

OHIO First Responder Refresher Curriculum



Instructor Course Guide

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INTRODUCTION

PHILOSOPHY

The First Responder is responsible for a wide range of knowledge and skills which includes material originally learned, as well as new information resulting from the constant growth and evolution of the field of emergency medical care. In order to maintain up-to-date proficiency, a First Responder must regularly participate in educational programs which review the essential components of the Ohio curriculum as well as those which provide exposure to new knowledge and skills resulting from advances in emergency medical care.

This document is a course guide for the First Responder refresher training program. It will provide information which will help program administrators and instructors plan and implement a course. The objectives are based on the objectives of the USDOT First Responder Refresher curriculum. Some objectives have been added to address areas specific to the Ohio First Responder scope of practice.

COURSE OVERVIEW

ORGANIZATION

The First Responder Refresher curriculum is the minimum acceptable content that must be included in any Ohio First Responder refresher educational program. This program consists of 15 classroom hours. The refresher training program is divided into the following subject areas and hours (including evaluations):

- I. Preparatory Considerations – 3 hours
- II. Airway Management & Ventilation – 2 hours
- III. Patient Assessment – 2 hours
- IV. Cardiac Management – 2 hours
- V. Illness & Injury Management – 3 hours
- VI. Childbirth & Pediatric Issues – 1 hour
- VII. Trauma Issues - 1 hour
- VIII. Geriatric Issues – 1 hour

First Responders who successfully complete this course must demonstrate competency through written and practical testing over the knowledge and skills outlined in this refresher education program prior to receiving a certificate of completion.

OBJECTIVES

The objectives are divided into two categories: Cognitive and Psychomotor. Some objectives may be repeated in more than one unit. All objectives refer to all patient age groups (pediatric, adult and geriatric) unless otherwise specified or appropriate.

Patient assessment objectives are grouped together in the curriculum for organization. It is expected that these objectives will be covered in each module as appropriate, not necessarily as a separate module.

PREPARATION

The instructor should be familiar with the subject area and the specific objectives of the subject area and be able to prepare the students or explain why this is important to them.

MATERIALS

The instructor should provide EMS equipment as an integral part of the instruction of the classroom presentation. The instructor should assure that the necessary types of equipment in appropriate amounts are accessible to the class.

Lesson plans are outlines of the goals, objectives, content, instructional materials and evaluation methods to be used in a class session. Each instructor will incorporate their own personality and style into their presentations, but the goal of all instructors is to design an organized lesson plan that maximizes the students' opportunity to achieve the stated objectives.

PERSONNEL

All instructional staff utilized during the course must fall into one of the following categories:

EMS Instructor -- This person holds a current and valid certificate to teach issued by the Division of EMS which permits the individual to teach in courses for initial certification and continuing education. This instructor may teach any topic included in the curriculum up to and including their level of EMT certification.

Special Topics Instructor -- This person holds a current and valid certificate to teach special topics areas. This instructor may only teach the topic area(s) denoted on their letter of certification issued by the Division of EMS.

Guest Lecturer -- A guest lecturer may be used to bring a specific area of expertise to the classroom. Whenever a guest lecturer is used, a certified instructor must be present in the classroom.

PRESENTATION

The lesson plan is used to develop the information the instructor provides. This may be accomplished by various methods, including lectures, small group discussion, the use of audio-visual materials, EMS equipment, etc. Lesson plans are time guidelines for the appropriate flow of information and should be developed by the instructor.

The First Responder should be able to demonstrate competency in all skills listed. The instructor should perform demonstrations prior to having the First Responder perform the skill.

The instructor should supervise the First Responders while they practice the psychomotor skills and should reinforce the progress of the student in all areas. The instructor: student ratio should be no more than 1:10 during these practice sessions. If there is difficulty understanding the content or performing the skills, the instructor should remediate as needed.

COURSE PLANNING CONSIDERATIONS

NEEDS ASSESSMENT

The first step in course planning is the performance of a comprehensive analysis of the many factors which influence the pre-hospital emergency care delivery system in the area. Factors which should be included in this analysis are:

- Recertification requirements (local and state);
- System structure;
- Call characteristics (i.e., volume, type);
- Community demographics; and
- Community hazard assessment.

