

FIRST RESPONDER TRAINING PROGRAM

Ohio Approved Curriculum



Instructor Course Guide

OHIO DEPARTMENT OF PUBLIC SAFETY
DIVISION OF EMERGENCY MEDICAL SERVICES
FIRST RESPONDER TRAINING PROGRAM

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Introduction

The First Responder is responsible for a wide range of knowledge and skills. This document is an instructor guide to the First Responder curriculum as approved by the State Board of EMS pursuant to chapter 4765-12-02 of the Ohio Administrative Code. While based on the USDOT First Responder curriculum, the Ohio First Responder curriculum objectives are approved by the State EMS Board and address the OHIO First Responder scope of practice.

The First Responder curriculum consists of a minimum 48 hours and contains six modules that cover the subject areas and objectives approved by the State Board of EMS. The First Responder must demonstrate competency in the curriculum objectives through written and practical testing to receive a certificate of completion.

An accredited institution may grant a maximum of 4 hours of credit towards the 48 hour first responder training program requirements if the student provides documentation of successful completion of a health care provider course or professional rescuer course provided through the American Red Cross, the American Heart Association or the American Safety and Health Institution.

All courses offered through an emergency medical services training program or an emergency medical services continuing education program, other than ambulance driving, shall be developed under the direction of a physician who specializes in emergency medicine. Each course that deals with trauma care shall be developed in consultation with a physician who specializes in trauma surgery.

Course Conduct and Planning Considerations

DESIGN AND IMPLEMENTATION

The following steps should be accomplished to design and implement the course:

- Obtain course and sponsoring agency approval
- Ensure hours, content, and certified faculty are compliant with state law and rule
- Determine class size
- Secure appropriate physical facilities based on class size
- Identify and provide equipment sufficient for needs
- Identify and orient program staff (medical director and program director)

PERSONNEL

Each course offered through an EMS training program or continuing education program shall be taught by a person who holds a certificate to teach as an EMS Instructor or an Assistant EMS Instructor issued under section 4765.23 of the Revised Code.

An EMS Instructor must hold a current and valid certificate to practice and a certificate to teach issued by the State Board of EMS. An EMS Instructor may teach courses for initial certification and continuing education that are at or below the level of the Instructor's certificate to practice.

An Assistant EMS Instructor holds a current and valid certificate to practice and a certificate to teach issued by the State Board of EMS. All course instruction and preparation must occur under the mentorship of a certified EMS Instructor. An Assistant EMS Instructor may teach courses for initial certification and continuing education that are at or below the level of the Instructor's certificate to practice.

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.

LESSON PREPARATION

Each course offered through an emergency medical services training program or an emergency medical services continuing education program, other than ambulance driving, shall be developed under the direction of a physician who specializes in emergency medicine. Each course that deals with trauma care shall be developed in consultation with a physician who specializes in trauma surgery.

The instructor should be familiar with the subject area and the specific objectives of the subject area. Each instructor will incorporate their own personality and style into the lesson, but the goal of all instructors is to design an organized lesson that maximizes the students' opportunity to achieve the stated objectives. A lesson plan that outlines the goals, objectives, content, instructional materials and evaluation methods should be developed for each class session. The lesson plan may also provide a timeline for the appropriate flow of information.

Presentation of lesson objectives may be accomplished by various methods, including lectures, small group discussion, and the use of audio-visual materials. EMS equipment is as an integral part of the classroom presentation and laboratory instruction. The instructor should assure that the necessary types of equipment, in appropriate amounts, are accessible to the students.

The instructor should perform demonstrations prior to asking the student perform the skill. The instructor should supervise the students 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.

EVALUATION OF STUDENT ACHIEVEMENT

Training programs must provide for regular evaluation of student performance and achievement through written and practical testing. 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.

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. Skills proficiency should also be measured at several points during the initial training 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.

A certificate of course completion must not be issued to the student until the student demonstrates competency as measured by formal and documented effective written and practical evaluations.

