



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2009-2010 **NEXT REVIEW: 2014-2015**

(i.e. 2003-2004)

(i.e. 2008-2009)

STATUS:

(A, I, D)

COURSE TITLE: Emergency Medical Technical Refresher

COMMON COURSE NUMBER: EMS 1381

CREDIT HOURS: 1

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:1

(Voc. Course ONLY)

Lecture: **16**

Lab: **0**

Clinic: **0**

Other: **0**

PREREQUISITE(S):

COREQUISITE(S): EMS 1381L

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum):*

This Course is based on the latest National Highway Traffic Safety Administration (NHTSA) EMT-B Refresher Curriculum and additional topics. The **refresher** course has been designed to meet the needs of the EMT-B in various settings and skill levels. This course is designed to review the basic knowledge and skills of emergency care, introduce current methods of treatment, new equipment and changes in the medico-legal aspects of emergency care. The lab component teaches the application of skills and procedures involved in the NHTSA, National Standard Curriculum for the EMT. Successful completion of this course provides eligibility for recertification as an Emergency Medical Technician in the state of Florida.

UNIT TITLES

1. **Preparatory**
2. **Airway**
3. **Patient Assessment**
4. **Medical/ Behavioral**
5. **Trauma**
6. **Obstetrics, Infants and Children**

UNITS:

General Outcome:

I. Course Overview:

This course will provide a review of the basic knowledge as proscribed by the LATEST U.S. Department of Transportation and Florida State EMS guidelines for the recertification of the Emergency Medical Technician –Basic, (EMT-B).

MODULE 1 PREPARATORY

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

COGNITIVE OBJECTIVES

1. Provide for safety of self, patient and fellow workers
 - Discuss the importance of body substance isolation (BSI).
 - Describe the steps the EMT-Basic should take for personal protection from airborne and bloodborne pathogens.
2. Identify the presence of hazardous materials
 - Break down the steps to approaching a hazardous situation.
3. Participate in the quality improvement process
 - Define quality improvement and discuss the EMT-Basic's role in the process.
4. Use physician medical direction for authorization to provide care
 - Define medical direction and discuss the EMT-Basic's role in the process.
5. Use body mechanics when lifting and moving a patient
 - Relate body mechanics associated with patient care and it's impact on the EMT-Basic.
6. Use methods to reduce stress in self, a patient, bystanders and co-workers
 - Recognize the signs and symptoms of critical incident stress.
 - State possible steps that the EMT-Basic may take to help reduce/alleviate stress.
7. Obtain consent for providing care
 - Define consent and discuss the methods of obtaining consent.
 - Discuss the implications for the EMT-Basic in patient refusal of transport.
 - Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or state provisions regarding EMS application.
8. Assess and provide care to patients and families involved in suspected abuse or neglect
 - Discuss the special considerations for assessing and managing a patient with suspected abuse or neglect.

AFFECTIVE OBJECTIVES

1. Assess areas of personal attitude and conduct of the EMT-Basic.

2. Explain the rationale for serving as an advocate for the use of appropriate protection equipment.
3. Explain the role of EMS and the EMT-Basic regarding patients with DNR orders.
4. Explain the rationale for properly lifting and moving patients.

PSYCHOMOTOR OBJECTIVES

1. Working with a partner, move a simulated patient from the ground to a stretcher and properly position the patient on the stretcher.
2. Working with a partner, demonstrate the technique for moving a patient secured to a stretcher to the ambulance and loading the patient into the ambulance.

MODULE 2 AIRWAY

At the completion of this lesson, the student will be able

COGNITIVE OBJECTIVES

1. Perform techniques to assure a patent airway
 - Describe the steps in performing the head-tilt chin-lift.
 - Describe the steps in performing the jaw thrust.
 - Describe the techniques of suctioning.
 - Describe how to measure and insert an oropharyngeal (oral) airway.
 - Describe how to measure and insert a nasopharyngeal (nasal) airway.
2. Provide ventilatory support for a patient
 - Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one and two rescuers.
 - Describe the steps in artificially ventilating a patient with a flow restricted, oxygen-powered ventilation device.
3. Use oxygen delivery system components (nasal cannula, face mask, etc.)
 - Identify a non-rebreather face mask and state the oxygen flow requirements needed for its use.
 - Identify a nasal cannula and state the flow requirements needed for its use.

AFFECTIVE OBJECTIVES

1. Explain the rationale for basic life support artificial ventilation and airway protection skills taking priority over most other life support skills.
2. Explain the rationale for providing oxygenation through high inspired oxygen concentrations to patients who, in the past, may have received low concentrations.

PSYCHOMOTOR OBJECTIVES

1. Demonstrate the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one and two rescuers.
2. Demonstrate how to insert an oropharyngeal and nasopharyngeal airway.
3. Demonstrate the use of a non-rebreather face mask and a nasal cannula.
4. Demonstrate artificial ventilation of a patient with a flow restricted, oxygen powered ventilation device.
5. Demonstrate the techniques of suctioning.

