.
	59.09 Describe the role of critical incident stress management sessions in MCIs.
	59.10 Explain the organizational benefits for having standard operating procedures (SOPs) for using the incident management system or incident command system.
	59.11 Demonstrate the use of local/regional triage tagging system used for primary and secondary triage.
	59.12 Given a classroom simulation of a MCI with 5-10 patients, fulfill the role of triage group leader.
60.0	**Air Medical:** Demonstrate a simple depth, simple breadth of safe air medical operations and criteria for utilizing air medical response. The

	student will be able to:
	60.01 Discuss safe air medical operations.
	60.02 Describe key scene safety considerations when preparing for a helicopter medivac, including establishing a landing zone and approaching the aircraft.
	60.03 Describe the capabilities, protocols, and methods for accessing air medical transport.
	60.04 Describe the advantages and disadvantages of air medical transport.
	60.05 Identify the conditions/situations in which air medical transport should be considered.
	60.06 Assess personal practices relative to air medical operations which may affect the safety of the crew, the patient and bystanders.
	60.07 Perform setting up an air medical helicopter landing zone.
61.0	**Vehicle Extrication:** Demonstrate a simple depth, simple breadth for safe vehicle extrication and use of simple hand tools. The student will be able to:
	61.01 Describe the role of the EMT in patient rescue and vehicle extrication
	61.02 Describe personal and patient safety during vehicle extrication.
	61.03 Explain the difference between simple access and complex access in vehicle extrication
	61.04 Discuss patient care consideration related to assisting with rapid extrication, providing emergency care to the trapped patient and removing and transferring a patient.
	61.05 Discuss the use of simple hand tools used for vehicle extrication
	61.06 Describe the effects of traffic flow on the highway rescue incident including limited access superhighways and regular access highways.
	61.07 List and describe the hazards associated with the following auto/ truck components: • energy absorbing bumpers • air bag/supplemental restraint systems • catalytic converters and conventional fuel systems • stored energy • alternate fuel systems
	61.08 Describe methods for emergency stabilization using rope, cribbing, jacks, spare tire, and come-a-longs for vehicles.
	61.09 Describe the electrical hazards commonly found at highway incidents (above and below ground).
	61.10 Explain the difference between tempered and safety glass, identify its locations on a vehicle and how to break it safely.

	61.11 Explain typical door anatomy and methods to access through stuck doors.
	61.12 Explain SRS or "air bag" systems and methods to neutralize them.
	61.13 Demonstrate the use of wood cribbing to stabilize a vehicle.
	61.14 Demonstrate how to gain access to a patient by using a spring- loaded center punch.
62.0	**Hazardous Materials Awareness:** Demonstrate a simple depth, simple breadth of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident. The student will be able to:
	62.01 Identify resources for substance identification, decontamination and treatment information, including but not limited to the following: • poison control center • medical control • material safety data sheets (MSDS), • reference textbooks • computer databases • Computer-Aided Management of Emergency Operations (CAMEO) • CHEMTREC • technical specialists • Agency for toxic substances and disease registry
	62.02 Explain primary and secondary contamination risk.
	62.03 List and describe the following routes of exposure: • topical • respiratory • gastrointestinal • parenteral
	62.04 Explain how the substance and route of contamination alters triage and decontamination methods.
	62.05 List and explain the common signs, symptoms and treatment for the following substances: • corrosives (acids/alkalis) • pesticides (carbamates / organophosphates), • chemical asphyxiants (cyanide/carbon monoxide) • hydrocarbon solvents (xylene, methylene chloride)
	62.06 Identify local facilities and resources capable of treating patients
	62.07 Determine the appropriate level of PPE by considering the following: • Types • Application • Use and Limitations

	• Use of chemical compatibility chart
	62.08 Explain specific decontamination procedures.
	62.09 Demonstrate the donning and doffing of appropriate PPE.
	62.10 Set up and demonstrate an emergency two-step decontamination process.
	62.11 Identify DOT Labels, placards and markings that are used to designate HAZMAT materials
	62.12 Demonstrate the ability to use a variety of reference materials to identify a HAZMAT material
63.0	**Mass Casualty Incidents Due to Terrorism and Disaster:** Demonstrate a simple depth, simple breadth of risks and responsibilities of operating on the scene of a natural or man-made disaster. The student will be able to:
	63.01 Describe the role of the EMT on the scene of a natural or man-made disaster
	63.02 Define the different types of terrorism and provide examples of incidents of each.
	63.03 Describe personal and patient safety during a natural or man-made disaster.
	63.04 Describe the factors related to ensuring situational safety at the site of a disaster and the procedures required.
	63.05 Discuss the National Terrorism Advisory System
	63.06 Discuss factors to consider when responding to a terrorist situation
	63.07 Discuss important actions to take at the scene of a terrorist event such as: • scene safety • personal protection • notification procedures • available resources • working with in the command system
	63.08 List the main categories of weapons of mass destruction
	63.09 Discuss the different types of chemical agents and their signs and symptoms
	63.10 Discuss the treatment and management of patients exposed to various types of chemical agents and radiation.
	63.11 Define the different types of radiations and their effect on the human body.
	63.12 Demonstrate the use of a nerve agent antidote kit.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

HOSA: Future Health Professionals is the co-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Program Length

In accordance with Rule 6A-10.024, F.A.C. an ATD program consists of a course of study that is part of an AS or AAS degree program, is less than 60 credit hours, is approximately 50% of the technical component (non-general education), and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit.

Students must have a high school diploma, a GED, or a certificate of completion to be admitted to an ATD program. Within six weeks of entry, students in ATD programs of 450 or more hours must be tested pursuant to Rule 6A-10.040, F.A.C. and if below minimum standards for completion from the program, must receive remedial instruction. The minimum standards must be at least the equivalent of a score of ten (10) on all sections of basic skills test approved in Rule 6A-10.040, F.A.C. Students must successfully complete all remedial instruction before completing the ATD.

Community Colleges may offer either college or career credit toward the ATD. A Career Center in a public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college (Section 1004.02, F.S.)

When offered at a community college the standard length of this program is 12 credits. When offered at a technical center the standard length of this program is 300 clock hours.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.