RECORDS MANAGEMENT

Each EMS training program must maintain program, course and student records which demonstrate compliance with the Ohio Revised and Administrative Codes. The instructor is should submit all course and student records to the Program Director. All course records must be maintained by the accredited institution.

Course Records include: Course syllabus and schedule; Written policies and procedures; Attendance records; Copies of exams, lesson plans, handout materials; Accident and injury reports; Course evaluations; Advertising materials; Other records required by the accredited institution and/or program director.

Student Records include: Test scores, exams, quizzes and/or evaluations of cognitive performance; In-course and final practical skill sheets; Clinical skill records, run sheets and/or patient assessment forms; Preceptor evaluations; Documentation of make-up work due to absence; Certificate of completion, certification exam records, certification application.

COURSE EVALUATION

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 should 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.

A Certificate of Completion may not be issued until all course objectives are satisfactorily completed. The certificate must be signed by the program director of the sponsoring accredited institution.

End of Course Practical Examination

ALL skills must be formally evaluated during the First Responder course. The final practical examination is to be conducted at the end of the course and only administered to those students who have successfully completed the course, including demonstration of proficiency in all psychomotor skills. A student cannot sit for the state written examination until successfully completing the state practical examination.

The practical examination consists of six (6) stations and will follow the National Registry of Emergency Medical Technician guidelines. The candidate is to be tested individually in each station and is expected to direct the actions of any assistant First Responders who may be present at the scene. The candidate should pass or fail the examination based solely on his/her actions and decisions.

The following is a list of the stations and the skills to be tested.

- Station 1: Cardiac Arrest Management / AED
- Station 2: Bleeding Control / Shock Management
- Station 3: Patient Assessment Management – Trauma
- Station 4: Spinal Immobilization Supine Patient and Long Bone Injury
- Station 5: Oxygen Administration, Oral Airway and Suction
- Station 6: Epinephrine Auto-Injector

The skill examiners are to observe the candidate's performance and record the observations on the skill evaluation instruments. Each station is graded on pass/fail criteria. The candidate must achieve 70% of the possible points to pass a skill station. If 70% of the possible points results in less than a whole number, drop down to the whole number. [Example: 15 points possible x 70% = 10.5 points. Points required to pass = 10] Failure of any critical criteria constitutes an automatic failure of the station. If the station has an overall time limit, the candidate must complete the skill within the allotted time.

Failure of two (2) or less skill stations entitles the candidate to a same day retest of those skills failed. Failure of a same-day retest entitles the candidate to a retest of those stations failed on a different date with a different evaluator. A candidate is allowed to test a single skill a maximum of three (3) times before he/she must retest the entire practical examination. Failure of three (3) or more skill stations constitutes a failure of the entire practical examination, requiring a retest of the entire practical examination. Any retest of the entire practical examination requires the candidate to document remedial training over all skills before re-attempting the examination. All skill testing must be completed through the accredited institution sponsoring the First Responder course.

Module I - Preparatory
Lesson 1- Introduction to EMS Systems / The Human Body

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Define the components of Emergency Medical Services (EMS) systems.
2. Differentiate the role and responsibilities of the First Responder from other out-of-hospital care providers.
3. Discuss the types of medical Oversight that may affect the medical care of a First Responder.
4. State specific statues and rules in Ohio regarding the EMS system.
5. List possible emotional reactions that the First Responder may experience when faced with trauma, illness, death and dying.
6. Explain the need to determine scene safety.
7. Discuss the importance of body substance isolation (BSI).
8. Describe the steps the First Responder should take for personal protection from airborne and blood borne pathogens.
9. Explain the importance for serving as an advocate for the use of appropriate protective equipment.
10. Give 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.
11. Given the above scenario, the First Responder will complete disinfection/cleaning and all reporting documentation.
12. Define the First Responder scope of care.
13. Discuss the importance of Do Not Resuscitate (DNR){advanced directives} and local or state provisions regarding EMS application.
14. Define consent and discuss the methods of obtaining consent.
15. Explain the role of consent of minors in providing care.
16. Discuss the issues of abandonment, negligence and battery and their implications to the First Responder.
17. State the conditions necessary for the First Responder to have duty to act.
18. Explain the importance, necessity and legality of patient confidentiality.
19. State the conditions that require a First Responder to notify local law enforcement officials.
20. Discuss issues concerning the fundamental components of documentation.
21. Explain the rationale for the needs, benefits and usage of advanced directives.
22. Discuss the anatomy and function of the respiratory system.