The second step of the needs assessment is an analysis of the education needs of the potential course participants.

Information obtained through the assessment process should be used as a guide to selection of specific material to be presented in the classroom, within the limitations imposed by local and state standards. The assessment results should also be used in determining course format, schedule, and methods.

COURSE DESIGN

Once the needs assessment has been performed, the following steps should be accomplished to design and implement the course:

- course and sponsoring agency approval
- hours, content, faculty requirements or restrictions in compliance with state requirements
- Identify and orient program staff (medical director and program coordinator)
- Identify and provide equipment sufficient for needs
- Determine class size
- Appropriate physical facilities based on class size
- Presentation can be individual lessons/units, or lessons/units can be combined in a variety of formats

COURSE CONDUCT AND EVALUATION

INSTRUCTIONAL APPROACH

Given the repetitive nature of refresher education, it is easy for participants to become bored quickly and to lack enthusiasm about the program. In order to improve the quality of the educational experience for instructors and participants, creative and innovative instructional activities are strongly suggested. Some specific examples and discussion follow:

Knowledge: Participants in refresher programs have a wealth of experience to draw on and enjoy sharing it.

Skills: Students rapidly lose interest in repetitive entry-level skills drills. Be creative and try new ideas.

Attitudes: A significant concern in EMS today is EMT stress caused by a variety of factors including indifference to quality of education, poor community support, excessive demands on personal time and energy, too many or too few runs, or feelings of inadequacy when dealing with critical patients. Be aware of this and be prepared to provide additional assistance as needed.

Records management

The refresher education program must maintain program and student records which demonstrate compliance with pertinent program standards and local and state regulations. All class records are to be given to the program coordinator of the sponsoring institution, which will include the following:

Program records

- Syllabus
- Course schedule
- Advertising materials
- Master attendance records
- Copies of exams, lesson plans, handout materials
- Any additional records required by the local training institution and program coordinator.

Student records

- Attendance record.
- Test scores.
- Skill competency evaluation checklists.

The Certificate of Completion should not be issued until all program hours are satisfactorily completed. The certificate must be signed by the program coordinator of the sponsoring institution.

TESTING AND EVALUATING THE STUDENT

The primary purpose of refresher training is to assure that First Responders maintain up-to-date proficiency in the knowledge and skill areas which are pertinent to their scope of practice. The program objectives identify these knowledge and skill areas. In order to assure that each student has met the objectives, it is necessary for the education program to use a variety of methods for testing and evaluating participants.

Training programs must provide for regular evaluation of student performance and achievement through written and practical testing prior to issuance of a Certificate of Completion. Examples of evaluation methods include: written quizzes, case review presentations, videotaped skills demonstrations, practical skill exams, oral quizzes and research papers. Written examinations and practical skills demonstrations are the most frequently used tools for assessing student progress.

Requirements for the examination process may be influenced by local and state regulations or standards. A certificate of course completion should not be issued to the student until the student demonstrates competency as measured by formal and documented effective written and practical evaluations.

Written examinations: Written exams should be designed to measure critical components within the broad knowledge base. The student should demonstrate an acceptable level of knowledge (a passing grade) in each subject area. If the devices

used to measure student performance are faulty, then an accurate appraisal of student performance will be impossible.

Skills: Skills proficiency should also be measured at several points in the refresher program. The skills examination should assess both component skills and the student's ability to apply necessary and appropriate skills to simulated patient care situations.

Another factor in successful course completion may be:

Attendance: Attendance policies, including minimum attendance requirements, should be established in advance and communicated to course participants. Minimum attendance requirements may, in fact, be stipulated by local or state approved policy. Students should attend all refresher sessions for successful course completion.

PROGRAM EVALUATION

PROCESS

Process evaluation will help identify specific causes of instructional failure (i.e., the reason why students fail to achieve satisfactory performance during the course). Some possible causes of such failure may include:

- instructional activities do not conform to the lesson plans.
- resources, facilities, or materials are inadequate.
- instructor is not well qualified to teach a particular lesson.
- Lack of student attendance and/or participation.

Students must be provided the opportunity to evaluate the class. These evaluations should be reviewed by the instructor(s) and program coordinator and used to develop a quality program.

