

# VT EMT-Intermediate-03 Competency Checklist

## Section 1-1: Foundations of EMT-Intermediate

### UNIT TERMINAL OBJECTIVE

At the completion of this unit, the EMT-Intermediate student will:

- understand his or her roles and responsibilities within an EMS system, and how these roles and responsibilities differ from other levels of providers.
- understand the role of medical direction in the out-of-hospital environment.
- understand and value the importance of personal wellness in EMS and serve as a healthy role model for peers.*
- be able to identify the importance of primary injury prevention activities as an effective way to reduce death, disabilities and health care costs.*
- understand the legal issues that impact decisions made in the out-of-hospital environment.
- value the role that ethics plays in decision making in the out-of-hospital environment.

| Substantial<br>Mastery | Partial<br>Mastery | Education<br>Needed | <b>COGNITIVE OBJECTIVES</b> |   |
|------------------------|--------------------|---------------------|-----------------------------|---|
|                        |                    |                     | 1-1.1                       | Define the following terms: (C-1)   |
|                        |                    |                     | a.                          | EMS Systems   |
|                        |                    |                     | b.                          | Certification   |
|                        |                    |                     | c.                          | Registration  |
|                        |                    |                     | d.                          | Profession  |
|                        |                    |                     | e.                          | Professionalism   |
|                        |                    |                     | f.                          | Health care professional  |
|                        |                    |                     | g.                          | Ethics  |
|                        |                    |                     | h.                          | Medical direction   |
|                        |                    |                     | i.                          | Protocols   |
|                        |                    |                     | 1-1.2                       | Describe the attributes of an EMT-Intermediate as a health care professional. (C-1)   |
|                        |                    |                     | 1-1.3                       | Explain EMT-I licensure/ certification, recertification, and reciprocity requirements in his or her state. (C-1)  |
|                        |                    |                     | 1-1.4                       | Describe the benefits of EMT-Intermediate continuing education. (C-1)   |
|                        |                    |                     | 1-1.5                       | List current state requirements for EMT-Intermediate education in his/ her state. (C-1)   |
|                        |                    |                     | 1-1.6                       | Describe examples of professional behaviors in the following areas: integrity, empathy, self-motivation, appearance and personal hygiene, self-confidence, communications, time management, teamwork and diplomacy, respect, patient advocacy, and careful delivery of service. (C-1) |
|                        |                    |                     | 1-1.8                       | Describe how professionalism applies to the EMT-Intermediate while on and off duty.   |
|                        |                    |                     | 1-1.9                       | List and explain the primary and additional roles and responsibilities of the EMT-Intermediate. (C-2)   |
|                        |                    |                     | 1-1.10                      | Describe the importance and benefits of quality EMS research to the future of EMS. (C-3)  |
|                        |                    |                     | 1-1.11                      | Describe the role of the EMS physician in providing medical direction. (C-1)  |
|                        |                    |                     | 1-1.12                      | Describe the benefits of medical direction, both on-line and off-line. (C-1)  |
|                        |                    |                     | 1-1.13                      | Describe the relationship between a physician on the scene, the EMT-Intermediate on the scene, and the EMS physician providing on-line medical direction. (C-1)   |

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| Substantial<br>Mastery | Partial<br>Mastery | Education<br>Needed |        |   |
|------------------------|--------------------|---------------------|--------|---|
|                        |                    |                     | 1-1.14 | Describe the components of continuous quality improvement. (C-1)<br><i>Explain the components of wellness for the EMS provider. (C-2)</i>   |
|                        |                    |                     | 1-1.15 | Discuss the importance of universal precautions and body substance isolation practices and develop strategies to prevent the transmission of diseases. (C-3)                                    |
|                        |                    |                     | 1-1.16 | Describe the steps to take for personal protection from airborne and blood borne pathogens. (C-1)   |
|                        |                    |                     | 1-1.17 | Explain what is meant by an exposure and describe principles for management. (C-1)  |
|                        |                    |                     | 1-1.18 | <i>Describe the incidence, morbidity and mortality of preventable injury and illness. (C-1)</i>   |
|                        |                    |                     | 1-1.19 | <i>Identify the human, environmental, and socioeconomic impact of preventable injury and illness. (C-1)</i>   |
|                        |                    |                     | 1-1.20 | <i>Describe the feasibility of EMS involvement in illness and injury prevention. (C-2)</i>  |
|                        |                    |                     | 1-1.21 | <i>Develop strategies for the implementation of EMS related illness and injury prevention programs in the community. (C-3)</i>  |
|                        |                    |                     | 1-1.22 | <i>Identify health hazards and potential crime areas within the community. (C-1)</i>  |
|                        |                    |                     | 1-1.23 | <i>Identify local municipal and community resources available for physical and socioeconomic crises. (C-1)</i>  |
|                        |                    |                     | 1-1.24 | <i>Identify the role of EMS in local municipal and community prevention programs. (C-1)</i>   |
|                        |                    |                     | 1-1.26 | Identify and explain the importance of laws pertinent to the EMT-Intermediate. (C-1)  |
|                        |                    |                     | 1-1.27 | Differentiate between licensure and certification as they apply to the EMT-Intermediate. (C-1)  |
|                        |                    |                     | 1-1.28 | List the specific problems or conditions encountered while providing care that an EMT-Intermediate is required to report, and identify in each instance to whom the report is to be made. (C-1) |
|                        |                    |                     | 1-1.29 | Review the following terms: (C-1)   |
|                        |                    |                     | a.     | Abandonment   |
|                        |                    |                     | b.     | Advance directives  |
|                        |                    |                     | c.     | Assault   |
|                        |                    |                     | d.     | Battery   |
|                        |                    |                     | e.     | Breach of duty  |
|                        |                    |                     | f.     | Confidentiality   |
|                        |                    |                     | g.     | Consent (expressed, implied, informed, involuntary)   |
|                        |                    |                     | h.     | Do not resuscitate (DNR) orders   |
|                        |                    |                     | i.     | Duty to act   |
|                        |                    |                     | j.     | Emancipated minor   |
|                        |                    |                     | k.     | False imprisonment  |
|                        |                    |                     | l.     | Immunity  |
|                        |                    |                     | m.     | Liability   |
|                        |                    |                     | n.     | Libel   |
|                        |                    |                     | o.     | Minor   |
|                        |                    |                     | p.     | Negligence  |
|                        |                    |                     | q.     | Proximate cause   |
|                        |                    |                     | r.     | Scope of practice   |
|                        |                    |                     | s.     | Slander   |

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|                 |  |  |        | t. | Standard of care  |
|-----------------|--|--|--------|----|---|
|                 |  |  |        | u. | Tort  |
|                 |  |  | 1-1.30 |    | Differentiate between the scope of practice and the standard of care for EMT-Intermediate practice. (C-3)   |
|                 |  |  | 1-1.31 |    | Discuss the concept of medical direction and its relationship to the standard of care of an EMT-I. (C-1)  |
|                 |  |  | 1-1.32 |    | Review the four elements that must be present in order to prove negligence. (C-1)   |
|                 |  |  | 1-1.33 |    | Given a scenario in which a patient is injured while an EMT-Intermediate is providing care, determine whether the four components of negligence are present. (C-2)                                |
|                 |  |  | 1-1.34 |    | Given a scenario, demonstrate patient care behaviors that would protect the EMT-Intermediate from claims of negligence. (C-3)   |
|                 |  |  | 1-1.35 |    | Explain the concept of liability as it might apply to EMT-Intermediate practice, including physicians providing medical direction and EMT-Intermediate supervision of other care providers. (C-2) |
|                 |  |  | 1-1.36 |    | Review the legal concept of immunity, including Good Samaritan statutes and governmental immunity, as it applies to the EMT-Intermediate. (C-1)   |
|                 |  |  | 1-1.37 |    | Review the importance and necessity of patient confidentiality and the standards for maintaining patient confidentiality which apply to the EMT-Intermediate. (C-1)                               |
|                 |  |  | 1-1.38 |    | Review the steps to take if a patient refuses care. (C-1)   |
|                 |  |  | 1-1.39 |    | Identify the legal issues involved in the decision not to transport a patient, or to reduce the level of care being provided during transportation. (C-1)   |
|                 |  |  | 1-1.40 |    | Review the conditions under which the use of force, including restraint, is acceptable. (C-1)   |
|                 |  |  | 1-1.41 |    | Explain the purpose of advance directives relative to patient care and how the EMT-Intermediate should care for a patient who is covered by an advance directive. (C-1)                           |
|                 |  |  | 1-1.42 |    | Discuss the responsibilities of the EMT-Intermediate relative to resuscitation efforts for patients who are potential organ donors. (C-1)   |
|                 |  |  | 1-1.43 |    | Review the importance of providing accurate documentation (oral and written) in substantiating an incident. (C-1)   |
|                 |  |  | 1-1.44 |    | Review the characteristics of a patient care report required to make it an effective legal document. (C-1)  |
|                 |  |  | 1-1.45 |    | Review the premise which should underlie the EMT-Intermediate's ethical decisions in out-of-hospital care. (C-1)  |
|                 |  |  | 1-1.46 |    | Review the relationship between the law and ethics in EMS. (C-3)  |
|                 |  |  | 1-1.47 |    | Identify the issues surrounding the use of advance directives in making an out-of-hospital resuscitation decision. (C-1)  |
|                 |  |  | 1-1.48 |    | Describe the criteria necessary to honor an advance directive in your state. (C-1)  |
| <b>COMMENTS</b> |  |  |        |    |   |

### **AFFECTIVE OBJECTIVES**

|  |  |  |        |  |  |
|--|--|--|--------|--|--|
|  |  |  | 1-1.49 |  | <i>Serve as a role model for others relative to professionalism in EMS. (A-3)</i>  |
|  |  |  | 1-1.50 |  | Value the need to serve as the patient advocate inclusive of those with special needs, alternate life styles and cultural diversity. (A-3) |
|  |  |  | 1-1.51 |  | Defend the importance of continuing medical education and skills retention. (A-3)  |
|  |  |  | 1-1.52 |  | Advocate the need for supporting and participating in research efforts aimed at improving EMS systems. (A-3)                               |
|  |  |  | 1-1.53 |  | <i>Assess personal attitudes and demeanor that may distract from professionalism. (A-3)</i>  |

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|                 |  |  | 1-1.54 | Advocate the need for injury prevention, including abusive situations. (A-1)   |
|-----------------|--|--|--------|--|
|                 |  |  | 1-1.55 | Exhibit professional behaviors in the following areas: integrity, empathy, self-motivation, appearance and personal hygiene, self-confidence, communications, time management, teamwork and diplomacy, respect, patient advocacy, and careful delivery of service. (A-2) |
|                 |  |  | 1-1.60 | Defend the need to treat each patient as an individual, with respect and dignity. (A-2)  |
|                 |  |  | 1-1.61 | Assess his/ her own prejudices related to the various aspects of cultural diversity. (A-3)   |
|                 |  |  | 1-1.63 | Defend the need to respect the emotional needs of dying patients and their families. (A-3)   |
|                 |  |  | 1-1.64 | Advocate and practice the use of personal safety precautions in all scene situations. (A-3)  |
|                 |  |  | 1-1.65 | Advocate and serve as a role model for other EMS providers relative to body substance isolation practices. (A-3)   |
|                 |  |  | 1-1.68 | Advocate the need to show respect for the rights and feelings of patients. (A-3)   |
|                 |  |  | 1-1.69 | Assess his/ her personal commitment to protecting patient confidentiality. (A-3)   |
|                 |  |  | 1-1.70 | Defend personal beliefs about withholding or stopping patient care. (A-3)  |
|                 |  |  | 1-1.71 | Defend the value of advance medical directives. (A-3)  |
|                 |  |  | 1-1.72 | Reinforce the patient's autonomy in the decision-making process. (A-2)   |
|                 |  |  | 1-1.73 | Given a scenario, defend an EMT-Intermediate's actions in a situation where a physician orders therapy the EMT-Intermediate feels to be detrimental to the patient's best interests. (A-3)   |
| <b>COMMENTS</b> |  |  |        |  |

### PSYCHOMOTOR OBJECTIVES

|                 |  |  |        |   |
|-----------------|--|--|--------|---|
|                 |  |  | 1-1.74 | Demonstrate the proper procedures to take for personal protection from disease. (P-2) |
| <b>COMMENTS</b> |  |  |        |   |

## Section 1-2: Overview of Human Systems

### UNIT TERMINAL OBJECTIVE

At the completion of this unit, the EMT-I student will understand basic anatomy and physiology and how it relates to the foundations of medicine.