23. Discuss the anatomy and function of the circulatory system.
24. Discuss the anatomy and function of the musculoskeletal system.
25. Discuss the anatomy and function of the nervous system.

Module I - Preparatory
Lesson 2 - Lifting and Moving Patients

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Discuss the guidelines, indicators, rationale and safety precautions that need to be followed when lifting a patient.
2. Describe the indications for an emergency move.
3. Describe the indications for assisting in non-emergency moves.
4. Discuss the various devices, including but not limited to long spine boards, associated with moving a patient in the out-of-hospital arena.
5. Demonstrate an emergency move.
6. Demonstrate a non-emergency move.
7. Demonstrate the use of equipment utilized to move patients in the out -of-hospital arena.

Module I - Preparatory
Lesson 3 - Evaluation: Preparatory

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Demonstrate knowledge of the cognitive objectives of Module I: Preparatory by written test and demonstration of identified skills.

Module II - Airway Management
Lesson 4 - Airway (Adult, Child, Infant)

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Discuss the major structures of the respiratory system on a diagram.
2. List the signs of inadequate breathing.
3. Describe the steps in the head-tilt chin-lift.
4. Relate mechanism of injury to opening the airway.
5. Describe the steps in the jaw thrust.
6. Describe and discuss methods of clearing a compromised airway.
7. Describe how ventilating an infant or child is different from an adult.
8. Describe how to clear a foreign body airway obstruction in a responsive infant, child and adult patient with complete obstruction or partial airway and poor air exchange.
9. Describe how to clear a foreign body airway obstruction in an unresponsive infant, child and adult patient.
10. Describe the components of an oxygen delivery system.
11. Discuss the use of the non-rebreather face mask and the oxygen flow requirements needed for its use.
12. Discuss oxygen delivery for the infant, child and adult patient.
13. Discuss the identification of a patient in need of oxygen.

Module II - Airway Management
Lesson 5 – Basic Management (Adult, Child, Infant)

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Explain why basic life support ventilation and airway protective skills take priority over most other basic life support skills.
2. Describe how to ventilate a patient with a resuscitation mask or barrier device.
3. List the steps in providing mouth-to-mask ventilation.
4. Describe how to measure and insert an oropharyngeal (oral) airway in the infant, child and adult patient.
5. Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask while using the jaw thrust.
6. Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one and two rescuers.
7. Describe the signs of adequate artificial ventilation using the bag-valve-mask.

8. Describe the signs of inadequate artificial ventilation using the bag-valve-mask.
9. Describe the steps in artificially ventilating a patient with a flow restricted, oxygen-powered ventilation device.

Module II - Airway Management

Lesson 6:1 - Practical Laboratory: Airway

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Demonstrate the steps in the head-tilt chin-lift.
2. Demonstrate the steps in the jaw thrust.
3. Demonstrate the steps in mouth-to-mask ventilation with body substance isolation (barrier shield).
4. Demonstrate how to ventilate a patient with a stoma.
5. Demonstrate how to measure and insert an oropharyngeal (oral) airway in infant, child and adult patients.
6. Demonstrate how to ventilate infant, child and adult patients.
7. Demonstrate how to clear a foreign body airway obstruction in a responsive infant, child and adult patient.
8. Demonstrate how to clear a foreign body airway obstruction in an unresponsive infant, child and adult patient.
9. Demonstrate bag-valve-mask artificial ventilations for the adult, child and infant.
10. Demonstrate how to artificially ventilate the adult, child and infant.
11. Demonstrate oxygen administration for the adult, child and infant.
12. Demonstrate how to perform the Sellick maneuver (cricoid pressure).
13. Demonstrate how to clear a compromised airway in an infant, child and adult patient.
14. Demonstrate the correct operation of an oxygen tank and regulator.
15. Demonstrate the use of a non-rebreather face mask for the infant, child and adult patient.
16. Demonstrate the steps in artificially ventilating a patient with a flow restricted, oxygen-powered ventilation device.