The on-going review of the course is part of the program coordinator's responsibilities. The review process will include the student evaluations, an evaluation by the instructional staff and an evaluation of the class by the program coordinator. If deficiencies are found, corrective measures must be taken.

All documentation for the class must be submitted to and maintained by the program coordinator of the sponsoring institution.

RESOURCES

Listed below are possible sources of information that may be helpful in teaching this and other courses. This listing is only a sampling and should not be considered all inclusive.

Ohio Division of EMS (www.ohiopublicsafety.org)

- Ohio Revised Code (EMS section)
- Ohio Administrative Code (EMS section)
- Scope of Practice
- Adult and Pediatric Protocols
- State Trauma Triage Protocols
- EMS-C information

National Highway Traffic Safety Administration (NHTSA) / U. S. Department of Transportation (USDOT) (www.nhtsa.dot.gov)

- National curriculum information
- Studies and statistics

Ohio Department of Health (www.odh.state.oh.us)

- Do Not Resuscitate Comfort Care program

National Registry of EMTs (www.nremt.org)

- Practical exam skill sheets

Department of Job & Family Services (www.state.oh.us/odjfs)

- Safe Haven for Newborns – abandoned baby laws

Ohio Board of Pharmacy (www.state.oh.us/pharmacy)

- Drug licenses

EMS-C National Resource Center (www.emsc.org)

- EMS-C related materials and studies

American Geriatric Society (www.americangeriatrics.org)

- Geriatric related materials

Unit 1: Preparatory Considerations

Cognitive Objectives

At the completion of this lesson, the First Responder student will be able to:

- 1.1 Define the components of Emergency Medical Services (EMS) systems.
- 1.2 Differentiate the roles and responsibilities of the First Responder from other out-of-hospital care providers.
- 1.3 Define medical oversight and discuss the First Responder's role in the process.
- 1.4 Discuss the types of medical oversight that may affect the medical care of a First Responder.
- 1.5 State the specific statutes and regulations in your state regarding the EMS system.
- 1.6 Discuss why it is inappropriate to judge a patient based on a cultural, gender, age, or socioeconomic model, and to vary the standard of care rendered as a result of that judgment.
- 1.7 List possible emotional reactions that the First Responder may experience when faced with trauma, illness, death, and dying.
- 1.8 Discuss the possible reactions that a family member may exhibit when confronted with death and dying.
- 1.9 State the steps in the First Responder's approach to the family confronted with death and dying.
- 1.10 State the possible reactions that the family of the First Responder may exhibit.
- 1.11 Recognize the signs and symptoms of critical incident stress.
- 1.12 State possible steps that the First Responder may take to help reduce/alleviate stress.
- 1.13 Explain the need to determine scene safety.
- 1.14 Discuss the importance of body substance isolation (BSI).
- 1.15 Describe the steps the First Responder should take for personal protection from airborne and blood borne pathogens.
- 1.16 List the personal protective equipment necessary for each of the following situations:
 - Hazardous materials
 - Rescue operations
 - Violent scenes
 - Crime scenes
 - Electricity
 - Water and ice
 - Exposure to blood borne pathogens
 - Exposure to airborne pathogens

- 1.17 Given a scenario, discuss disinfection/cleaning and all reporting documentation.
- 1.18 Define the First Responder scope of care.
- 1.19 Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or state provisions regarding EMS application.
- 1.20 Explain Ohio's Do Not Resuscitate Comfort Care [DNRCC] laws and rules and their impact on EMS care.
- 1.21 Define consent and discuss the methods of obtaining consent.
- 1.22 Differentiate between expressed and implied consent.
- 1.23 Explain the role of consent of minors in providing care.
- 1.24 Discuss the implications for the First Responder in patient refusal of transport.
- 1.25 Discuss the issues of abandonment, negligence, and battery and their implications to the First Responder.
- 1.26 State the conditions necessary for the First Responder to have a duty to act.
- 1.27 Explain the importance, necessity and legality of patient confidentiality, including HIPAA regulations.
- 1.28 List the actions that a First Responder should take to assist in the preservation of a crime scene.
- 1.29 State the conditions that require a First Responder to notify local law enforcement officials.
- 1.30 Discuss issues concerning the fundamental components of documentation.
- 1.31 Define body mechanics.
- 1.32 Discuss the guidelines and safety precautions that need to be followed when lifting a patient.
- 1.33 Describe the indications for an emergency move.
- 1.34 Describe the indications for assisting in non-emergency moves.
- 1.35 Discuss the various devices associated with moving a patient in the out-of-hospital arena.
- 1.34 Discuss the medical and non-medical equipment needed to respond to a call.
- 1.35 List the phases of a n out-of-hospital call.
- 1.36 Discuss the role of the First Responder in extrication.
- 1.37 List various methods of gaining access to the patient.
- 1.38 Distinguish between simple and complex access.
- 1.39 Discuss the role of the First Responder in the multiple-casualty situation.
- 1.40 Summarize the components of basic triage.
- 1.41 Describe the medical-legal responsibilities in suspected abuse cases.