### COGNITIVE OBJECTIVES

|  |  |  |       |  |
|--|--|--|-------|--|
|  |  |  | 1-2.1 | Define anatomy, physiology, and pathophysiology. (C-1)   |
|  |  |  | 1-2.2 | Name the levels of organization of the body from simplest to most complex, and explain each. (C-1) |
|  |  |  | 1-2.3 | Define homeostasis. (C-1)  |
|  |  |  | 1-2.4 | State the anatomical terms for the parts of the body. (C-1)  |
|  |  |  | 1-2.5 | Identify terminology to describe the location of body parts with respect to one another. (C-1)     |

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| Substantial<br>Mastery | Partial<br>Mastery | Education<br>Needed |        |   |
|------------------------|--------------------|---------------------|--------|---|
|                        |                    |                     | 1-2.6  | Review the body cavities and the major organs within each. (C-1)  |
|                        |                    |                     | 1-2.7  | Identify the anatomical planes. (C-1)   |
|                        |                    |                     | 1-2.8  | Identify areas of the abdomen and underlying organs. (C-1)  |
|                        |                    |                     | 1-2.9  | Define each of the cellular transport mechanisms and give an example of the role of each in the body: diffusion, osmosis, facilitated diffusion, active transport.(C-1) |
|                        |                    |                     | 1-2.10 | <i>Define metabolism, anabolism, catabolism. (C-1)</i>  |
|                        |                    |                     | 1-2.11 | Describe how glucose is converted to energy during cellular respiration. (C-1)  |
|                        |                    |                     | 1-2.12 | <i>Describe the general characteristics of each of the four major categories of tissues. (C-1)</i>  |
|                        |                    |                     | 1-2.13 | Name the three major layers of the skin. (C-1)  |
|                        |                    |                     | 1-2.14 | Describe the functions of the skeleton. (C-1)   |
|                        |                    |                     | 1-2.15 | Explain how bones are classified. (C-1)   |
|                        |                    |                     | 1-2.16 | Explain how joints are classified. (C-1)  |
|                        |                    |                     | 1-2.17 | Describe the structure and function of muscles. (C-1)   |
|                        |                    |                     | 1-2.18 | List the three types of muscles. (C-1)  |
|                        |                    |                     | 1-2.19 | State the functions of the nervous system. (C-1)  |
|                        |                    |                     | 1-2.20 | Name the divisions of the nervous system. (C-1)   |
|                        |                    |                     | 1-2.21 | Explain the structure of neurons. (C-1)   |
|                        |                    |                     | 1-2.22 | Describe the types of nerves. (C-1)   |
|                        |                    |                     | 1-2.23 | <i>Describe the role of polarization, depolarization, repolarization in nerve impulse transmission. (C-1)</i>   |
|                        |                    |                     | 1-2.24 | Identify the components of the central nervous system. (C-1)  |
|                        |                    |                     | 1-2.25 | State the function of the meninges and cerebrospinal fluid. (C-1)   |
|                        |                    |                     | 1-2.26 | Identify the divisions of the autonomic nervous system and define their functions. (C-1)  |
|                        |                    |                     | 1-2.27 | Discuss the regulator processes of hormonal secretion. (C-1)  |
|                        |                    |                     | 1-2.28 | State the functions of hormones. (C-1)  |
|                        |                    |                     | 1-2.29 | State the function of the hormones of the pancreas. (C-1)   |
|                        |                    |                     | 1-2.30 | State the functions of epinephrine and norepinephrine and explain their relationship to the sympathetic division of the autonomic nervous system. (C-1)                 |
|                        |                    |                     | 1-2.31 | Describe the characteristics of blood and its composition. (C-1)  |
|                        |                    |                     | 1-2.32 | Explain the function of red blood cells, white blood cells and platelets. (C-1)   |
|                        |                    |                     | 1-2.33 | State the importance of blood clotting. (C-1)   |
|                        |                    |                     | 1-2.34 | Describe the location of the heart. (C-1)   |
|                        |                    |                     | 1-2.35 | Describe the function of the pericardium. (C-1)   |
|                        |                    |                     | 1-2.36 | Identify the major vessels and chambers of the heart. (C-1)   |
|                        |                    |                     | 1-2.37 | Identify the valves of the heart, and explain their functions. (C-1)  |
|                        |                    |                     | 1-2.38 | Describe coronary circulation, and explain its purpose. (C-1)   |
|                        |                    |                     | 1-2.39 | Describe the cardiac cycle. (C-1)   |
|                        |                    |                     | 1-2.40 | <i>Explain how heart sounds are created. (C-1)</i>  |

## VT EMT-Intermediate-03 Competency Checklist

| Substantial<br>Mastery | Partial<br>Mastery | Education<br>Needed |        |   |
|------------------------|--------------------|---------------------|--------|---|
|                        |                    |                     | 1-2.41 | Name the parts of the cardiac conduction pathway. (C-1)   |
|                        |                    |                     | 1-2.42 | Explain the relationship between stroke volume, heart rate, and cardiac output. (C-1)                           |
|                        |                    |                     | 1-2.43 | Explain how the nervous system regulates heart rate and force of contraction. (C-1)                             |
|                        |                    |                     | 1-2.44 | Describe the structure of arteries and veins, and relate their structure to function. (C-1)                     |
|                        |                    |                     | 1-2.45 | Describe the structure of capillaries, and explain the exchange processes that take place in capillaries. (C-1) |
|                        |                    |                     | 1-2.46 | Describe the pathway and purpose of pulmonary circulation. (C-1)  |
|                        |                    |                     | 1-2.47 | Describe the pathway and purpose of systemic circulation. (C-1)   |
|                        |                    |                     | 1-2.48 | Define blood pressure. (C-1)  |
|                        |                    |                     | 1-2.49 | Explain the factors that maintain and regulate blood pressure. (C-1)  |
|                        |                    |                     | 1-2.50 | Describe the functions of the lymphatic system. (C-1)   |
|                        |                    |                     | 1-2.52 | State the function of the respiratory system. (C-1)   |
|                        |                    |                     | 1-2.53 | Describe the structure and functions of the components of the respiratory system. (C-1)                         |
|                        |                    |                     | 1-2.54 | Describe normal inhalation and exhalation. (C-1)  |
|                        |                    |                     | 1-2.55 | Differentiate between ventilation and respiration. (C-1)  |
|                        |                    |                     | 1-2.56 | Explain the diffusion of gases across the alveolar-capillary junction. (C-1)                                    |
|                        |                    |                     | 1-2.57 | Describe how oxygen and carbon dioxide are transported in the blood. (C-1)                                      |
|                        |                    |                     | 1-2.58 | Explain the nervous and chemical mechanisms that regulate respiration. (C-1)                                    |
|                        |                    |                     | 1-2.59 | Describe the functions of the digestive system, and name its major divisions. (C-1)                             |
|                        |                    |                     | 1-2.60 | Describe the water compartments and the name for the fluid in each. (C-1)                                       |
|                        |                    |                     | 1-2.61 | Explain how water moves between compartments. (C-1)   |
|                        |                    |                     | 1-2.62 | Explain the regulation of the intake and output of water. (C-1)   |
|                        |                    |                     | 1-2.63 | Describe the three buffer systems in body fluids. (C-1)   |
|                        |                    |                     | 1-2.64 | Explain why the respiratory system has an effect on pH, and describe respiratory compensating mechanisms. (C-1) |
|                        |                    |                     | 1-2.65 | Explain the renal mechanisms for pH regulation of extracellular fluid. (C-1)                                    |
|                        |                    |                     | 1-2.66 | Describe the effects of acidosis and alkalosis. (C-1)   |
|                        |                    |                     |        |   |
| <b>COMMENTS</b>        |                    |                     |        |   |

### **AFFECTIVE OBJECTIVES**

|                 |  |  |        |   |
|-----------------|--|--|--------|---|
|                 |  |  | 1-2.67 | Appreciate how anatomy and physiology are the foundation of medicine. (A-2) |
| <b>COMMENTS</b> |  |  |        |   |

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

## **PSYCHOMOTOR OBJECTIVES**

None identified for this unit.

## **Section 1-3: Emergency Pharmacology**

### **UNIT TERMINAL OBJECTIVE**

At the completion of this unit, the EMT-Intermediate student will understand the basic principles of pharmacology and be able to develop a drug profile for common emergency medications.

### **COGNITIVE OBJECTIVES**

|                 |  |        |   |
|-----------------|--|--------|---|
|                 |  | 1-3.1  | Review the specific anatomy and physiology pertinent to pharmacology. (C-1)   |
|                 |  | 1-3.2  | Discuss the standardization of drugs. (C-1)   |
|                 |  | 1-3.3  | Differentiate among the chemical, generic (nonproprietary), and trade (proprietary) names of a drug. (C-3)  |
|                 |  | 1-3.4  | List the four main sources of drug products. (C-1)  |
|                 |  | 1-3.5  | Describe how drugs are classified. (C-1)  |
|                 |  | 1-3.6  | List the authoritative sources for drug information. (C-1)  |
|                 |  | 1-3.7  | Discuss special consideration in drug treatment with regard to pregnant, pediatric and geriatric patients. (C-1)  |
|                 |  | 1-3.8  | Discuss the EMT-Intermediate's responsibilities and scope of management pertinent to the administration of medications. (C-1)   |
|                 |  | 1-3.9  | List and describe general properties of drugs. (C-1)  |
|                 |  | 1-3.10 | List and describe liquid, solid, and gas drug forms. (C-1)  |
|                 |  | 1-3.11 | List and differentiate routes of drug administration. (C-3)   |
|                 |  | 1-3.12 | Differentiate between enteral and parenteral routes of drug administration. (C-3)   |
|                 |  | 1-3.13 | Describe mechanisms of drug action. (C-1)   |
|                 |  | 1-3.14 | List and differentiate the phases of drug activity, including the pharmaceutical, pharmacokinetic, and pharmacodynamic phases. (C-3)  |
|                 |  | 1-3.15 | Describe pharmacokinetics, pharmacodynamics, theories of drug action, drug-response relationship, factors altering drug responses, predictable drug responses, iatrogenic drug responses, and unpredictable adverse drug responses. (C-1) |
|                 |  | 1-3.16 | Discuss considerations for storing drugs. (C-1)   |
|                 |  | 1-3.17 | List the components of a drug profile. (C-1)  |
|                 |  | 1-3.18 | List and describe drugs which the EMT-Intermediate may administer in a pharmacological management plan according to local protocol. (C-1)   |
| <b>COMMENTS</b> |  |        |   |

### **AFFECTIVE OBJECTIVES**

|  |  |        |  |
|--|--|--------|--|
|  |  | 1-3.20 | Defend medication administration by an EMT-Intermediate to effect positive therapeutic effect. (A-3) |
|--|--|--------|--|

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Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

|                 |  |  |
|-----------------|--|--|
| <b>COMMENTS</b> |  |  |
|-----------------|--|--|

**PSYCHOMOTOR OBJECTIVES**

None identified for this unit.

## Section 1-4: Venous Access and Medication Administration

**UNIT TERMINAL OBJECTIVE**

At the completion of this unit, the EMT-Intermediate student will be able to safely and precisely access the venous circulation and administer medications.