Module II - Airway Management

Lesson 6:2 - Evaluation: Airway

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Demonstrate knowledge of the objectives of Module II: Airway, by written test and demonstration of identified skills.

Module III - Patient Assessment
Lesson 7 - Basic Assessment (Medical and Trauma)

Student Performance Objectives:

At the completion of this section the student shall be able to:

2. Discuss the components of scene size-up.
3. Discuss common hazards found at the scene of a trauma and medical patient.
4. Determine if the scene is safe.
5. Discuss common mechanisms of injury/nature of illness.
6. Discuss the reason for identifying the total number of patients at the scene.
7. Discuss the reason for the need for additional help or assistance.
8. Summarize the reasons for forming a general impression of the patient.
9. Discuss the methods of assessing mental status.
10. Differentiate between assessing mental status in the adult, child and infant breathing.
11. Describe methods used for assessing if a patient is breathing.
12. Differentiate between a patient with adequate and inadequate breathing.
13. Describe the methods used in assessing circulation.
14. Differentiate between obtaining a pulse in an adult, child and infant patient.
15. Discuss the need for assessing the patient for external bleeding.
16. Explain the reason for prioritizing a patient for care.
17. Discuss the reading and interpretation of a patient's vital signs, including but not limited to blood pressure, pulse and respiration.
18. Discuss the components of the physical exam.
19. State the area of the body that are evaluated during the physical exam.
20. Explain what additional questioning may be asked during the physical exam.
21. Explain the components of the SAMPLE history.
22. Describe the information included in the First Responder "hand-off" report.
23. Discuss the components of basic Triage.

Module III - Patient Assessment
Lesson 8:1 - Practical Laboratory: Assessment

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Demonstrate the ability to differentiate various scenarios and identify potential hazards.
2. Demonstrate the techniques for assessing mental status.
3. Demonstrate the techniques for assessing the airway.
4. Demonstrate the techniques for assessing if the patient is breathing.
5. Demonstrate the techniques for assessing if the patient has a pulse.
6. Demonstrate the techniques for assessing the patient for external bleeding.
7. Demonstrate the techniques for assessing the patients' skin color, temperature, condition and capillary refill in the child and infant patients.
8. Demonstrate questioning a patient to obtain a SAMPLE history.
9. Demonstrate the skill involved in performing the physical exam.
10. Demonstrate the on-going assessment.
11. Demonstrate the techniques for assessing the vital signs including blood pressure, pulse and respirations in the adult, child and infant.

Module III - Patient Assessment
Lesson 8:2 - Evaluation: Assessment

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Demonstrate knowledge of the objectives in Module III: Patient Assessment, by written test and demonstration of the identified skills.

Module IV - Cardiac Management
Lesson 9 - Basic Cardiac Assessment & Management

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. List the reasons for the heart to stop beating.
2. Define the components of cardiopulmonary resuscitation.
3. Describe each link in the chain of survival and how it relates to the EMS system.
4. List the steps of one-rescuer, infant, child and adult CPR.
5. Describe the technique of external chest compressions on an infant, child and adult patient.
6. Explain when the First Responder is able to stop CPR.
7. List the steps of two rescuer child and adult CPR.
8. List the indication for automated external defibrillation (AED).
9. List the contraindications for automated external defibrillation.
10. Explain the impact of age and weight in defibrillation.
11. Discuss the fundamentals of early defibrillation.
12. Explain the rationale for early defibrillator.
13. Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillators.
14. Discuss the various types of automated external defibrillators.
15. Discuss the procedures that must be taken into consideration for standard operations of the various types of automated defibrillators.
16. State the reasons for assuring that the patient is pulseless and apenic when using the automated external defibrillator.
17. Discuss the circumstances which may result in inappropriate shocks.
18. Explain the considerations for interruption of CPR, when using the automated external defibrillator.
19. Discuss the advantages and disadvantages of automated external defibrillators.
20. Summarize the speed of operation of automated external defibrillation.
21. Discuss the use of remote defibrillation through adhesive pads.
22. Discuss the special limitations for rhythm monitoring.
23. List the steps in the operation of the automated external defibrillator.
24. Discuss the standard of care that should be used to provide care to a patient with persistent and/or recurrent ventricular defibrillation and no available ACLS.