Psychomotor Objectives

At the completion of this lesson, the First Responder student will be able to:

- 1.1 Given a scenario with potential infectious exposure, the First Responder will use appropriate personal protective equipment. At the completion of the scenario, the First Responder will properly remove and discard the protective garments.
- 1.2 Given the above scenario, the First Responder will complete disinfection/cleaning and all reporting documentation.
- 1.3 Demonstrate an emergency move.
- 1.4 Demonstrate a non-emergency move.
- 1.5 Demonstrate the use of equipment utilized to move patient's in the out-of-hospital arena.
- 1.6 Given a scenario of a multi-casualty incident, perform triage.

Unit 2: Airway Management & Ventilation

Cognitive Objectives

At the completion of this lesson, the First Responder student will be able to:

- 2.1 Describe the anatomy and function of the respiratory system.
- 2.2 List the signs of inadequate breathing.
- 2.3 Describe the steps in the head-tilt chin-lift.
- 2.4 Relate mechanism of injury to opening the airway.
- 2.5 Describe the steps in performing the jaw thrust.
- 2.6 State the importance of having a suction unit ready for immediate use when providing emergency medical care.
- 2.7 Describe the techniques of suctioning.
- 2.8 Describe how to ventilate a patient with a resuscitation mask or barrier device.
- 2.9 Describe how ventilating an infant or child is different from an adult.
- 2.10 List the steps in providing mouth-to-mouth and mouth-to-stoma ventilation.
- 2.11 Describe how to measure and insert an oropharyngeal (oral) airway.
- 2.12 Describe how to measure and insert a nasopharyngeal (nasal) airway.
- 2.13 Describe how to clear a foreign body airway obstruction in a responsive adult.
- 2.14 Describe how to clear a foreign body airway obstruction in a responsive child with complete obstruction or partial airway obstruction and poor air exchange.
- 2.15 Describe how to clear a foreign body airway obstruction in a responsive infant with complete obstruction or partial airway obstruction and poor air exchange.
- 2.16 Describe how to clear a foreign body airway obstruction in an unresponsive adult.
- 2.17 Describe how to clear a foreign body airway obstruction in an unresponsive child.
- 2.18 Describe how to clear a foreign body airway obstruction in an unresponsive infant.
- 2.19 Describe the steps in performing the skill of artificially ventilating an adult, child, and infant patient with a bag-valve-mask.
- 2.20 Describe the steps in artificially ventilating a patient with a flow restricted, oxygen-powered ventilation device.
- 2.21 Discuss the use of a non-rebreather face mask and state the oxygen flow requirements needed for its use.
- 2.22 Discuss the correct operation of the oxygen tank and regulator.

Psychomotor Objectives

At the completion of this lesson, the First Responder student will be able to:

- 2.1 Demonstrate the steps in the head-tilt chin-lift.
- 2.2 Demonstrate the steps in the jaw thrust.
- 2.3 Demonstrate the techniques of suctioning.
- 2.4 Demonstrate the steps in mouth-to-mouth ventilation with body substance isolation (barrier shields).
- 2.5 Demonstrate how to use a resuscitation mask to ventilate a patient.
- 2.6 Demonstrate how to ventilate a patient with a stoma.
- 2.7 Demonstrate how to measure and insert an oropharyngeal (oral) airway.
- 2.8 Demonstrate how to measure and insert a nasopharyngeal (nasal) airway.
- 2.9 Demonstrate how to ventilate adult, infant and child patients.
- 2.10 Demonstrate how to clear a foreign body airway obstruction in a responsive adult, child and infant.
- 2.11 Demonstrate how to clear a foreign body airway obstruction in an unresponsive adult, child and infant.
- 2.12 Demonstrate the steps in performing the skill of bag-valve-mask ventilations for the adult, child and infant.
- 2.13 Demonstrate the use of a non-rebreather face mask.
- 2.14 Demonstrate artificial ventilation of a patient with a flow restricted, oxygen-powered ventilation device.