**COGNITIVE OBJECTIVES**

|  |  |  |        |   |
|--|--|--|--------|---|
|  |  |  | 1-4.1  | Review the specific anatomy and physiology pertinent to medication administration. (C-1)  |
|  |  |  | 1-4.2  | Review mathematical principles. (C-1)   |
|  |  |  | 1-4.3  | Review mathematical equivalents. (C-1)  |
|  |  |  | 1-4.4  | <i>Differentiate temperature readings between the Centigrade and Fahrenheit scales. (C-3)</i>   |
|  |  |  | 1-4.5  | Discuss formulas as a basis for performing drug calculations. (C-1)   |
|  |  |  | 1-4.6  | Calculate oral and parenteral drug dosages for all emergency medications administered to adults, infants and children. (C-2)                                      |
|  |  |  | 1-4.7  | Calculate intravenous infusion rates for adults, infants, and children. (C-2)   |
|  |  |  | 1-4.8  | <i>Discuss legal aspects affecting medication administration. (C-1)</i>   |
|  |  |  | 1-4.9  | Discuss the "six rights" of drug administration and correlate these with the principles of medication administration. (C-1)                                       |
|  |  |  | 1-4.10 | Discuss medical asepsis and the differences between clean and sterile techniques. (C-1)   |
|  |  |  | 1-4.11 | Describe use of antiseptics and disinfectants. (C-1)  |
|  |  |  | 1-4.12 | Describe the use of universal precautions and body substance isolation (BSI) procedures when administering a medication. (C-1)                                    |
|  |  |  | 1-4.13 | Describe the indications, equipment needed, techniques utilized, precautions, and general principles of peripheral venous cannulation. (C-1)                      |
|  |  |  | 1-4.15 | Describe the indications, equipment needed, techniques utilized, precautions, and general principles of administering medications by the inhalation route. (C-3)  |
|  |  |  | 1-4.16 | Differentiate among the different dosage forms of oral medications. (C-3)   |
|  |  |  | 1-4.17 | Describe the equipment needed and general principles of administering oral medications. (C-3)   |
|  |  |  | 1-4.19 | Differentiate among the different parenteral routes of medication administration. (C-3)   |
|  |  |  | 1-4.20 | Describe the equipment needed, techniques utilized, complications, and general principles for the preparation and administration of parenteral medications. (C-1) |
|  |  |  | 1-4.21 | Differentiate among the different percutaneous routes of medication administration. (C-3)   |
|  |  |  | 1-4.22 | Describe the purpose, equipment needed, techniques utilized, complications, and general principles for obtaining a blood sample. (C-1)                            |

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|                        |                    |                     |  |
|------------------------|--------------------|---------------------|--|
| Substantial<br>Mastery | Partial<br>Mastery | Education<br>Needed |  |
|------------------------|--------------------|---------------------|--|

|  |  |        |  |
|--|--|--------|--|
|  |  | 1-4.23 | Describe disposal of contaminated items and sharps. (C-1)  |
|  |  | 1-4.24 | <i>Synthesize a pharmacologic management plan including medication administration. (C-3)</i>               |
|  |  | 1-4.25 | <i>Integrate pathophysiological principles of medication administration with patient management. (C-3)</i> |

**Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

|                 |  |        |  |
|-----------------|--|--------|--|
|                 |  | 1-4.42 | Describe the indications, contraindications, advantages, disadvantages, complications, and techniques of using a portable blood glucose monitor. |
|                 |  | 1-4.43 | Describe the principles a blood glucose monitor uses to obtain a blood glucose level.  |
| <b>COMMENTS</b> |  |        |  |

**AFFECTIVE OBJECTIVES**

|                 |  |        |   |
|-----------------|--|--------|---|
|                 |  | 1-4.26 | Comply with EMT-Intermediate standards of medication administration. (A-1)  |
|                 |  | 1-4.27 | Comply with universal precautions and body substance isolation (BSI). (A-1) |
|                 |  | 1-4.29 | Serve as a model for medical asepsis. (A-3)                                 |
|                 |  | 1-4.31 | Serve as a model for disposing of contaminated items and sharps. (A-3)      |
| <b>COMMENTS</b> |  |        |   |

**PSYCHOMOTOR OBJECTIVES**

|  |  |        |   |
|--|--|--------|---|
|  |  | 1-4.32 | Use universal precautions and body substance isolation (BSI) procedures during medication administration. (P-2) |
|  |  | 1-4.33 | Demonstrate cannulation of peripheral veins. (P-2)  |
|  |  | 1-4.35 | Demonstrate clean technique during medication administration. (P-3)   |
|  |  | 1-4.36 | Demonstrate administration of medications by the inhalation route. (P-2)  |
|  |  | 1-4.37 | Demonstrate administration of oral medications. (P-2)   |
|  |  | 1-4.39 | Demonstrate preparation and administration of parenteral medications. (P-2)                                     |
|  |  | 1-4.40 | Demonstrate preparation and techniques for obtaining a blood sample. (P-2)                                      |

**Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

|                 |  |        |   |
|-----------------|--|--------|---|
|                 |  | 1-4.42 | Demonstrate the use of a length-based pediatric resuscitation tape. |
|                 |  | 1-4.43 | Demonstrate the use of a portable blood glucose analyzer.           |
| <b>COMMENTS</b> |  |        |   |

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

## Section 2-1: Airway Management and Ventilation

### UNIT TERMINAL OBJECTIVE

At the completion of this unit, the EMT-Intermediate student will be able to establish and/ or maintain a patent airway, oxygenate, and ventilate a patient.

### COGNITIVE OBJECTIVES

|  |  |  |        |  |
|--|--|--|--------|--|
|  |  |  | 2-1.1  | Explain the primary objective of airway maintenance. (C-1)   |
|  |  |  | 2-1.2  | Identify commonly neglected prehospital skills related to airway. (C-1)  |
|  |  |  | 2-1.3  | Identify the anatomy and functions of the upper airway. (C-1)  |
|  |  |  | 2-1.4  | Describe the anatomy and functions of the lower airway. (C-1)  |
|  |  |  | 2-1.5  | Explain the differences between adult and pediatric airway anatomy. (C-1)  |
|  |  |  | 2-1.6  | Define normal tidal volumes for the adult, child, and infant. (C-1)  |
|  |  |  | 2-1.7  | <i>Define atelectasis. (C-1)</i>   |
|  |  |  | 2-1.8  | Define FiO <sub>2</sub> . (C-1)  |
|  |  |  | 2-1.9  | Explain the relationship between pulmonary circulation and respiration. (C-3)  |
|  |  |  | 2-1.10 | List factors which cause decreased oxygen concentrations in the blood. (C-1)   |
|  |  |  | 2-1.11 | List the factors which increase and decrease carbon dioxide production in the body. (C-1)  |
|  |  |  | 2-1.12 | Describe the measurement of oxygen in the blood. (C-1)   |
|  |  |  | 2-1.13 | Describe the measurement of carbon dioxide in the blood. (C-1)   |
|  |  |  | 2-1.14 | List the concentration of gases which comprise atmospheric air. (C-1)  |
|  |  |  | 2-1.15 | List the factors which affect respiratory rate and depth. (C-1)  |
|  |  |  | 2-1.16 | Describe the voluntary and involuntary regulation of respiration. (C-1)  |
|  |  |  | 2-1.17 | Describe causes of upper airway obstruction. (C-1)   |
|  |  |  | 2-1.18 | Define normal respiratory rates for adult, child, and infant. (C-1)  |
|  |  |  | 2-1.19 | Describe causes of respiratory distress. (C-1)   |
|  |  |  | 2-1.20 | Define and differentiate between hypoxia and hypoxemia. (C-1)  |
|  |  |  | 2-1.22 | <i>Describe the modified forms of respiration. (C-1)</i>   |
|  |  |  | 2-1.23 | Define gag reflex. (C-1)   |
|  |  |  | 2-1.24 | Explain safety considerations of oxygen storage and delivery. (C-1)  |
|  |  |  | 2-1.25 | Identify types of oxygen cylinders and pressure regulators (including a high-pressure regulator and a therapy regulator). (C-1)  |
|  |  |  | 2-1.26 | List the steps for delivering oxygen from a cylinder and regulator. (C-1)  |
|  |  |  | 2-1.27 | Describe the indications, contraindications, advantages, disadvantages, complications, liter flow range, and concentration of delivered oxygen for supplemental oxygen delivery devices. (C-3) |
|  |  |  | 2-1.28 | Describe the use, advantages and disadvantages of an oxygen humidifier. (C-1)  |
|  |  |  | 2-1.29 | <i>Define, identify and describe a tracheostomy, stoma, and tracheostomy tube. (C-1)</i>   |
|  |  |  | 2-1.30 | Explain the risk of infection to EMS providers associated with ventilation. (C-3)  |

# VT EMT-Intermediate-03 Competency Checklist

| Substantial<br>Mastery | Partial<br>Mastery | Education<br>Needed |        |  |
|------------------------|--------------------|---------------------|--------|--|
|                        |                    |                     | 2-1.31 | Describe the indications, contraindications, advantages, disadvantages, complications, and technique for ventilating a patient by: (C-1)                                       |
|                        |                    |                     | a.     | Mouth-to-mouth   |
|                        |                    |                     | b.     | Mouth-to-nose  |
|                        |                    |                     | c.     | Mouth-to-mask  |
|                        |                    |                     | d.     | One person bag-valve-mask  |
|                        |                    |                     | e.     | Two person bag-valve-mask  |
|                        |                    |                     | f.     | Three person bag-valve-mask  |
|                        |                    |                     | g.     | Flow-restricted, oxygen-powered ventilation device   |
|                        |                    |                     | 2-1.32 | Explain the advantage of the two person method when ventilating with the bag-valve-mask. (C-1)   |
|                        |                    |                     | 2-1.33 | Describe indications, contraindications, advantages, disadvantages, complications, and technique for ventilating a patient with an automatic transport ventilator (ATV). (C-1) |
|                        |                    |                     | 2-1.34 | Describe the Sellick (cricoid pressure) maneuver. (C-1)  |
|                        |                    |                     | 2-1.36 | <i>Compare the ventilation techniques used for an adult patient to those used for pediatric patients. (C-3)</i>  |
|                        |                    |                     | 2-1.37 | Define how to ventilate a patient with a stoma, including mouth-to-stoma and bag-valve-mask-to-stoma ventilation. (C-1)  |
|                        |                    |                     | 2-1.38 | Define complete airway obstruction. (C-1)  |
|                        |                    |                     | 2-1.39 | Define and explain the implications of partial airway obstruction with good and poor air exchange. (C-1)   |
|                        |                    |                     | 2-1.40 | Describe complete airway obstruction maneuvers. (C-1)  |
|                        |                    |                     | 2-1.42 | Identify types of suction catheters, including hard or rigid catheters and soft catheters. (C-1)   |
|                        |                    |                     | 2-1.43 | Explain the purpose for suctioning the upper airway. (C-1)   |
|                        |                    |                     | 2-1.44 | Identify types of suction equipment. (C-1)   |
|                        |                    |                     | 2-1.45 | Describe the indications for suctioning the upper airway. (C-3)  |
|                        |                    |                     | 2-1.46 | Identify techniques of suctioning the upper airway. (C-1)  |
|                        |                    |                     | 2-1.47 | Identify special considerations of suctioning the upper airway. (C-1)  |
|                        |                    |                     | 2-1.49 | Define gastric distention. (C-1)   |
|                        |                    |                     | 2-1.51 | Describe manual airway maneuvers. (C-1)  |
|                        |                    |                     | 2-1.52 | Describe the use of an oral and nasal airway. (C-1)  |
|                        |                    |                     | 2-1.53 | Describe the indications, contraindications, advantages, disadvantages, complications, and technique for inserting an oropharyngeal and nasopharyngeal airway (C-1)            |
|                        |                    |                     | 2-1.61 | Describe the indications, contraindications, advantages, disadvantages, complications, equipment, and technique for using a dual lumen airway. (C-3)                           |
|                        |                    |                     | 2-1.62 | Define, identify, and describe a laryngectomy. (C-1)   |
|                        |                    |                     | 2-1.63 | Describe the special considerations in airway management and ventilation for patients with facial injuries. (C-1)  |
|                        |                    |                     | 2-1.64 | Describe the special considerations in airway management and ventilation for the pediatric patient. (C-1)  |

**Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

|  |  |  |       |   |
|--|--|--|-------|---|
|  |  |  | 21-97 | Describe the indications, contraindications, advantages, disadvantages, complications, and techniques for using a pulse oximeter. |
|--|--|--|-------|---|

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

|                 |  |  |        |   |
|-----------------|--|--|--------|---|
|                 |  |  | 2-1.98 | Describe the principles a pulse oximeter uses to obtain an oxygen saturation level. |
|                 |  |  | 2-1.99 | Given a description of a patient, interpret the patient's oxygen saturation level.  |
| <b>COMMENTS</b> |  |  |        |   |

### AFFECTIVE OBJECTIVES

|                 |  |  |        |  |
|-----------------|--|--|--------|--|
|                 |  |  | 2-1.65 | Defend oxygenation and ventilation. (A-1)  |
|                 |  |  | 2-1.66 | Defend the necessity of establishing and/ or maintaining patency of a patient's airway. (A-1)  |
|                 |  |  | 2-1.67 | Comply with standard precautions to defend against infectious and communicable diseases. (A-1) |
| <b>COMMENTS</b> |  |  |        |  |

### PSYCHOMOTOR OBJECTIVES

|  |  |  |        |  |
|--|--|--|--------|--|
|  |  |  | 2-1.68 | Perform body substance isolation (BSI) procedures during basic airway management, advanced airway management, and ventilation. (P-2)   |
|  |  |  | 2-1.69 | Perform pulse oximetry. (P-2)  |
|  |  |  | 2-1.71 | Perform oxygen delivery from a cylinder and regulator with an oxygen delivery device. (P-2)  |
|  |  |  | 2-1.72 | Deliver supplemental oxygen to a breathing patient using the following devices: nasal cannula, simple face mask, partial rebreather mask, non-rebreather mask, and venturi mask. (P-2) |
|  |  |  | 2-1.73 | Perform oxygen delivery with an oxygen humidifier. (P-2)   |
|  |  |  | 2-1.74 | Perform medication administration with an in-line small-volume nebulizer. (P-2)  |
|  |  |  | 2-1.75 | Demonstrate ventilating a patient by the following techniques: (P-2)   |
|  |  |  | a.     | Mouth-to-mask ventilation  |
|  |  |  | b.     | One person bag-valve-mask  |
|  |  |  | c.     | Two person bag-valve-mask  |
|  |  |  | d.     | Three person bag-valve-mask  |
|  |  |  | e.     | Flow-restricted, oxygen-powered ventilation device   |
|  |  |  | f.     | Automatic transport ventilator   |
|  |  |  | g.     | Mouth-to-stoma   |
|  |  |  | h.     | Bag-valve-mask-to-stoma ventilation  |
|  |  |  | 2-1.76 | Perform the Sellick maneuver (cricoid pressure). (P-2)   |
|  |  |  | 2-1.77 | Ventilate a pediatric patient using the one and two person techniques. (P-2)   |
|  |  |  | 2-1.78 | Perform complete airway obstruction maneuvers, including: (P-2)  |
|  |  |  | a.     | Heimlich maneuver  |
|  |  |  | b.     | Finger sweep   |