25. Differentiate between the single rescuer and multi-rescuer care with and automated external defibrillator.
26. Explain the reason for pulses not being checked between shocks with an automated external defibrillator.
27. Discuss the importance of coordinating ACLS trained providers with personnel using automated external defibrillators.
28. Explain the importance of frequent practice with the automated external defibrillator.
29. Discuss the need to complete the Automated Defibrillator, Operator's shift Checklist.
30. Discuss the role medical direction plays in the use of automated external defibrillation.
31. State the reasons why a case review should be completed following the use of the automated external defibrillator.
32. Discuss the components that should be included on a case review.
33. Discuss the goal if quality improvement in automated external defibrillation.
34. Define the function of all controls on an automated external defibrillator and describe event documentation and battery defibrillator maintenance.
35. Discuss the reasons for obtaining initial training in automated external defibrillation and the importance of continuing education.
36. Discuss the reason for maintenance of automated external defibrillators.
37. Discuss the importance of post-resuscitation care.
38. List the components of post-resuscitation care.

Module IV - Cardiac Management
Lesson 10 - Practical Laboratory: Cardiac Management

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Demonstrate the steps of infant, child and adult one rescuer CPR.
2. Demonstrate the steps of child and adult two rescuer CPR.
3. Demonstrate the application and operation of the automated external defibrillator.
4. Demonstrate the assessment and documentation of patient response to the automated external defibrillators.
5. Demonstrate the skills necessary to complete the Automated Defibrillator, Operator's Shift Checklist.

Module IV - Cardiac Management
Lesson 11 - Evaluation: Cardiac Management

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Demonstrate knowledge of the objectives in Module IV: Cardiac Management, by written test and demonstration of the identified skills.

Module V - Illness and Injury Management
Lesson 12 - Medical Emergencies

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Identify the patient who presents with a general medical complaint and discuss the emergency medical care which this patient must receive.
2. Identify the patient who presents with an altered mental status and discuss the emergency medical care which this patient must receive.
3. Identify the patient who presents with a specific medical complaint of seizures and discuss the emergency medical care which this patient must receive.
4. Identify the patient who presents with a specific medical complaint of exposure of cold and discuss the emergency medical care which this patient must receive.
5. Identify the patient who presents with a specific medical complaint of exposure of heat and discuss the emergency medical care which this patient must receive.
6. Identify the patient who presents with a specific medical complaint of behavioral change and discuss the emergency medical care which this patient must receive.
7. Identify the patient who presents with a specific medical complaint of allergic reaction and discuss the emergency medical care which this patient must receive.
8. Discuss the generic and trade names, medication forms, dose, administration, actions and contraindications for the epinephrine auto-injector.
9. Discuss the need for medical direction in the emergency medical care in a patient with an allergic reaction.
10. Differentiate between the general category of those patients having and allergic reaction and those patients having and allergic reaction requiring immediate medical care, including but not limited to the immediate use of and epinephrine auto-injector.
11. Explain the rational for modifying your behavior toward the patient with a behavioral emergency.
12. Discuss the steps in providing emergency medical care to a patient with a general medical complaint.
13. Discuss the steps in providing emergency medical care to a patient with an altered mental status.
14. Discuss the steps in providing emergency medical care to a patient with seizures.
15. Discuss the steps in providing emergency medical care to a patient with an exposure to cold.
16. Discuss the steps in providing emergency medical care to a patient with an exposure to heat.
17. Discuss the steps in providing emergency medical care to a patient with a behavioral change.
18. Discuss the steps in providing emergency medical care to a patient with an allergic reaction.