Unit 3: Patient Assessment

Cognitive Objectives

At the completion of this lesson, the First Responder student will be able to:

- 3.1 Discuss the components of scene size-up.
- 3.2 Describe common hazards found at the scene of a trauma and a medical patient.
- 3.3 Determine if the scene is safe to enter.
- 3.4 Discuss common mechanisms of injury/nature of illness.
- 3.5 Discuss the reason for identifying the total number of patients at the scene.
- 3.6 Explain the reason for identifying the need for additional help or assistance.
- 3.7 Summarize the reasons for forming a general impression of the patient.
- 3.8 Discuss methods of assessing mental status.
- 3.9 Differentiate between assessing mental status in the adult, child, and infant patient.
- 3.10 Describe methods used for assessing if a patient is breathing.
- 3.11 Differentiate between a patient with adequate and inadequate breathing.
- 3.12 Describe the methods used to assess circulation.
- 3.13 Discuss the techniques of obtaining vital signs in an adult, child, and infant patient.
- 3.14 Discuss the need for assessing the patient for external bleeding.
- 3.15 Explain the reason for prioritizing a patient for care and transport.
- 3.16 Discuss the components of the physical exam.
- 3.17 State the areas of the body that are evaluated during the first responder physical exam.
- 3.18 Explain what additional questioning may be asked during the first responder physical exam.
- 3.19 Explain the components of the SAMPLE history.
- 3.20 Discuss the components of the on-going assessment.
- 3.21 Describe the information included in the First Responder "hand-off" report.
- 3.22 Describe the criteria for a multiple-casualty situation.
- 3.23 Summarize the signs and symptoms of possible abuse and neglect in all age groups.

Psychomotor Objectives

At the completion of this lesson, the First Responder student will be able to:

- 3.1 Demonstrate the ability to differentiate various scenarios and identify potential hazards.

- 3.2 Demonstrate the techniques for assessing mental status.
- 3.3 Demonstrate the techniques for assessing the airway.
- 3.4 Demonstrate the techniques for assessing if the patient is breathing.
- 3.5 Demonstrate the techniques for assessing the vital signs, including blood pressure, pulse and respirations in the adult, child and infant.
- 3.6 Demonstrate the techniques for assessing the patient for external bleeding.
- 3.7 Demonstrate the techniques for assessing the patient's skin color, temperature, condition, and capillary refill (infants and children only).
- 3.8 Demonstrate questioning a patient to obtain a SAMPLE history.
- 3.9 Demonstrate the skills involved in performing the physical exam.
- 3.10 Demonstrate the on-going assessment.

Unit 4: Cardiac Management

Cognitive Objectives

At the completion of this lesson, the First Responder student will be able to:

- 4.1 List the reasons for the heart to stop beating.
- 4.2 Describe the anatomy and function of the circulatory system.
- 4.3 Describe each link in the chain of survival and how it relates to the EMS system.
- 4.4 List the steps of one-rescuer adult CPR.
- 4.5 Describe the technique of external chest compressions on an adult patient.
- 4.6 Describe the technique of external chest compressions on an infant.
- 4.7 Describe the technique of external chest compressions on a child.
- 4.8 Explain when the First Responder is able to stop CPR.
- 4.9 List the steps of two-rescuer adult CPR.
- 4.10 List the steps of infant CPR.
- 4.11 List the steps of child CPR.
- 4.12 Discuss the circumstances which may result in inappropriate shocks when using an automated external defibrillator.
- 4.13 Explain the considerations for interruption of CPR, when using the automated external defibrillator.
- 4.14 List the steps in the operation of the automated external defibrillator.
- 4.15 Discuss the need to complete the Automated Defibrillator: Operator's Shift Checklist.
- 4.16 Explain the role medical direction plays in the use of automated external defibrillation.