## VT EMT-Intermediate-03 Competency Checklist

| Substantial<br>Mastery | Partial<br>Mastery | Education<br>Needed |        |  |
|------------------------|--------------------|---------------------|--------|--|
|                        |                    |                     | c.     | Chest thrusts  |
|                        |                    |                     | 2-1.80 | Demonstrate suctioning the upper airway by selecting a suction device, catheter and technique. (P-2) |
|                        |                    |                     | 2-1.85 | Perform manual airway maneuvers, including: (P-2)  |
|                        |                    |                     | a.     | Opening the mouth  |
|                        |                    |                     | b.     | Head-tilt/ chin-lift maneuver  |
|                        |                    |                     | c.     | Jaw-thrust without head-tilt maneuver  |
|                        |                    |                     | d.     | Modified jaw-thrust maneuver   |
|                        |                    |                     | 2-1.86 | Perform manual airway maneuvers for pediatric patients, including: (P-2)                             |
|                        |                    |                     | a.     | Opening the mouth  |
|                        |                    |                     | b.     | Head-tilt/ chin-lift maneuver  |
|                        |                    |                     | c.     | Jaw-thrust without head-tilt maneuver  |
|                        |                    |                     | d.     | Modified jaw-thrust maneuver   |
|                        |                    |                     | 2-1.87 | Demonstrate insertion of an oropharyngeal airway. (P-2)  |
|                        |                    |                     | 2-1.88 | Demonstrate insertion of a nasopharyngeal airway. (P-2)  |
|                        |                    |                     | 2-1.94 | Insert a dual lumen airway. (P-2)  |
|                        |                    |                     | 2-1.95 | Perform stoma suctioning. (P-2)  |
| <b>COMMENTS</b>        |                    |                     |        |  |

### Section 3-1: History Taking

#### UNIT TERMINAL OBJECTIVE

At the completion of this unit, the EMT-I student will be able to use the appropriate techniques to obtain a medical history from a patient.

#### COGNITIVE OBJECTIVES

|  |  |  |       |  |
|--|--|--|-------|--|
|  |  |  | 3-1.1 | Describe the factors that influence the EMT-Intermediate's ability to collect medical history. (C-1)                           |
|  |  |  | 3-1.2 | Describe the techniques of history taking. (C-1)   |
|  |  |  | 3-1.3 | Discuss the importance of using open and closed ended questions. (C-1)   |
|  |  |  | 3-1.4 | Describe the use of facilitation, reflection, clarification, empathetic responses, confrontation, and interpretation. (C-1)    |
|  |  |  | 3-1.5 | Differentiate between facilitation, reflection, clarification, sympathetic responses, confrontation, and interpretation. (C-3) |
|  |  |  | 3-1.6 | Describe the structure and purpose of a health history. (C-1)  |
|  |  |  | 3-1.7 | Describe how to obtain a health history. (C-1)   |
|  |  |  | 3-1.8 | List the components of a history of an adult patient. (C-1)  |
|  |  |  | 3-1.9 | List and describe strategies to overcome situations that represent special challenges in obtaining a medical history. (C-3)    |

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

|                 |  |  |
|-----------------|--|--|
| <b>COMMENTS</b> |  |  |
|-----------------|--|--|

### AFFECTIVE OBJECTIVES

|                 |  |  |        |  |
|-----------------|--|--|--------|--|
|                 |  |  | 3-1.10 | Demonstrate the importance of empathy when obtaining a health history. (A-1)         |
|                 |  |  | 3-1.11 | Demonstrate the importance of confidentiality when obtaining a health history. (A-1) |
| <b>COMMENTS</b> |  |  |        |  |

### PSYCHOMOTOR OBJECTIVES

None identified for this unit.

## Section 3-2: Techniques of Physical Examination

### UNIT TERMINAL OBJECTIVE

At the completion of this unit, the EMT-Intermediate student will be able to explain the significance of physical exam findings commonly found in emergency situations.

### COGNITIVE OBJECTIVES

|  |  |  |        |   |
|--|--|--|--------|---|
|  |  |  | 3-2.1  | Define the terms inspection, palpation, percussion, auscultation. (C-1)                                 |
|  |  |  | 3-2.2  | Describe the techniques of inspection, palpation, percussion, and auscultation. (C-1)                   |
|  |  |  | 3-2.3  | Review the procedure for taking and significance of vital signs (pulse, respiration, and BP). (C-2)     |
|  |  |  | 3-2.4  | Describe the evaluation of mental status. (C-1)   |
|  |  |  | 3-2.5  | Evaluate the importance of a general survey. (C-3)  |
|  |  |  | 3-2.6  | Describe the examination of skin and nails. (C-1)   |
|  |  |  | 3-2.7  | Differentiate normal and abnormal findings of the assessment of the skin. (C-3)                         |
|  |  |  | 3-2.8  | Distinguish the importance of abnormal findings of the assessment of the skin. (C-3)                    |
|  |  |  | 3-2.9  | Describe normal & abnormal assessment findings of the head (including scalp, skull, face & skin). (C-1) |
|  |  |  | 3-2.10 | Describe the examination of the head (including the scalp, skull, face, and skin). (C-1)                |
|  |  |  | 3-2.11 | Describe the examination of the eyes. (C-1)   |
|  |  |  | 3-2.12 | Distinguish between normal and abnormal assessment findings of the eyes. (C-3)                          |
|  |  |  | 3-2.13 | Describe the examination of the ears. (C-1)   |
|  |  |  | 3-2.14 | Differentiate normal and abnormal assessment findings of the ears. (C-3)                                |
|  |  |  | 3-2.15 | Describe the examination of the nose. (C-1)   |
|  |  |  | 3-2.16 | Differentiate normal and abnormal assessment findings of the nose. (C-3)                                |

# VT EMT-Intermediate-03 Competency Checklist

| Substantial<br>Mastery | Partial<br>Mastery | Education<br>Needed |        |  |
|------------------------|--------------------|---------------------|--------|--|
|                        |                    |                     | 3-2.17 | Describe the examination of the mouth and pharynx. (C-1)   |
|                        |                    |                     | 3-2.18 | Differentiate normal and abnormal assessment findings of the mouth and pharynx. (C-3)  |
|                        |                    |                     | 3-2.19 | Describe the examination of the neck and cervical spine. (C-1)   |
|                        |                    |                     | 3-2.20 | Differentiate normal and abnormal assessment findings the neck and cervical spine. (C-3)   |
|                        |                    |                     | 3-2.21 | Describe the inspection, palpation, percussion, and auscultation of the chest. (C-1)   |
|                        |                    |                     | 3-2.22 | Describe the examination of the thorax and ventilation. (C-1)  |
|                        |                    |                     | 3-2.23 | Describe the examination of the anterior and posterior chest. (C-1)  |
|                        |                    |                     | 3-2.24 | Differentiate the percussion sounds and their characteristics. (C-3)   |
|                        |                    |                     | 3-2.25 | Differentiate the characteristics of breath sounds. (C-3)  |
|                        |                    |                     | 3-2.26 | Differentiate normal and abnormal assessment findings of the chest examination. (C-3)  |
|                        |                    |                     | 3-2.27 | Describe the examination of the arterial pulse including rate, rhythm, and amplitude. (C-1)  |
|                        |                    |                     | 3-2.28 | Distinguish normal and abnormal findings of arterial pulse. (C-3)  |
|                        |                    |                     | 3-2.29 | Describe the assessment of jugular venous pressure and pulsations. (C-1)   |
|                        |                    |                     | 3-2.30 | Distinguish normal and abnormal examination findings of jugular venous pressure and pulsations. (C-3)  |
|                        |                    |                     | 3-2.31 | Describe the examination of the cardiovascular system. (C-1)   |
|                        |                    |                     | 3-2.32 | Differentiate normal and abnormal assessment findings of the cardiovascular system. (C-3)  |
|                        |                    |                     | 3-2.35 | Describe the examination of the abdomen. (C-1)   |
|                        |                    |                     | 3-2.36 | Differentiate normal and abnormal assessment findings of the abdomen. (C-3)  |
|                        |                    |                     | 3-2.37 | Describe the examination of the female external genitalia. (C-1)   |
|                        |                    |                     | 3-2.38 | Differentiate normal and abnormal assessment findings of the female external genitalia. (C-3)  |
|                        |                    |                     | 3-2.39 | Describe the examination of the male genitalia. (C-1)  |
|                        |                    |                     | 3-2.40 | Differentiate normal and abnormal findings of the male genitalia. (C-3)  |
|                        |                    |                     | 3-2.41 | Describe the examination of the extremities. (C-1)   |
|                        |                    |                     | 3-2.42 | Differentiate normal and abnormal findings of the extremities. (C-3)   |
|                        |                    |                     | 3-2.43 | Describe the examination of the peripheral vascular system. (C-1)  |
|                        |                    |                     | 3-2.44 | Differentiate normal and abnormal findings of the peripheral vascular system. (C-3)  |
|                        |                    |                     | 3-2.45 | Describe the examination of the nervous system. (C-1)  |
|                        |                    |                     | 3-2.46 | Differentiate normal and abnormal findings of the nervous system. (C-3)  |
|                        |                    |                     | 3-2.47 | Discuss the considerations of examination of an infant or child, including use of a length-based resuscitation device for determining equipment sizes, drug doses and other pertinent information. (C-1) |
|                        |                    |                     | 3-2.48 | Describe the general guidelines of recording examination information. (C-1)  |

**Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

|  |  |  |        |  |
|--|--|--|--------|--|
|  |  |  | 3-2.73 | Given a description of a patient, identify whether pulse oximetry should be a component of the assessment of that patient.         |
|  |  |  | 3-2.74 | Given a description of a patient, identify whether blood glucose analysis should be a component of the assessment of that patient. |

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
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|                 |  |  |
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| <b>COMMENTS</b> |  |  |
|-----------------|--|--|

### AFFECTIVE OBJECTIVES

|                 |  |  |        |   |
|-----------------|--|--|--------|---|
|                 |  |  | 3-2.49 | Demonstrate a caring attitude when performing physical examination skills. (A-3)                                    |
|                 |  |  | 3-2.50 | Discuss the importance of a professional appearance and demeanor when performing physical examination skills. (A-1) |
|                 |  |  | 3-2.51 | Appreciate the limitations of conducting a physical exam in the out-of-hospital environment. (A-2)                  |
| <b>COMMENTS</b> |  |  |        |   |

### PSYCHOMOTOR OBJECTIVES

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | At the completion of this unit, the EMT-Intermediate student will be able to: |  |
|  |  |  | 3-2.52  | Demonstrate the examination of skin and nails. (P-2)   |
|  |  |  | 3-2.53  | Demonstrate the examination of the head and neck. (P-2)  |
|  |  |  | 3-2.54  | Demonstrate the examination of the eyes. (P-2)   |
|  |  |  | 3-2.55  | Demonstrate the examination of the ears. (P-2)   |
|  |  |  | 3-2.56  | Demonstrate the examination of the nose. (P-2)   |
|  |  |  | 3-2.57  | Demonstrate the examination of the mouth. (P-2)  |
|  |  |  | 3-2.58  | Demonstrate the examination of the neck. (P-2)   |
|  |  |  | 3-2.59  | Demonstrate the examination of the thorax and ventilation. (P-2)   |
|  |  |  | 3-2.60  | Demonstrate the examination of the anterior and posterior chest. (P-2)                                   |
|  |  |  | 3-2.61  | Demonstrate auscultation of the chest. (P-2)   |
|  |  |  | 3-2.62  | Demonstrate percussion of the chest. (P-2)   |
|  |  |  | 3-2.63  | Demonstrate the examination of the arterial pulse including location, rate, rhythm, and amplitude. (P-2) |
|  |  |  | 3-2.64  | Demonstrate the assessment of jugular venous pressure and pulsations. (P-2)                              |
|  |  |  | 3-2.65  | Demonstrate the examination of the cardiovascular system. (P-2)  |
|  |  |  | 3-2.66  | Demonstrate the examination of the abdomen. (P-2)  |
|  |  |  | 3-2.67  | Demonstrate auscultation of the abdomen. (P-2)   |
|  |  |  | 3-2.68  | Demonstrate the external visual examination of the female external genitalia. (P-2)                      |
|  |  |  | 3-2.69  | Demonstrate the examination of the male genitalia. (P-2)   |
|  |  |  | 3-2.70  | Demonstrate the examination of the peripheral vascular system. (P-2)                                     |
|  |  |  | 3-2.71  | Demonstrate the examination of the extremities. (P-2)  |
|  |  |  | 3-2.72  | Demonstrate the examination of the nervous system. (P-2)   |

**Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

# VT EMT-Intermediate-03 Competency Checklist

|                 |  |  |  |   |
|-----------------|--|--|--|---|
|                 |  |  |  | Demonstrate the use of a length-based resuscitation device for determining equipment sizes, drug doses and other pertinent information for a pediatric patient. (P-2) |
|                 |  |  |  | Demonstrate the use of a pulse oximeter. (P-2)  |
|                 |  |  |  | Demonstrate the use of a blood glucose monitor. (P-2)   |
| <b>COMMENTS</b> |  |  |  |   |

## Section 3-3: Patient Assessment

### UNIT TERMINAL OBJECTIVE

At the completion of this unit, the EMT-Intermediate student will be able to integrate the principles of history taking and techniques of physical exam to perform patient assessment on an emergency patient.