Module V - Illness and Injury Management
Lesson 13 - Bleeding and Soft Tissue Injury

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Differentiate between arterial, venous and capillary bleeding.
2. State the emergency medical care for external bleeding.
3. List the signs of internal bleeding.
4. List the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding.
5. Establish the relationship between body substance isolation (BSI) and soft tissue injuries.
6. Describe the emergency medical care considerations for a patient with a soft tissue injury.
7. Discuss the emergency medical care considerations for a patient with a penetration chest injury.
8. Discuss the emergency medical care considerations for a patient with an open wound to the abdomen.
9. Discuss the emergency medical care considerations for an impaled object.
10. Discuss the emergency medical care considerations for an amputation.
11. Describe the emergency medical care for burns.
12. List the functions of dressing and bandaging.
13. Discuss direct pressure points as a method of emergency medical care for external bleeding.
14. Discuss the use of pressure points as method of emergency medical care for external bleeding.
15. Discuss the care of the patient exhibiting signs and symptoms of internal bleeding.
16. Discuss the steps on the emergency medical care of open soft tissue injuries.
17. Discuss the steps on the emergency medical care of a patient with an open chest wound.
18. Discuss the steps on the emergency medical care of a patient with an open abdominal wound.
19. Discuss the steps on the emergency medical care of a patient with an impaled object.
20. Discuss the steps on the emergency medical care of a patient with an amputation.

Module V - Illness and Injury Management
Lesson 14 - Muscle and Bone Injury

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Discuss the function of the musculoskeletal system.
2. Discuss the difference between an open and a closed painful, swollen, deformed extremity.
3. Discuss the emergency medical care for a patient with a painful, swollen, deformed extremity.
4. Discuss the mechanism of injury to potential injuries of the head and spine.
5. Discuss the signs and symptoms of injury to the head.
6. Discuss the method of determining if a responsive patient may have a spinal injury.
7. Discuss the emergency medical care for injuries to the head.
8. Discuss the signs and symptoms of spinal injury.
9. Discuss the emergency medical care for injuries to the spine.

Module V - Illness and Injury Management
Lesson 15:1 - Practical Laboratory: Illness & Injury

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Demonstrate the use of pressure points as a method of emergency medical care for external bleeding
2. Demonstrate the use of epinephrine auto-injector.
3. Demonstrate the assessment and documentation of patient response to an epinephrine injection.
4. Demonstrate proper disposal of equipment.
5. Demonstrate reporting event of allergic reaction and your care to the EMT's.
6. Demonstrate the steps in providing emergency medical care to a patient with a psychological crisis.
7. Demonstrate the steps in providing emergency medical care to a patient with a general medical complaint.
8. Demonstrate the steps in providing emergency medical care to a patient with seizures.
9. Demonstrate the steps in providing emergency medical care to a patient with an exposure to cold.
10. Demonstrate the steps in providing emergency medical care to a patient with an exposure to heat.
11. Demonstrate the steps in providing emergency medical care to a patient with a behavioral change.
12. Demonstrate the emergency medical care of patient with a painful, swollen, deformed extremity.
13. Demonstrate opening the airway in a patient with a suspected spinal cord injury.
14. Demonstrate evaluation a responsive patient with a suspected spinal cord injury.
15. Demonstrate stabilizing of the cervical spine.
16. Demonstrate the emergency medical care of a patient with a soft tissue injury.
17. Demonstrate the emergency medical care for various medical emergencies discussed in Lesson 12.

Module V - Illness and Injury Management
Lesson 15:2 - Evaluation: Illness & Injury

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Demonstrate knowledge of the objectives in Module V, Illness and Injury Management, by written test and demonstration of the identified skills.