Psychomotor Objectives

At the completion of this lesson, the First Responder student will be able to:

- 4.1 Demonstrate the proper technique of adult, child and infant one rescuer CPR.
- 4.2 Demonstrate the proper technique of adult two rescuer CPR.
- 4.3 Given a cardiac arrest scenario, demonstrate the use of the AED.

Unit 5: Illness and Injury Management

Cognitive Objectives

At the completion of this lesson, the First Responder student will be able to:

- 5.1 Identify the patient who presents with a general medical complaint and discuss the emergency medical care the patient should receive.
- 5.2 Identify the patient who presents with a specific medical complaint of altered mental status and discuss the emergency medical care the patient should receive.
- 5.3 Identify the patient who presents with a specific medical complaint of seizures and discuss the emergency medical care the patient should receive.
- 5.4 Identify the patient who presents with a specific medical complaint of exposure to cold and discuss the emergency medical care the patient should receive.
- 5.5 Identify the patient who presents with a specific medical complaint of exposure to heat and discuss the emergency medical care the patient should receive.
- 5.6 Identify the patient who presents with a specific medical complaint of behavioral change and discuss the emergency medical care the patient should receive.
- 5.7 Identify the patient who presents with a specific complaint of a psychological crisis and discuss the emergency medical care the patient should receive.
- 5.8 Describe the components and function of the nervous system.
- 5.9 Identify the patient who presents with a specific complaint of an allergic reaction and discuss the emergency medical care the patient should receive.
- 5.10 State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector.
- 5.11 Discuss the need for medical direction in the emergency medical care of the patient with an allergic reaction.
- 5.12 Differentiate between the general categories of those patients having an allergic reaction and requiring immediate medical care, including immediate use of epinephrine auto-injector.
- 5.13 Differentiate between arterial, venous, and capillary bleeding.
- 5.14 State the emergency medical care for external bleeding.
- 5.15 Establish the relationship between body substance isolation and bleeding.
- 5.16 List the signs of internal bleeding.
- 5.17 List the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding.

- 5.18 Establish the relationship between body substance isolation (BSI) and soft tissue injuries.
- 5.19 State the types of open soft tissue injuries.
- 5.20 Describe the emergency medical care of the patient with a soft tissue injury.
- 5.21 Discuss the emergency medical care considerations for a patient with a penetrating chest injury.
- 5.22 State the emergency medical care considerations for a patient with an open wound to the abdomen.
- 5.23 Describe the emergency medical care for an impaled object.
- 5.24 State the emergency medical care for an amputation.
- 5.25 Describe the emergency medical care for burns.
- 5.26 List the functions of a dressing and bandage.

Psychomotor Objectives

At the completion of this lesson, the First Responder student will be able to:

- 5.1 Demonstrate the steps in providing emergency medical care to a patient with a general medical complaint.
- 5.2 Demonstrate the steps in providing emergency medical care to a patient with an altered mental status.
- 5.3 Demonstrate the steps in providing emergency medical care to a patient with seizures.
- 5.4 Demonstrate the steps in providing emergency medical care to a patient with an exposure to cold.
- 5.5 Demonstrate the steps in providing emergency medical care to a patient with an exposure to heat.
- 5.6 Demonstrate the steps in providing emergency medical care to a patient with a behavioral change.
- 5.7 Demonstrate the steps in providing emergency medical care to a patient with a psychological crisis.
- 5.8 Demonstrate the steps the patient would use to administer epinephrine using a prescribed epinephrine auto-injector.
- 5.9 Demonstrate direct pressure as a method of emergency medical care for external bleeding.
- 5.10 Demonstrate the use of diffuse pressure as a method of emergency medical care for external bleeding.
- 5.11 Demonstrate the use of pressure points as a method of emergency medical care for external bleeding.
- 5.12 Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding.
- 5.13 Demonstrate the steps in the emergency medical care of open soft tissue injuries.
- 5.14 Demonstrate the steps in the emergency medical care of a patient with an open chest wound.

- 5.15 Demonstrate the steps in the emergency medical care of a patient with open abdominal wounds.
- 5.16 Demonstrate the steps in the emergency medical care of a patient with an impaled object.
- 5.17 Demonstrate the steps in the emergency medical care of a patient with an amputation.
- 5.18 Demonstrate the steps in the emergency medical care of an amputated body part.