### COGNITIVE OBJECTIVES

|  |  |  |        |   |
|--|--|--|--------|---|
|  |  |  | 3-3.1  | Recognize hazards/ potential hazards. (C-1)   |
|  |  |  | 3-3.2  | Describe common hazards found at the scene of a trauma and a medical patient. (C-1)               |
|  |  |  | 3-3.3  | Determine hazards found at the scene of a medical or trauma patient. (C-2)                        |
|  |  |  | 3-3.4  | Differentiate safe from unsafe scenes. (C-3)  |
|  |  |  | 3-3.5  | Describe methods for making an unsafe scene safe. (C-1)   |
|  |  |  | 3-3.6  | Discuss common mechanisms of injury/ nature of illness. (C-1)                                     |
|  |  |  | 3-3.7  | Recognize the importance of determining the mechanism of injury. (C-2)                            |
|  |  |  | 3-3.8  | Discuss the reason for identifying the total number of patients at the scene. (C-1)               |
|  |  |  | 3-3.9  | Organize the management of a scene following size-up. (C-3)                                       |
|  |  |  | 3-3.10 | Explain the reasons for identifying the need for additional help or assistance. (C-1)             |
|  |  |  | 3-3.11 | Summarize the reasons for forming a general impression of the patient. (C-1)                      |
|  |  |  | 3-3.12 | Discuss methods of assessing mental status. (C-1)   |
|  |  |  | 3-3.13 | Categorize levels of consciousness. (C-3)   |
|  |  |  | 3-3.14 | Discuss methods of assessing the airway. (C-1)  |
|  |  |  | 3-3.15 | Describe why the cervical spine is immobilized during the assessment of the trauma patient. (C-1) |
|  |  |  | 3-3.16 | Analyze a scene to determine if spinal precautions are required. (C-3)                            |
|  |  |  | 3-3.17 | Describe methods used for assessing if a patient is breathing. (C-1)                              |
|  |  |  | 3-3.18 | Differentiate between a patient with adequate and inadequate minute ventilation. (C-3)            |
|  |  |  | 3-3.19 | Discuss the need for assessing the patient for external bleeding. (C-1)                           |
|  |  |  | 3-3.20 | Describe normal and abnormal findings when assessing skin color. (C-1)                            |
|  |  |  | 3-3.21 | Describe normal and abnormal findings when assessing skin temperature. (C-1)                      |
|  |  |  | 3-3.22 | Describe normal and abnormal findings when assessing skin condition. (C-1)                        |
|  |  |  | 3-3.23 | Explain the reason for prioritizing a patient for care and transport. (C-1)                       |

## VT EMT-Intermediate-03 Competency Checklist

| Substantial<br>Mastery | Partial<br>Mastery | Education<br>Needed |        |   |
|------------------------|--------------------|---------------------|--------|---|
|                        |                    |                     | 3-3.24 | Identify patients who require expeditious transport. (C-3)  |
|                        |                    |                     | 3-3.25 | Describe orthostatic vital signs and evaluate their usefulness in assessing a patient in shock. (C-1)                       |
|                        |                    |                     | 3-3.26 | Apply the techniques of physical examination to the medical patient. (C-1)  |
|                        |                    |                     | 3-3.30 | Recite examples and explain why patients should receive a rapid trauma assessment. (C-1)                                    |
|                        |                    |                     | 3-3.31 | Apply the techniques of physical examination to the trauma patient. (C-1)   |
|                        |                    |                     | 3-3.32 | Describe the areas included in the rapid trauma assessment and discuss what should be evaluated. (C-1)                      |
|                        |                    |                     | 3-3.33 | Differentiate cases when the rapid assessment may be altered in order to provide patient care. (C-3)                        |
|                        |                    |                     | 3-3.34 | Discuss the reason for performing a focused history and physical exam. (C-1)  |
|                        |                    |                     | 3-3.35 | Describe when and why a detailed physical examination is necessary. (C-1)   |
|                        |                    |                     | 3-3.38 | Explain what additional care should be provided while performing the detailed physical exam. (C-1)                          |
|                        |                    |                     | 3-3.39 | Distinguish between the detailed physical exam that is performed on a trauma patient and that of the medical patient. (C-3) |
|                        |                    |                     | 3-3.40 | Differentiate between patients requiring a detailed physical exam from those who do not. (C-3)                              |
|                        |                    |                     | 3-3.41 | Discuss the reasons for repeating the initial assessment as part of the on-going assessment. (C-1)                          |
|                        |                    |                     | 3-3.42 | Describe the components of the on-going assessment. (C-1)   |
|                        |                    |                     | 3-3.43 | Describe the trending of assessment components. (C-1)   |
|                        |                    |                     | 3-3.44 | Discuss medical identification devices/ systems. (C-1)  |
| <b>COMMENTS</b>        |                    |                     |        |   |

### **AFFECTIVE OBJECTIVES**

|                 |  |  |        |   |
|-----------------|--|--|--------|---|
|                 |  |  | 3-3.45 | Explain the rationale for crew members to evaluate scene safety prior to entering. (A-2)                                      |
|                 |  |  | 3-3.46 | Serve as a model for others explaining how patient situations affect your evaluation of mechanism of injury or illness. (A-3) |
|                 |  |  | 3-3.47 | Explain the importance of forming a general impression of the patient. (A-1)  |
|                 |  |  | 3-3.48 | Explain the value of performing an initial assessment. (A-2)  |
|                 |  |  | 3-3.49 | Demonstrate a caring attitude when performing an initial assessment. (A-3)  |
|                 |  |  | 3-3.52 | Explain the rationale for the feelings that these patients might be experiencing. (A-3)                                       |
|                 |  |  | 3-3.53 | Demonstrate a caring attitude when performing a detailed physical examination. (A-3)  |
|                 |  |  | 3-3.54 | Explain the value of performing an on-going assessment. (A-2)   |
|                 |  |  | 3-3.55 | Recognize and respect the feelings that patients might experience during assessment. (A-1)                                    |
|                 |  |  | 3-3.56 | Explain the value of trending assessment components to other health professionals who assume care of the patient. (A-2)       |
| <b>COMMENTS</b> |  |  |        |   |

### **PSYCHOMOTOR OBJECTIVES**

|  |  |  |        |   |
|--|--|--|--------|---|
|  |  |  | 3-3.57 | Demonstrate the techniques for assessing mental status. (P-2) |
|--|--|--|--------|---|

# VT EMT-Intermediate-03 Competency Checklist

| Substantial<br>Mastery | Partial<br>Mastery | Education<br>Needed |        |  |
|------------------------|--------------------|---------------------|--------|--|
|                        |                    |                     | 3-3.58 | Demonstrate the techniques for assessing the airway. (P-2)   |
|                        |                    |                     | 3-3.59 | Demonstrate the techniques for determining if the patient is breathing. (P-2)                          |
|                        |                    |                     | 3-3.60 | Demonstrate the techniques for determining if the patient has a pulse. (P-2)                           |
|                        |                    |                     | 3-3.61 | Demonstrate the techniques for determining the patient for external bleeding. (P-2)                    |
|                        |                    |                     | 3-3.62 | Demonstrate the techniques for determining the patient's skin color, temperature, and condition. (P-2) |
|                        |                    |                     | 3-3.63 | Using the techniques of examination, demonstrate the assessment of a medical patient. (P-2)            |
|                        |                    |                     | 3-3.64 | Demonstrate the techniques for assessing a patient who is responsive with no known history. (P-2)      |
|                        |                    |                     | 3-3.65 | Demonstrate the techniques for assessing a patient who has an altered mental status. (P-2)             |
|                        |                    |                     | 3-3.66 | Perform a rapid medical assessment. (P-2)  |
|                        |                    |                     | 3-3.67 | Perform a focused history and physical exam of the medical patient. (P-2)                              |
|                        |                    |                     | 3-3.68 | Using the techniques of physical examination, demonstrate the assessment of a trauma patient. (P-2)    |
|                        |                    |                     | 3-3.69 | Demonstrate a rapid trauma assessment. (P-2)   |
|                        |                    |                     | 3-3.70 | Perform a focused history and physical exam on a non-critically injured patient. (P-2)                 |
|                        |                    |                     | 3-3.71 | Perform a focused history and physical exam on a patient with life-threatening injuries. (P-2)         |
|                        |                    |                     | 3-3.72 | Perform a detailed physical examination. (P-2)   |
|                        |                    |                     | 3-3.73 | Demonstrate the skills involved in performing the on-going assessment. (P-2)                           |
| <b>COMMENTS</b>        |                    |                     |        |  |

## Section 3-4: Clinical Decision Making

### UNIT TERMINAL OBJECTIVE

At the completion of this unit, the EMT-Intermediate student will be able to apply a process of decision making to use the assessment findings to help form a field impression.

### COGNITIVE OBJECTIVES

|  |  |  |       |   |
|--|--|--|-------|---|
|  |  |  | 3-4.1 | Compare the factors influencing medical care in the out-of-hospital environment to other medical settings. (C-2)  |
|  |  |  | 3-4.2 | Differentiate between critical life-threatening, potentially life-threatening, and non life-threatening patient presentations. (C-3)                          |
|  |  |  | 3-4.3 | Evaluate the benefits and shortfalls of protocols, standing orders, and patient care algorithms. (C-3)  |
|  |  |  | 3-4.4 | Define the components, stages, and sequences of the critical thinking process for EMT-Intermediates. (C-1)  |
|  |  |  | 3-4.5 | Apply the fundamental elements of critical thinking for EMT-Intermediates. (C-2)  |
|  |  |  | 3-4.6 | Describe the effects of the "fight or flight" response and the positive and negative effects on an EMT-I's decision making. (C-1)                             |
|  |  |  | 3-4.7 | Develop strategies for effective thinking under pressure. (C-3)   |
|  |  |  | 3-4.8 | Summarize the "six Rs" of putting it all together: Read the patient, Read the scene, React, Reevaluate, Revise the management plan, Review performance. (C-1) |

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

|                 |  |  |
|-----------------|--|--|
| <b>COMMENTS</b> |  |  |
|-----------------|--|--|

### AFFECTIVE OBJECTIVES

|                 |  |  |        |  |
|-----------------|--|--|--------|--|
|                 |  |  | 3-4.9  | Defend the position that clinical decision making is the cornerstone of effective EMT-Intermediate practice. (A-3) |
|                 |  |  | 3-4.10 | Practice facilitating behaviors when thinking under pressure. (A-1)  |
| <b>COMMENTS</b> |  |  |        |  |

### PSYCHOMOTOR OBJECTIVES

None identified for this unit.

## Section 3-5: Communications

### UNIT TERMINAL OBJECTIVE

At the completion of this unit, the EMT-Intermediate student will be able to follow an accepted format for the dissemination of patient information in verbal form, either in person or over the radio.