Module VI - Children and Childbirth
Lesson 16 - Delivery and Newborn Care

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Identify the following structures: birth canal, placenta, umbilical cord, amniotic sac.
2. Define the following terms: crowning, bloody show, labor, abortion.
3. State indications of and imminent delivery.
4. State the steps in the pre-delivery preparation of the mother.
5. Establish the relationship between body substance isolation and childbirth.
6. State the steps to assist in the delivery.
7. Describe care of the baby as the head delivered.
8. Discuss the steps in delivery of the placenta.
9. List the steps in the emergency medical care of the mother post-delivery.
10. Discuss the steps in caring for a newborn.
11. Discuss various abnormal childbirth situations.

Module VI - Children and Childbirth
Lesson 17 - Child and Infant Injury and Illness

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Discuss assessment of the infant and child.
2. Indicate various causes of respiratory emergencies on infants and children.
3. Summarize emergency medical care strategies for respiratory distress and respiratory failure/arrest in infants and children.
4. List common causes of seizures in the infant and child patient.
5. Describe management of seizures in the infant and child patient.
6. Discuss emergency medical care of the infant and child trauma patient.
7. Summarize the signs and symptoms of possible child abuse and neglect.
8. Describe the medical-legal responsibilities in suspected child abuse.
9. Attend to the feelings of the family when dealing with an ill or injured infant or child.

Module VI - Children and Childbirth
Lesson 18:1 - Practical Laboratory: Children & Childbirth

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Demonstrate assessment of the infant and child patients in various emergency situations.
2. Demonstrate necessary care procedures of the baby during delivery.
3. Demonstrate the post-delivery care of the mother.
4. Demonstrate the care of the newborn.

Module VI - Children and Childbirth
Lesson 18:2 - Evaluation: Children & Childbirth

Student Performance Objectives:

At the completion of this section the student shall be able to:

1. Demonstrate knowledge of the objectives in Module IV, Children and Childbirth, by written test and demonstration of the identified skills.

**APPENDIX A
Practical Skills**

Ohio Approved First Responder Curriculum
Practical Skills

In-Course Testing	Final Practical Exam	Practical Skill
*		Lifting and Moving Techniques
*		Vital Sign Assessment
*		Patient Assessment Mgmt – Medical
*	*	Patient Assessment Mgmt – Trauma
*	*	Mouth to Mask Ventilation
*		Bag-Valve-Mask Ventilation
*		FBAO Techniques
*		Manual Opening Airway
*	*	Oxygen Administration
*	*	Oropharyngeal Airway Insertion
*		Nasal Airway Insertion
*	*	Suction
*	*	Cardiac Arrest Management / AED
*	*	Epinephrine Auto-Injector
*	*	Bleeding Control / Shock Management
*	*	Spinal Immobilization Supine Patient
*	*	Long Bone Immobilization
*		Manual C-Spine Immobilization/C-Collar Application

**Ohio Approved First Responder
Final Practical Skill Stations**

- Station 1: Cardiac Arrest Management / AED
- Station 2: Bleeding Control / Shock Management
- Station 3: Patient Assessment Mgmt – Trauma
- Station 4: Spinal Immobilization Supine Patient and Long Bone Injury
- Station 5: Oxygen Administration, Oral Airway and Suction
- Station 6: Epinephrine Auto-Injector

**Ohio First Responder
Epinephrine Auto-Injector**

Start Time: _____

Stop Time : _____ Date: _____

Candidate's Name _____

Evaluator's Name _____

	Possible Points	Points Awarded
Takes or verbalizes body substance isolation	1	
Contacts medical direction for authorization	1	
Obtains patient's auto-injector	1	
Assures injector is prescribed for the patient	1	
Checks medication for expiration date	1	
Checks medication for cloudiness or discoloration	1	
Removes safety cap from the injector	1	
Selects appropriate injection site (thigh or shoulder)	1	
Pushes injector firmly against site	1	
Holds injector against site for a minimum of ten (10) seconds	1	
Properly discards auto-injector	1	
Verbalizes monitoring the patient while transporting	1	
Total	12	

Critical Criteria:

- _____ Did not contact medical direction for authorization
- _____ Did not check medical for prescription, cloudiness or discoloration
- _____ Did not use appropriate injection site
- _____ Used the injector against the injection site for ten (10) seconds
- _____ Discard auto- injector into appropriate container