

## Emergency Medical Services

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	Foundations of Health Science

**Emergency Medical Services** introduces students to professions within the emergency medical field. Course content emphasizes patient and provider safety, human body structure and function, assessment of emergency patients, ethical behavior, and emergency care procedures. The course also focuses on interaction and communication between emergency medical personnel and other first responders.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Health Science cluster affiliate with HOSA–Future Health Professionals.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

### Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Demonstrate effective infection control techniques as defined by the Centers for Disease Control and Prevention (CDC) and The Joint Commission guidelines.

## EMERGENCY MEDICAL SERVICES CONTENT STANDARDS

**Please refer to “Directions for Interpreting Standards” on page 9.**

Each content standard completes the stem “*Students will...*”

### The Emergency Medical Services (EMS) System

1. Compare and contrast a variety of certification and cross-training opportunities in emergency medical services.
2. Summarize EMS roles within the broader healthcare system.  
*Examples: facility transfer, air medical, critical care, emergency response*
3. Compare and contrast the emergency response roles of EMS, firefighters, and law enforcement personnel.
  - a. Describe how EMS, firefighters, and law enforcement personnel operate individually and as a team in an emergency setting according to the Incident Command Structure.
  - b. Explain the role EMS plays in the mass casualty triage process.

### Communication Skills

4. Demonstrate effective communication among medical and emergency personnel who are on the scene and at other locations.  
*Examples: scene management, patient transition of care to medical facility*

	<p>5. Use therapeutic communication with patients and caregivers of diverse backgrounds. <i>Examples: active listening, sharing observations, sharing empathy, clarifying, summarizing</i></p> <p>6. Complete and organize medical documentation, using effective technical writing skills. <i>Examples: Patient Care Report, refusal of patient care</i></p>
<p><b>Safety</b></p>	<p>7. Examine an emergency scene to identify dangerous materials and maintain situational awareness to notice threats, hazards, and dangerous conditions throughout the emergency. <i>Examples: hazardous materials, inclement weather, violent scenes</i></p> <p>8. Explain the importance of emotional, psychological, and physical well-being and stress management for the EMS provider.</p> <p>9. Demonstrate best practices used by emergency medical personnel for infection control in a variety of environments.</p>
<p><b>Legal and Ethical Issues</b></p>	<p>10. Interpret legal issues that impact the EMS responder and indicate whether each issue involves civil, criminal, or contractual law, including negligence laws, patient abandonment laws, consent and refusal laws, Health Insurance Portability and Accountability Act (HIPAA), Good Samaritan laws, and duty to act.</p> <p>a. Describe the purpose of advance directives including living wills, do-not-resuscitate orders, medical power of attorney, and healthcare surrogate in emergency patient care.</p> <p>11. Explain the ethical and moral obligations of the EMS responder. <i>Examples: end-of-life care, cultural sensitivity</i></p>
<p><b>Anatomy</b></p>	<p>12. Describe the structure and function of human body systems and explain how emergency medical procedures can substitute for or improve upon certain bodily functions in emergency situations. <i>Examples: Cardiopulmonary resuscitation (CPR) can carry out the mechanical functions of the heart; properly performing the jaw-thrust maneuver can provide a clear passageway for airflow to the lungs; splinting a broken arm can stabilize it and relieve discomfort.</i></p>

**Emergency  
Medical Skills**

13. Perform basic skills in emergency medicine.

*Examples: assessing vital signs, administering CPR, controlling bleeding, managing shock*

14. Describe advanced skills performed in emergency medical settings.

*Examples: intubation, intraosseous catheter placement*

15. List and describe the purpose of medications, treatments, or therapies commonly used in emergency situations.

*Examples: aspirin, naloxone, oxygen, epinephrine*