### COGNITIVE OBJECTIVES

|  |  |  |        |  |
|--|--|--|--------|--|
|  |  |  | 3-5.1  | Identify the importance of communications when providing EMS. (C-1)  |
|  |  |  | 3-5.2  | Identify the role of verbal, written, and electronic communications in the provision of EMS. (C-1)             |
|  |  |  | 3-5.3  | Describe the phases of communications necessary to complete a typical EMS event. (C-1)                         |
|  |  |  | 3-5.4  | Identify the importance of proper terminology when communicating during an EMS event. (C-1)                    |
|  |  |  | 3-5.5  | Identify the importance of proper verbal communications during an EMS event. (C-1)                             |
|  |  |  | 3-5.6  | List factors that impede effective verbal communications. (C-1)  |
|  |  |  | 3-5.7  | List factors which enhance verbal communications. (C-1)  |
|  |  |  | 3-5.8  | Identify the importance of proper written communications during an EMS event. (C-1)                            |
|  |  |  | 3-5.9  | List factors which impede effective written communications. (C-1)  |
|  |  |  | 3-5.10 | List factors which enhance written communications. (C-1)   |
|  |  |  | 3-5.11 | Recognize the legal status of written communications related to an EMS event. (C-1)                            |
|  |  |  | 3-5.12 | State the importance of data collection during an EMS event. (C-1)   |
|  |  |  | 3-5.13 | Identify technology used to collect and exchange patient and/ or scene information electronically. (C-1)       |
|  |  |  | 3-5.14 | Recognize the legal status of patient medical information exchanged electronically. (C-1)                      |
|  |  |  | 3-5.16 | Identify the components of the local dispatch communications system and describe their function and use. (C-1) |
|  |  |  | 3-5.18 | Describe how the Emergency Medical Dispatcher functions as an integral part of the EMS team. (C-1)             |

# VT EMT-Intermediate-03 Competency Checklist

| Substantial<br>Mastery | Partial<br>Mastery | Education<br>Needed |        |   |
|------------------------|--------------------|---------------------|--------|---|
|                        |                    |                     | 3-5.20 | Identify the role of Emergency Medical Dispatch in a typical EMS event. (C-1)   |
|                        |                    |                     | 3-5.21 | Identify the importance of pre-arrival instructions in a typical EMS event. (C-1)   |
|                        |                    |                     | 3-5.22 | Describe the procedure of verbal communication of patient information to the hospital. (C-1)  |
|                        |                    |                     | 3-5.23 | Describe information that should be included in patient assessment information verbally reported to medical direction. (C-1)                              |
|                        |                    |                     | 3-5.25 | Organize a list of patient assessment information in the correct order for communication to medical direction according to the format used locally. (C-3) |
| <b>COMMENTS</b>        |                    |                     |        |   |

### AFFECTIVE OBJECTIVES

|                 |  |  |        |  |
|-----------------|--|--|--------|--|
|                 |  |  | 3-5.26 | Show appreciation for proper terminology when describing a patient or patient condition. (A-2) |
| <b>COMMENTS</b> |  |  |        |  |

### PSYCHOMOTOR OBJECTIVES

None identified for this unit.

## Section 3-6: Documentation

### UNIT TERMINAL OBJECTIVE

At the completion of this unit, the EMT-Intermediate student will be able to effectively document the essential elements of patient assessment, care and transport.

### COGNITIVE OBJECTIVES

|  |  |  |        |   |
|--|--|--|--------|---|
|  |  |  | 3-6.1  | Identify the general principles regarding the importance of EMS documentation and ways in which documents are used. (C-1) |
|  |  |  | 3-6.2  | Identify and use medical terminology correctly. (C-1)   |
|  |  |  | 3-6.3  | Recite appropriate and accurate medical abbreviations and acronyms. (C-1)   |
|  |  |  | 3-6.4  | Record all pertinent administrative information. (C-1)  |
|  |  |  | 3-6.5  | Explain the role of documentation in agency reimbursement. (C-1)  |
|  |  |  | 3-6.6  | Analyze the documentation for accuracy and completeness, including spelling. (C-3)  |
|  |  |  | 3-6.7  | Identify and eliminate extraneous or nonprofessional information. (C-1)   |
|  |  |  | 3-6.8  | Describe the differences between subjective and objective elements of documentation. (C-1)                                |
|  |  |  | 3-6.9  | Evaluate a finished document for errors and omissions. (C-3)  |
|  |  |  | 3-6.10 | Evaluate a finished document for proper use and spelling of abbreviations and acronyms. (C-3)                             |
|  |  |  | 3-6.11 | Evaluate the confidential nature of an EMS report. (C-3)  |
|  |  |  | 3-6.12 | Describe the potential consequences of illegible, incomplete, or inaccurate documentation. (C-1)                          |

## VT EMT-Intermediate-03 Competency Checklist

|                 |  |  | 3-6.13 | Describe the special considerations concerning patient refusal of transport. (C-3)                                |
|-----------------|--|--|--------|---|
|                 |  |  | 3-6.14 | Record pertinent information using a consistent narrative format. (C-3)   |
|                 |  |  | 3-6.15 | Explain how to properly record direct patient or bystander comments. (C-1)  |
|                 |  |  | 3-6.16 | Describe the special considerations concerning mass casualty incident documentation. (C-1)                        |
|                 |  |  | 3-6.17 | Apply the principles of documentation to computer charting, as access to this technology becomes available. (C-2) |
|                 |  |  | 3-6.18 | Identify and record the pertinent, reportable clinical data of each patient interaction. (C-1)                    |
|                 |  |  | 3-6.19 | Note and record "pertinent negative" clinical findings. (C-1)   |
|                 |  |  | 3-6.20 | Correct errors and omissions using proper procedures as defined under local protocol. (C-1)                       |
|                 |  |  | 3-6.21 | Revise documents, when necessary, using locally-approved procedures. (C-1)  |
|                 |  |  | 3-6.22 | Assume responsibility for self-assessment of all documentation. (C-3)   |
|                 |  |  | 3-6.23 | Demonstrate proper completion of an EMS event record used locally. (C-3)  |
| <b>COMMENTS</b> |  |  |        |   |

### **AFFECTIVE OBJECTIVES**

|                 |  |  |        |  |
|-----------------|--|--|--------|--|
|                 |  |  | 3-6.24 | Advocate among peers the relevance and importance of properly completed documentation. (A-3) |
|                 |  |  | 3-6.25 | Resolve the common negative attitudes toward the task of documentation. (A-3)                |
| <b>COMMENTS</b> |  |  |        |  |

### **PSYCHOMOTOR OBJECTIVES**

None identified for this unit.

|                 |  |  |  |  |
|-----------------|--|--|--|--|
| <b>COMMENTS</b> |  |  |  |  |
|-----------------|--|--|--|--|

## **Section 4-1: Trauma Systems and Mechanism of Injury**

### **UNIT TERMINAL OBJECTIVE**

At the completion of this unit, the EMT-Intermediate student will be able to apply the principles of kinematics to enhance the patient assessment and predict the likelihood of injuries based on the patient's mechanism of injury.

### **COGNITIVE OBJECTIVES**

|  |  |  |       |  |
|--|--|--|-------|--|
|  |  |  | 4-1.1 | List and describe the components of a comprehensive trauma system. (C-1)     |
|  |  |  | 4-1.2 | Describe the role of and differences between levels of trauma centers. (C-3) |
|  |  |  | 4-1.3 | Describe the criteria for transport to a trauma center. (C-1)                |

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

|                 |  |  |       |  |
|-----------------|--|--|-------|--|
|                 |  |  | 4-1.4 | Describe the criteria and procedure for air medical transport. (C-1) |
| <b>COMMENTS</b> |  |  |       |  |

**AFFECTIVE OBJECTIVES**

None identified for this unit.

**PSYCHOMOTOR OBJECTIVES**

None identified for this unit.

## Section 4-2: Hemorrhage and Shock

**UNIT TERMINAL OBJECTIVE**

At the completion of this unit, the EMT-Intermediate student will be able to utilize the assessment findings to formulate a field impression and implement the treatment plan for the patient with hemorrhage or shock.

**COGNITIVE OBJECTIVES**

|  |  |  |        |   |
|--|--|--|--------|---|
|  |  |  | 4-2.1  | Describe the epidemiology, including the morbidity, mortality and prevention strategies for shock and hemorrhage. (C-1)                 |
|  |  |  | 4-2.3  | Discuss the pathophysiology of hemorrhage and shock. (C-1)  |
|  |  |  | 4-2.4  | Discuss the assessment findings associated with hemorrhage and shock. (C-1)   |
|  |  |  | 4-2.5  | Identify the need for intervention and transport of the patient with hemorrhage or shock. (C-1)   |
|  |  |  | 4-2.6  | Discuss the treatment plan and management of hemorrhage and shock. (C-1)  |
|  |  |  | 4-2.7  | Discuss the management of external and internal hemorrhage. (C-1)   |
|  |  |  | 4-2.8  | Differentiate between controlled and uncontrolled hemorrhage. (C-3)   |
|  |  |  | 4-2.9  | Differentiate between the administration rate and amount of IV fluid in a patient with controlled versus uncontrolled hemorrhage. (C-3) |
|  |  |  | 4-2.10 | Relate internal hemorrhage to the pathophysiology of compensated and decompensated hypovolemic shock. (C-3)                             |
|  |  |  | 4-2.11 | Relate internal hemorrhage to the assessment findings of compensated and decompensated hypovolemic shock. (C-3)                         |
|  |  |  | 4-2.12 | Describe the body's physiologic response to changes in perfusion. (C-1)   |
|  |  |  | 4-2.13 | Describe the effects of decreased perfusion at the capillary level. (C-1)   |
|  |  |  | 4-2.14 | Discuss the cellular ischemic phase related to hemorrhagic shock. (C-1)   |
|  |  |  | 4-2.15 | Discuss the capillary stagnation phase related to hypovolemic shock. (C-1)  |
|  |  |  | 4-2.16 | Discuss the capillary washout phase related to hypovolemic shock. (C-1)   |
|  |  |  | 4-2.17 | Discuss the assessment findings of hypovolemic shock. (C-1)   |
|  |  |  | 4-2.18 | Relate pulse pressure changes to perfusion status. (C-3)  |
|  |  |  | 4-2.19 | Define compensated and decompensated shock. (C-1)   |
|  |  |  | 4-2.20 | Discuss the pathophysiological changes associated with compensated shock. (C-1)   |

## VT EMT-Intermediate-03 Competency Checklist

| Substantial<br>Mastery | Partial<br>Mastery | Education<br>Needed |        |   |
|------------------------|--------------------|---------------------|--------|---|
|                        |                    |                     | 4-2.21 | Discuss the assessment findings associated with compensated shock. (C-1)  |
|                        |                    |                     | 4-2.22 | Identify the need for intervention and transport of the patient with compensated shock. (C-1)   |
|                        |                    |                     | 4-2.23 | Discuss the treatment plan and management of compensated shock. (C-1)   |
|                        |                    |                     | 4-2.24 | Discuss the pathophysiological changes associated with decompensated shock. (C-1)   |
|                        |                    |                     | 4-2.25 | Discuss the assessment findings associated with decompensated shock. (C-1)  |
|                        |                    |                     | 4-2.26 | Identify the need for intervention and transport of the patient with decompensated shock. (C-1)   |
|                        |                    |                     | 4-2.27 | Discuss the treatment plan and management of the patient with decompensated shock. (C-1)  |
|                        |                    |                     | 4-2.28 | Differentiate between compensated and decompensated shock. (C-3)  |
|                        |                    |                     | 4-2.29 | Relate external hemorrhage to the pathophysiology of compensated and decompensated hypovolemic shock. (C-3)                               |
|                        |                    |                     | 4-2.30 | Relate external hemorrhage to the assessment findings of compensated and decompensated hypovolemic shock. (C-3)                           |
|                        |                    |                     | 4-2.31 | Differentiate between the normotensive, hypotensive, and profoundly hypotensive patient. (C-3)  |
|                        |                    |                     | 4-2.32 | Differentiate between the administration of fluid in the normotensive, hypotensive, and profoundly hypotensive patient. (C-3)             |
|                        |                    |                     | 4-2.33 | Discuss the physiologic changes associated with the pneumatic anti-shock garment (PASG). (C-1)  |
|                        |                    |                     | 4-2.34 | Discuss the indications and contraindications for the application and inflation of the PASG. (C-1)  |
|                        |                    |                     | 4-2.36 | Integrate the pathophysiological principles to the assessment of a patient with hemorrhage or shock. (C-3)                                |
|                        |                    |                     | 4-2.37 | Synthesize assessment findings and patient history information to form a field impression for the patient with hemorrhage or shock. (C-3) |
|                        |                    |                     | 4-2.38 | Develop, execute, and evaluate a treatment plan based on the field impression for the hemorrhage or shock patient. (C-3)                  |
|                        |                    |                     | 4-2.39 | Differentiate between the management of compensated and decompensated shock. (C-3)  |
| <b>COMMENTS</b>        |                    |                     |        |   |

### AFFECTIVE OBJECTIVES

None identified for this unit.