Unit 6: Childbirth and Pediatric Issues

Cognitive Objectives

At the completion of this lesson, the First Responder student will be able to:

- 6.1 Identify the following structures: birth canal, placenta, umbilical cord, amniotic sac.
- 6.2 Define the following terms: crowning, bloody show, labor, spontaneous abortion.
- 6.3 State indications of an imminent delivery.
- 6.4 State the steps in the pre-delivery preparation of the mother.
- 6.5 Establish the relationship between body substance isolation and childbirth.
- 6.6 State the steps to assist in the delivery.
- 6.7 Describe care of the baby as the head appears.
- 6.8 Discuss the steps in delivery of the placenta.
- 6.9 List the steps in the emergency medical care of the mother post-delivery.
- 6.10 Discuss the steps in caring for a newborn.
- 6.11 Describe differences in anatomy and physiology of the infant, child, and adult patient.
- 6.12 Describe assessment of the infant or child.
- 6.13 Indicate various causes of respiratory emergencies in infants and children.
- 6.14 Summarize emergency medical care strategies for respiratory distress and respiratory failure/arrest in infants and children.
- 6.15 List common causes of seizures in the infant and child patient.
- 6.16 Describe management of seizures in the infant and child patient.
- 6.17 Discuss emergency medical care of the infant and child trauma patient.
- 6.18 Summarize the signs and symptoms of possible child abuse and neglect.
- 6.19 Describe the medical - legal responsibilities in suspected child abuse.
- 6.20 Recognize need for First Responder debriefing following a difficult infant or child transport.
- 6.21 Discuss various abnormal child birth situations.

Psychomotor Objectives

At the completion of this lesson, the First Responder student will be able to:

- 6.21 Demonstrate the steps to assist in the normal cephalic delivery.
- 6.22 Demonstrate necessary care procedures of the baby as the head appears.
- 6.23 Attend to the steps in the delivery of the placenta.
- 6.24 Demonstrate the post-delivery care of the mother.
- 6.25 Demonstrate the care of the newborn.
- 6.26 Demonstrate assessment of the infant and child.

Unit 7: Trauma Issues

Cognitive Objectives

At the completion of this lesson, the First Responder student will be able to:

- 7.1 Describe the function of the musculoskeletal system.
- 7.2 Differentiate between an open and a closed painful, swollen, deformed extremity.
- 7.3 List the emergency medical care for a patient with a painful, swollen, deformed extremity.
- 7.4 Relate mechanism of injury to potential injuries of the head and spine.
- 7.5 State the signs and symptoms of a potential spine injury.
- 7.6 Describe the method of determining if a responsive patient may have a spine injury.
- 7.7 List the signs and symptoms of injury to the head.
- 7.8 Describe the emergency medical care for injuries to the head.

Psychomotor Objectives

At the completion of this lesson, the First Responder student will be able to:

- 7.1 Demonstrate the emergency medical care of a patient with a painful, swollen, deformed extremity.
- 7.2 Demonstrate opening the airway in a patient with suspected spinal cord injury.
- 7.3 Demonstrate evaluating a responsive patient with a suspected spinal cord injury.
- 7.4 Demonstrate stabilizing of the cervical spine.

Unit 8: Geriatric Issues

Cognitive Objectives

At the completion of this lesson, the First Responder student will be able to:

- 8.1 Discuss the factors that may complicate the assessment of the elderly patient.
- 8.2 Discuss the impact of polypharmacy and medication non-compliance on patient assessment and management.
- 8.3 Discuss the social, financial, and ethical issues facing the elderly patient.
- 8.4 Compare the assessment of a younger adult with that of an elderly patient.
- 8.5 Compare and contrast pathophysiology of nervous system diseases in the elderly with that of a younger adult, including but not limited to:
 - Cerebral vascular disease;
 - Delirium;
 - Dementia;
 - Alzheimer's disease;
 - Parkinson's disease.
- 8.6 Discuss the normal pathophysiological changes that occur in the elderly and their impact on the care and assessment of geriatric patients.

Psychomotor Objectives

At the completion of this lesson, the First Responder student will be able to:

- 8.1 Demonstrate the assessment and management of a geriatric patient.