MODULE 3 PATIENT ASSESSMENT

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

COGNITIVE OBJECTIVES

1. Assess scene safety
 - Recognize hazards/potential hazards
 - Describe common hazards found at the scene of a trauma and a medical patient
 - Determine if the scene is safe to enter
2. Assess the need for additional resources at the scene
 - Explain the reason for identifying the need for additional help or assistance
3. Assess mechanism of injury
4. Assess nature of illness
 - Discuss common mechanisms of injury/nature of illness
5. Perform an initial patient assessment and provide care based on initial assessment findings
 - Summarize the reasons for forming a general impression of the patient.
 - Discuss methods of assessing altered mental status.
 - Discuss methods of assessing the airway in the adult, child and infant patient.
 - Describe methods used for assessing if a patient is breathing.
 - Differentiate between a patient with adequate and inadequate breathing.
 - Distinguish between methods of assessing breathing in the adult, child and infant patient.
 - Describe the methods used to obtain a pulse.
 - Describe normal and abnormal findings when assessing skin color, temperature and condition.
 - Explain the reason for prioritizing a patient for care and transport.
6. Obtain a **SAMPLE** history (Signs and Symptoms of the present illness/injury, Allergy, Medications, Past medical History, Last oral intake, Events leading to present illness/injury)
 - Identify the components of a **SAMPLE** history
7. Perform a rapid trauma assessment and provide care based on assessment findings
 - State the reasons for performing a rapid trauma assessment
 - Recite examples and explain why patients should receive a rapid trauma assessment
8. Perform a history and physical examination focusing on the specific injury and provide care based on assessment findings.
 - Discuss the reason for performing a focused history and physical examination.
9. Perform a history and physical examination focusing on a specific medical condition and provide care based on assessment findings.
 - Differentiate between the history and physical examination that are performed for responsive patients with no known prior history and responsive patients with a known history.

- Differentiate between the assessment that is performed for a patient who is unresponsive or has an altered mental status and other medical patients requiring assessment.
10. Perform a detailed physical examination and provide care based on assessment findings
 - State the areas of the body that are evaluated during the detailed physical examination.
 - Explain what additional care should be provided while performing the detailed physical examination.
 11. Perform on-going assessments and provide care based on assessment findings.
 - Discuss the reasons for repeating the initial assessment as part of the on-going assessment.
 - Describe the components of the on-going assessment.
 12. Complete a prehospital care report
 - Apply the components of the essential patient information in a written report.
 13. Communicate with the patient, bystanders, other health care provider and patient family members while providing patient care
 - Discuss the communication skills that should be used to interact with the patient.
 - Discuss the communication skills that should be used to interact with the family, bystanders, individuals from other agencies while providing patient care and hospital personnel, and the difference between skills used to interact with the patient and those used to interact with others.
 14. Provide a report to medical direction of assessment findings and emergency care given
 - Explain the importance of effective communication of patient information.

AFFECTIVE OBJECTIVES

1. Explain the value of performing an each component of the prehospital patient assessment.
2. Recognize and respect the feelings that patients might experience during assessment.
3. Explain the rationale for providing efficient and effective radio and written patient care reports.

PSYCHOMOTOR OBJECTIVES

1. Demonstrate the steps in performing a scene size-up.
2. Demonstrate the steps in performing an initial assessment.
3. Demonstrate the rapid trauma assessment that should be used to assess a patient based on mechanism of injury.
4. Demonstrate the steps in performing a focused history and physical on a medical and a trauma patient.
5. Demonstrate the skills involved in performing a detailed physical examination.
6. Demonstrate the skills involved in performing an on-going assessment.
7. Complete a prehospital care report.