### PSYCHOMOTOR OBJECTIVES

|  |  |  |        |   |
|--|--|--|--------|---|
|  |  |  | 4-2.40 | Demonstrate the assessment of a patient with signs and symptoms of hypovolemic shock. (P-2)               |
|  |  |  | 4-2.41 | Demonstrate the management of a patient with signs and symptoms of hypovolemic shock. (P-2)               |
|  |  |  | 4-2.42 | Demonstrate the assessment of a patient with signs and symptoms of compensated hypovolemic shock. (P-2)   |
|  |  |  | 4-2.43 | Demonstrate the management of a patient with signs and symptoms of compensated hypovolemic shock. (P-2)   |
|  |  |  | 4-2.44 | Demonstrate the assessment of a patient with signs and symptoms of decompensated hypovolemic shock. (P-2) |
|  |  |  | 4-2.45 | Demonstrate the management of a patient with signs and symptoms of decompensated hypovolemic shock. (P-2) |
|  |  |  | 4-2.46 | Demonstrate the assessment of a patient with signs and symptoms of external hemorrhage. (P-2)             |
|  |  |  | 4-2.47 | Demonstrate the management of a patient with signs and symptoms of external hemorrhage. (P-2)             |
|  |  |  | 4-2.48 | Demonstrate the assessment of a patient with signs and symptoms of internal hemorrhage. (P-2)             |
|  |  |  | 4-2.49 | Demonstrate the management of a patient with signs and symptoms of internal hemorrhage. (P-2)             |

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

|                 |  |  |
|-----------------|--|--|
| <b>COMMENTS</b> |  |  |
|-----------------|--|--|

## Section 5-1: Respiratory Emergencies

### UNIT TERMINAL OBJECTIVE

At the end of this unit, the EMT-Intermediate student will be able to utilize the assessment findings to formulate a field impression and implement the treatment plan for the patient with respiratory emergencies.

### COGNITIVE OBJECTIVES

|                 |  |  |        |   |
|-----------------|--|--|--------|---|
|                 |  |  | 5-1.1  | Identify and describe the function of the structures located in the upper and lower airway. (C-1)   |
|                 |  |  | 5-1.2  | Discuss the physiology of ventilation and respiration. (C-1)  |
|                 |  |  | 5-1.3  | Identify common pathological events that affect the pulmonary system. (C-1)   |
|                 |  |  | 5-1.4  | Discuss abnormal assessment findings associated with pulmonary diseases and conditions. (C-1)   |
|                 |  |  | 5-1.5  | Compare various airway and ventilation techniques used in the management of pulmonary diseases. (C-3)   |
|                 |  |  | 5-1.6  | Describe the pharmacological preparations that EMT-Intermediates use for management of respiratory diseases and conditions. (C-1)                       |
|                 |  |  | 5-1.7  | Review the use of equipment used during the physical examination of patients with complaints associated with respiratory diseases and conditions. (C-1) |
|                 |  |  | 5-1.8  | Describe the epidemiology, pathophysiology, assessment findings, and management for bronchial asthma (C-1)  |
|                 |  |  | 5-1.14 | Describe the epidemiology, pathophysiology, and assessment findings for the following respiratory diseases and conditions: (C-1)                        |
|                 |  |  | a.     | Chronic bronchitis  |
|                 |  |  | b.     | Emphysema   |
|                 |  |  | c.     | Pneumonia   |
|                 |  |  | d.     | Pulmonary edema   |
|                 |  |  | e.     | Spontaneous pneumothorax  |
|                 |  |  | f.     | Hyperventilation syndrome   |
|                 |  |  | g.     | Pulmonary thromboembolism   |
| <b>COMMENTS</b> |  |  |        |   |

### AFFECTIVE OBJECTIVES

|  |  |  |        |   |
|--|--|--|--------|---|
|  |  |  | 5-1.9  | Recognize and value the assessment and treatment of patients with respiratory diseases. (A-2)   |
|  |  |  | 5-1.10 | Indicate appreciation for the critical nature of accurate field impressions of patients with respiratory diseases and conditions. (A-2) |

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

|                 |  |  |
|-----------------|--|--|
| <b>COMMENTS</b> |  |  |
|-----------------|--|--|

### PSYCHOMOTOR OBJECTIVES

|                 |  |  |        |  |
|-----------------|--|--|--------|--|
|                 |  |  | 5-1.11 | Demonstrate and record pertinent assessment findings associated with pulmonary diseases and conditions. (P-1)  |
|                 |  |  | 5-1.12 | Review proper use of airway and ventilation devices. (P-1)   |
|                 |  |  | 5-1.13 | Conduct a history and patient assessment of a simulated patient, record the findings, and demonstrate appropriate management of patients with pulmonary diseases and conditions. (P-3) |
| <b>COMMENTS</b> |  |  |        |  |

## Section 5-2: Cardiovascular Emergencies

### UNIT TERMINAL OBJECTIVE

At the completion of this unit, the EMT-Intermediate student will be able to utilize the assessment findings to formulate a field impression, implement and evaluate the management plan for the patient experiencing a cardiac emergency.

### COGNITIVE OBJECTIVES

|  |  |  |        |  |
|--|--|--|--------|--|
|  |  |  | 5-2.1  | Describe the incidence, morbidity, and mortality of cardiovascular disease. (C-1)  |
|  |  |  | 5-2.2  | Review cardiovascular anatomy and physiology. (C-1)  |
|  |  |  | 5-2.3  | <i>Discuss prevention strategies that may reduce morbidity and mortality of cardiovascular disease. (C-1)</i>  |
|  |  |  | 5-2.4  | <i>Identify the risk factors most predisposing to coronary artery disease. (C-1)</i>   |
|  |  |  | 5-2.5  | Identify and describe the components of assessment as it relates to the patient with cardiovascular compromise. (C-1)  |
|  |  |  | 5-2.12 | Describe the electrophysiological and hemodynamic events occurring in ventricular fibrillation and defibrillation. (C-1)   |
|  |  |  | 5-2.15 | Define angina pectoris and myocardial infarction (MI). (C-1)   |
|  |  |  | 5-2.16 | List other clinical conditions that may mimic signs and symptoms of angina pectoris and myocardial infarction. (C-1)   |
|  |  |  | 5-2.17 | List the mechanisms by which an MI may be produced by traumatic and non-traumatic events. (C-2)  |
|  |  |  | 5-2.18 | List and describe the assessment parameters to be evaluated in a patient with chest pain. (C-1)  |
|  |  |  | 5-2.19 | Identify what is meant by the OPQRST of chest pain assessment. (C-1)   |
|  |  |  | 5-2.20 | List and describe the initial assessment parameters to be evaluated in a patient with chest pain that may be myocardial in origin. (C-1)                                       |
|  |  |  | 5-2.21 | Identify the anticipated clinical presentation of a patient with chest pain that may be angina pectoris or myocardial infarction. (C-3)  |
|  |  |  | 5-2.22 | Describe the pharmacological agents available to the EMT-Intermediate for use in the management of cardiovascular emergencies. (C-2)   |
|  |  |  | 5-2.23 | Develop, execute, and evaluate a treatment plan based on the field impression for the patient with chest pain that may be indicative of angina or myocardial infarction. (C-3) |

## VT EMT-Intermediate-03 Competency Checklist

| Substantial<br>Mastery | Partial<br>Mastery | Education<br>Needed |        |   |
|------------------------|--------------------|---------------------|--------|---|
|                        |                    |                     | 5-2.24 | Define the terms "congestive heart failure" and "pulmonary edema." (C-1)  |
|                        |                    |                     | 5-2.25 | Define the cardiac and non-cardiac causes and terminology associated with CHF and pulmonary edema. (C-2)  |
|                        |                    |                     | 5-2.26 | Describe the early and late signs and symptoms of pulmonary edema. (C-1)  |
|                        |                    |                     | 5-2.27 | Explain the clinical significance of paroxysmal nocturnal dyspnea. (C-1)  |
|                        |                    |                     | 5-2.29 | <i>Define the term "hypertensive emergency." (C-1)</i>  |
|                        |                    |                     | 5-2.30 | <i>Describe the clinical features of the patient in a hypertensive emergency. (C-3)</i>   |
|                        |                    |                     | 5-2.32 | Define the term "cardiogenic shock." (C-1)  |
|                        |                    |                     | 5-2.33 | Identify the clinical criteria for cardiogenic shock. (C-1)   |
|                        |                    |                     | 5-2.36 | <i>Identify local protocol dictating circumstances and situations where resuscitation efforts would not be initiated. (C-1)</i>                                 |
|                        |                    |                     | 5-2.37 | <i>Identify local protocol dictating circumstances and situations where resuscitation efforts would be discontinued. (C-1)</i>                                  |
|                        |                    |                     | 5-2.39 | Synthesize patient history, assessment findings to form a field impression for the patient with chest pain that may be indicative of a cardiac emergency. (C-3) |
| <b>COMMENTS</b>        |                    |                     |        |   |

### **AFFECTIVE OBJECTIVES**

|                 |  |  |        |   |
|-----------------|--|--|--------|---|
|                 |  |  | 5-2.40 | <i>Value the sense of urgency for initial assessment and intervention as it contributes to the treatment plan for the patient experiencing a cardiac emergency. (A-3)</i>                                   |
|                 |  |  | 5-2.42 | <i>Value and defend the sense of urgency necessary to protect the window of opportunity for reperfusion in the patient with chest pain that may be indicative of angina or myocardial infarction. (A-3)</i> |
| <b>COMMENTS</b> |  |  |        |   |

### **PSYCHOMOTOR OBJECTIVES**

|  |  |  |        |  |
|--|--|--|--------|--|
|  |  |  | 5-2.46 | Given a model of a patient with signs and symptoms of cardiac compromise, position the patient to afford comfort and relief. (P-2) |
|--|--|--|--------|--|

### **Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

|                 |  |  |        |  |
|-----------------|--|--|--------|--|
|                 |  |  | 5-2.47 | Conduct a history and patient assessment of a simulated patient, record the findings, and demonstrate appropriate management of patients with cardiovascular conditions. (P-3) |
| <b>COMMENTS</b> |  |  |        |  |

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

## Section 5-3: Diabetic Emergencies

### UNIT TERMINAL OBJECTIVE

At the completion of this unit, the EMT-Intermediate student will be able to utilize the assessment findings to formulate a field impression and implement a treatment plan for the patient with a diabetic emergency.

### COGNITIVE OBJECTIVE

|  |  |  |        |   |
|--|--|--|--------|---|
|  |  |  | 5-3.1  | Describe the pathophysiology of diabetes mellitus. (C-1)  |
|  |  |  | 5-3.2  | Describe the effects of decreased levels of insulin on the body. (C-1)  |
|  |  |  | 5-3.3  | Correlate abnormal findings in assessment with clinical significance in the patient with a diabetic emergency. (C-3)  |
|  |  |  | 5-3.4  | Discuss the management of diabetic emergencies. (C-1)   |
|  |  |  | 5-3.5  | Describe the mechanism of ketone body formation and its relationship to ketoacidosis. (C-1)   |
|  |  |  | 5-3.6  | Describe the effects of decreased and increased levels of insulin on the body. (C-1)  |
|  |  |  | 5-3.7  | Discuss the pathophysiology of hypoglycemia. (C-1)  |
|  |  |  | 5-3.8  | Recognize the signs and symptoms of the patient with hypoglycemia. (C-1)  |
|  |  |  | 5-3.9  | Describe the management of a hypoglycemic patient. (C-1)  |
|  |  |  | 5-3.10 | Integrate the pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with hypoglycemia. (C-3) |
|  |  |  | 5-3.11 | Discuss the pathophysiology of hyperglycemia. (C-1)   |
|  |  |  | 5-3.12 | Recognize the signs and symptoms of the patient with hyperglycemia. (C-1)   |
|  |  |  | 5-3.13 | Describe the management of the hyperglycemic patient. (C-1)   |
|  |  |  | 5-3.14 | Differentiate between diabetic emergencies based on assessment and history. (C-3)   |
|  |  |  | 5-3.15 | Correlate abnormal findings in the assessment with clinical significance in the patient with a diabetic emergencies. (C-3)  |
|  |  |  | 5-3.16 | Develop a patient management plan based on field impression in the patient with a diabetic emergency. (C-3)   |

### **Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

|  |  |  |        |  |
|--|--|--|--------|--|
|  |  |  | 5-3.17 | Describe the pharmacological preparations that an EMT-Intermediate can use for management of diabetic emergencies. |
|  |  |  | 5-3.18 | Describe the pharmacological preparations that diabetic patients use to manage their diabetes. (C-1)               |
|  |  |  | 5-3.19 | Describe the components of a management plan for the diabetic patient who refuses transport after treatment. (C-1) |
|  |  |  | 5-3.20 | Given a description of a patient, interpret the patient's blood glucose level.                                     |

|                 |  |  |  |  |
|-----------------|--|--|--|--|
| <b>COMMENTS</b> |  |  |  |  |
|-----------------|--|--|--|--|

### AFFECTIVE OBJECTIVES

None identified for this unit.