MODULE 4 MEDICAL / BEHAVIORAL

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

COGNITIVE OBJECTIVE

1. Provide treatment for a patient in respiratory distress
 - List the signs and symptoms of difficulty breathing
 - Describe the emergency medical care of the patient with breathing difficulty.
 - Recognize the need for medical direction to assist in the emergency medical care of the patient with breathing difficulty.
 - State the generic name, medication forms, dose, administration, action, indications and contraindications for the prescribed inhaler.
2. Provide care to a patient experiencing chest pain/discomfort
 - Describe the emergency medical care of the patient experiencing chest pain/discomfort.
 - Discuss the position of comfort for patients with various cardiac emergencies.
 - Recognize the need for medical direction of protocols to assist in the emergency medical care of the patient with chest pain.
 - List the indications for the use of nitroglycerin.
3. Attempt to resuscitate a patient in cardiac arrest
 - Discuss the circumstances which may result in inappropriate shocks.
 - Explain the considerations for interruption of CPR, when using the automated external defibrillator.
 - List the steps in the operation of the automated external defibrillator.
 - Discuss the need to complete the Automated Defibrillator: Operator's Shift Checklist.
 - Explain the role medical direction plays in the use of automated external defibrillation.
4. Provide care to a patient with an altered mental status
 - State the steps in the emergency medical care of the patient taking diabetic medicine with an altered mental status and a history of diabetes.
 - Evaluate the need for medical direction in the emergency medical care of the diabetic patient.
5. Provide care of the patient experiencing an allergic reaction
 - Recognize the patient experiencing an allergic reaction.
 - Describe the emergency medical care of the patient with an allergic reaction.
 - State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector.
 - Evaluate the need for medical direction in the emergency medical care of the patient with an allergic reaction.
 - Differentiate between the general category of those patients having an allergic reaction and those patients having an allergic reaction and requiring immediate medical care, including immediate use of epinephrine auto-injector.
6. Provide care to a suspected poison/overdose patient
 - Describe the steps in the emergency medical care for the patient with suspected poisoning.
 - Discuss the emergency medical care for the patient with possible overdose.

7. Provide care to a patient experiencing a behavioral problem
 - Discuss the characteristics of an individual's behavior which suggests that the patient is at risk for suicide.
 - Discuss the special considerations for assessing a patient with behavioral problems.
 - Discuss the general principles of an individual's behavior which suggests that he is at risk for violence.
 - Discuss methods to calm behavioral emergency patients.

AFFECTIVE OBJECTIVES

1. Defend the rationale for the EMT-Basic to carry and assist with medications.
2. Recognize and respond to the feelings of the patient who may require interventions to be performed.

PSYCHOMOTOR OBJECTIVES

1. Given medical scenarios, demonstrate the ability to properly assess the patient and demonstrate the ability to properly utilize the intervention to include inhaler, nitroglycerin, oral glucose and activated charcoal.
2. Demonstrate the use of an epinephrine auto-injector.
3. Given a cardiac arrest scenario, demonstrate the use of the AED.

MODULE 5 TRAUMA

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

COGNITIVE OBJECTIVES

1. Provide care to a patient with shock (hypoperfusion)
 - State methods of emergency medical care of external bleeding.
 - List signs and symptoms of shock (hypoperfusion).
 - State the steps in the emergency medical care of the patient with signs and symptoms of shock (hypoperfusion).
2. Provide care to a patient with suspected spinal injury
 - State the signs and symptoms of a potential spine injury.
 - Describe how to stabilize the spine.
3. Provide care to a patient with a suspected head injury
 - Relate mechanism of injury to potential injuries of the head and spine.
4. Provide care to a patient with a soft tissue injury
 - Describe the emergency medical care of the patient with a closed soft tissue injury.
 - Describe the emergency medical care of the patient with an open soft tissue injury.
5. Perform a rapid extrication of a trauma patient
 - Describe the indications for the use of rapid extrication.
 - List steps in performing rapid extrication.

AFFECTIVE OBJECTIVES

1. Explain the sense of urgency to transport patients that are bleeding and show signs of hypoperfusion.
2. Explain the rationale for splinting at the scene versus load and go.
3. Explain the rationale for using rapid extrication approaches only when they will make the difference between life and death.

PSYCHOMOTOR OBJECTIVES

1. Demonstrate care of the patient experiencing external bleeding.
2. Demonstrate care of the patient exhibiting signs and symptoms of shock (hypoperfusion).
3. Demonstrate the steps in the care of open and closed soft tissue injuries. (chest injuries, abdominal injuries, burns and amputations).
4. Demonstrate the steps in the care of a patient with a head or spine injury.
5. Demonstrate the procedure for rapid extrication.

MODULE 6 OBSTETRICS, INFANTS AND CHILDREN

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

COGNITIVE OBJECTIVE

1. Assess and provide care to the obstetric patient
2. Assist with the delivery of an infant
3. Assess and provide care to the newborn
4. Assess and provide care to the mother immediately following delivery of a newborn
 - Identify pre-delivery emergencies.
 - State the steps to assist in the delivery.
 - Discuss the steps in the delivery of the placenta.
 - List the steps in the emergency medical care of the mother post-delivery.
 - Summarize neonatal resuscitation procedures.
 - Describe the procedures for the following abnormal deliveries
5. Assess and provide care to an ill or injured infant or child with:
 - Respiratory distress
 - Shock (hypoperfusion)
 - Cardiac Arrest
 - Seizures
 - Trauma

AFFECTIVE OBJECTIVES

1. Explain the rationale for having knowledge and skills appropriate for managing infant and child patients.
2. Understand the provider's own response (emotional) to caring for infants and children.

PSYCHOMOTOR OBJECTIVE

1. Demonstrate steps to assist in the normal cephalic delivery.
2. Demonstrate post delivery care of the infant.
3. Demonstrate post delivery care of the mother.