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

## **PSYCHOMOTOR OBJECTIVES**

**Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

|                 |  |  |        |   |
|-----------------|--|--|--------|---|
|                 |  |  | 5-3.20 | Conduct a history and patient assessment of a simulated patient, record the findings, and demonstrate appropriate management of patients with diabetic emergencies. (P-3) |
| <b>COMMENTS</b> |  |  |        |   |

## **Section 5-4: Allergic Reactions**

### **UNIT TERMINAL OBJECTIVE**

At the completion of this unit, the EMT-Intermediate student will be able to utilize the assessment findings to formulate a field impression and implement a treatment plan for the patient with an allergic or anaphylactic reaction.

### **COGNITIVE OBJECTIVES**

|  |  |  |        |  |
|--|--|--|--------|--|
|  |  |  | 5-4.1  | Define allergic reaction. (C-1)  |
|  |  |  | 5-4.2  | Define anaphylaxis. (C-1)  |
|  |  |  | 5-4.3  | Define allergens. (C-1)  |
|  |  |  | 5-4.4  | Describe the common methods of entry of substances into the body. (C-1)  |
|  |  |  | 5-4.5  | List common antigens most frequently associated with anaphylaxis. (C-1)  |
|  |  |  | 5-4.6  | Describe physical manifestations in anaphylaxis. (C-1)   |
|  |  |  | 5-4.7  | Recognize the signs and symptoms related to anaphylaxis. (C-1)   |
|  |  |  | 5-4.8  | Differentiate among the various treatment and pharmacological interventions used in the management of anaphylaxis. (C-3) |
|  |  |  | 5-4.9  | Integrate the pathophysiological principles of the patient with anaphylaxis. (C-3)                                       |
|  |  |  | 5-4.10 | Correlate abnormal findings in assessment with the clinical significance in the patient with anaphylaxis. (C-3)          |
|  |  |  | 5-4.11 | Develop a treatment plan based on field impression in the patient with allergic reaction and anaphylaxis. (C-3)          |

**Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

|                 |  |  |        |  |
|-----------------|--|--|--------|--|
|                 |  |  | 5-4.12 | Describe the pharmacological preparations that an EMT-Intermediate can use for management of allergic emergencies. |
| <b>COMMENTS</b> |  |  |        |  |

### **AFFECTIVE OBJECTIVES**

None identified for this unit.

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

## **PSYCHOMOTOR OBJECTIVES**

**Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

|                 |  |  |        |   |
|-----------------|--|--|--------|---|
|                 |  |  | 5-4.13 | Conduct a history and patient assessment of a simulated patient, record the findings, and demonstrate appropriate management of patients with allergic emergencies. (P-3) |
| <b>COMMENTS</b> |  |  |        |   |

## **Section 5-5: Poisoning/Overdose Emergencies**

### **UNIT TERMINAL OBJECTIVE**

At the completion of this unit, the EMT-Intermediate student will be able to utilize assessment findings to formulate a field impression and implement a treatment plan for the patient with a toxic exposure.

### **COGNITIVE OBJECTIVES**

|  |  |  |        |   |
|--|--|--|--------|---|
|  |  |  | 5-5.1  | <i>Identify appropriate personal protective equipment and scene safety awareness concerns in dealing with toxicologic emergencies. (C-1)</i>  |
|  |  |  | 5-5.2  | <i>Identify the appropriate situations in which additional non-EMS resources need to be contacted. (C-1)</i>  |
|  |  |  | 5-5.3  | Review the routes of entry of toxic substances into the body. (C-1)   |
|  |  |  | 5-5.4  | Discuss the role of the poison control center in the Vermont 9-1-1 and EMS systems. (C-1)   |
|  |  |  | 5-5.8  | <i>Differentiate among the various treatments and pharmacological interventions in the management of the most common poisonings by inhalation, ingestion, absorption, and injection. (C-1)</i>            |
|  |  |  | 5-5.9  | <i>Utilize assessment findings to formulate a field impression and implement a treatment plan for patients with the most common poisonings by inhalation, ingestion, absorption, and injection. (C-3)</i> |
|  |  |  | 5-5.10 | Review poisoning by overdose. (C-1)   |
|  |  |  | 5-5.11 | Review the signs and symptoms related to opiate overdose. (C-1)   |
|  |  |  | 5-5.12 | Correlate the abnormal findings in assessment with the clinical significance in patients with opiate overdose. (C-3)  |
|  |  |  | 5-5.13 | Differentiate among the various treatments and pharmacological interventions in the management of opiate overdose. (C-3)  |
|  |  |  | 5-5.14 | Utilize assessment findings to formulate a field impression and implement a treatment plan for patients with opiate overdose. (C-3)   |

**Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

|                 |  |  |        |   |
|-----------------|--|--|--------|---|
|                 |  |  | 5-5.16 | Describe the pharmacological preparations that an EMT-Intermediate can use for management of opiate overdose. |
|                 |  |  | 5-5.17 | <i>Describe the use of the Mark IV kit.</i>   |
| <b>COMMENTS</b> |  |  |        |   |

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

## AFFECTIVE OBJECTIVES

|                 |  |  |        |  |
|-----------------|--|--|--------|--|
|                 |  |  | 5-5.15 | Appreciate the psychological needs or victims of drug abuse or overdose. (A-2) |
| <b>COMMENTS</b> |  |  |        |  |

## PSYCHOMOTOR OBJECTIVES

**Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

|                 |  |  |        |  |
|-----------------|--|--|--------|--|
|                 |  |  | 5-5.18 | Conduct a history and patient assessment of a simulated patient, record the findings, and demonstrate appropriate management of patients with opiate overdose. (P-3) |
| <b>COMMENTS</b> |  |  |        |  |

## Section 5-6: Neurological Emergencies

### UNIT TERMINAL OBJECTIVE

At the completion of this unit, the EMT-Intermediate student will be able to utilize the assessment findings to formulate a field impression and implement the treatment plan for the patient with a neurological emergency.

## COGNITIVE OBJECTIVES

|  |  |  |       |   |
|--|--|--|-------|---|
|  |  |  | 5-6.1 | Discuss the general pathophysiology of non-traumatic neurologic emergencies. (C-1)  |
|  |  |  | 5-6.2 | Discuss the general assessment findings associated with non-traumatic neurologic emergencies. (C-1)   |
|  |  |  | 5-6.3 | Identify the need for rapid intervention and transport of the patient with non-traumatic emergencies. (C-1)   |
|  |  |  | 5-6.7 | Discuss the epidemiology, assessment findings, and management for non-specific coma or altered level consciousness/ syncope/ weakness/ headache. (C-1). |
|  |  |  | 5-6.8 | Develop a patient management plan based on field impression in the patient with neurological emergencies. (C-3)   |

**Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

|                 |  |  |        |   |
|-----------------|--|--|--------|---|
|                 |  |  | 5-6.12 | Describe the pharmacological preparations that an EMT-Intermediate can use for management of altered mental status. |
| <b>COMMENTS</b> |  |  |        |   |

## AFFECTIVE OBJECTIVES

|  |  |  |        |  |
|--|--|--|--------|--|
|  |  |  | 5-6.9  | Characterize the feelings of a patient who regains consciousness among strangers. (A-2)                            |
|  |  |  | 5-6.10 | Formulate means of conveying empathy to patients whose ability to communicate is limited by their condition. (A-3) |

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

|                 |  |  |
|-----------------|--|--|
| <b>COMMENTS</b> |  |  |
|-----------------|--|--|

**PSYCHOMOTOR OBJECTIVES**

None identified for this unit.

**Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

|                 |  |  |        |   |
|-----------------|--|--|--------|---|
|                 |  |  | 5-4.13 | Conduct a history and patient assessment of a simulated patient, record the findings, and demonstrate appropriate management of patient with altered mental status. (P-3) |
| <b>COMMENTS</b> |  |  |        |   |

## Section 7-1: Assessment-Based Management

**UNIT TERMINAL OBJECTIVE**

At the end of this unit the EMT-Intermediate student will be able to integrate the principles of assessment based management to perform an appropriate assessment and implement the management plan for patients with common complaints.

**COGNITIVE OBJECTIVES**

|  |  |  |        |   |
|--|--|--|--------|---|
|  |  |  | 7-1.1  | Explain how effective assessment is critical to clinical decision making. (C-1)   |
|  |  |  | 7-1.2  | Explain how the EMT-Intermediate's attitude affects assessment and decision making. (C-1)   |
|  |  |  | 7-1.3  | Explain how uncooperative patients affect assessment and decision making. (C-1)   |
|  |  |  | 7-1.4  | Explain strategies to prevent labeling and tunnel vision. (C-1)   |
|  |  |  | 7-1.5  | Develop strategies to decrease environmental distractions. (C-1)  |
|  |  |  | 7-1.6  | Describe how manpower considerations and staffing configurations affect assessment and decision making. (C-1)                       |
|  |  |  | 7-1.7  | Synthesize concepts of scene management and choreography to simulated emergency calls. (C-3)  |
|  |  |  | 7-1.8  | Explain the roles of the team leader and the patient care person. (C-1)   |
|  |  |  | 7-1.9  | List and explain the rationale for carrying the essential patient care items. (C-3)   |
|  |  |  | 7-1.10 | When given a simulated call, list the appropriate equipment to be taken to the patient. (C-1)                                       |
|  |  |  | 7-1.11 | Explain the general approach to the emergency patient. (C-1)  |
|  |  |  | 7-1.12 | Describe how to effectively communicate patient information face to face, over the telephone, by radio, and in writing. (C-1)       |
|  |  |  | 7-1.13 | Explain the general approach, patient assessment, and management priorities for patients who complain of chest pain. (C-3)          |
|  |  |  | 7-1.16 | <i>Explain the general approach, patient assessment, and management priorities for patients who complain of GI bleeding. (C-3)</i>  |
|  |  |  | 7-1.17 | Explain the general approach, patient assessment, and management priorities for altered mental status patients. (C-3)               |
|  |  |  | 7-1.18 | Explain the general approach, patient assessment, and management priorities for patients who complain of dyspnea. (C-3)             |
|  |  |  | 7-1.20 | Explain the general approach, patient assessment, and management priorities for a patient who is having an allergic reaction. (C-3) |

# VT EMT-Intermediate-03 Competency Checklist

Substantial  
 Mastery  
 Partial  
 Mastery  
 Education  
 Needed

|                 |  |  |
|-----------------|--|--|
| <b>COMMENTS</b> |  |  |
|-----------------|--|--|

### AFFECTIVE OBJECTIVES

|  |  |  |        |  |
|--|--|--|--------|--|
|  |  |  | 7-1.22 | Appreciate the use of scenarios to develop high level clinical decision making skills. (A-2) |
|  |  |  | 7-1.23 | Advocate and practice the process of complete patient assessment on all patients. (A-3)      |
|  |  |  | 7-1.24 | Value the importance of presenting the patient accurately and clearly. (A-2)                 |

### **Additional objectives for VT EMT-I-03 that are not included in the national standard curriculum:**

|                 |  |  |        |   |
|-----------------|--|--|--------|---|
|                 |  |  | 7-1.27 | Value the use of on-line medical direction for consultation. (A--2) |
| <b>COMMENTS</b> |  |  |        |   |

### PSYCHOMOTOR OBJECTIVES

|                 |  |  |        |   |
|-----------------|--|--|--------|---|
|                 |  |  | 7-1.25 | While serving as team leader, choreograph the EMS response team, perform a patient assessment, provide local/regionally appropriate treatment, present cases verbally and in writing given a moulaged and programmed simulated patient. (P-3)   |
|                 |  |  | 7-1.26 | While serving as team leader, assess a programmed patient or mannequin, make decisions relative to interventions and transportation, provide the interventions, patient packaging and transportation, work as a team and practice various roles for the following common emergencies: (P-3) |
|                 |  |  | a      | Chest pain  |
|                 |  |  | b      | GI Bleeding   |
|                 |  |  | b1     | -lower GI bleeding  |
|                 |  |  | b2     | -upper GI bleeding  |
|                 |  |  | c      | Altered mental status   |
|                 |  |  | d      | Dyspnea   |
|                 |  |  | e      | Syncope   |
|                 |  |  | f      | Allergic reactions/ bites/ envenomation   |
|                 |  |  | f1     | -Local allergic reaction  |
|                 |  |  | f2     | -Systemic allergic reaction   |
| <b>COMMENTS</b> |  |  |        |   |