Big Ideas/Key Concepts:

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<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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**Safety/OSHA/Infection Control**

7) Research and summarize the concepts surrounding vehicle extrication, including safe vehicle extrication, tools used, and patient considerations. Include in the summary common guidelines related to the following: roles of EMS; safety of staff, patients, and situation; vehicle stabilization; unique hazards; additional resources needed; and extrication considerations. (TN Reading 2, 3, 4; TN Writing 4, 9; EMR-EM)

8) Develop a reference toolkit of physical, mental, and personal requirements for personnel in emergency and public safety services. Document what the “profile of proficiency” looks like for professionals in these fields—for example, what scores are needed on a physical, mental, or emotional fitness test, and what guidelines must be followed for personal disease/disorder control. (TN Reading 2, 9; TN Writing 2, 4, 6, 8, 9; EMR-P, EM-PH)

9) Investigate stress management procedures for professionals in the emergency response and public service sectors. Identify stressors and stress-inducing situations through interviews with professionals in the field. Collaborate with a team to identify techniques and strategies for managing and alleviating stress. Communicate recommendations in the form of a toolkit, brochure, or fact sheet to support the use of these strategies, citing evidence drawn from the investigation. (TN Reading 1, 2, 9; TN Writing 4, 6; EMR-P)

10) Compare and contrast in a digital or written artifact the difference in Standard Precautions, personal protective clothing, and personal protective...
equipment (PPE) in EMS from other healthcare settings. Outline response steps if exposed to hazardous or bloodborne pathogens. Demonstrate donning and doffing of all PPE and the care of soiled equipment or vehicles. (TN Reading 2, 3, 4; TN Writing 6, 9; EMR-P, EMR-PH)

11) Interpret scene management and safety standards and/or protocols by writing a scenario for each of the following situations: (a) traffic or highway incidents, (b) violent encounters, (c) crowds, (d) nature of illness or mechanisms of injury, (e) number of patients and/or victims, and (f) personnel injury prevention. Identify the appropriate responses from EMS professionals and any additional resources that would be involved. (TN Reading 1, 2, 3, 9; TN Writing 2, 9; EMR-P, EMR-EM)

12) Review National Incident Management System (NIMS) compliance courses from the *Emergency Preparedness* course, IS-700, IS-800, and ICS 100, in addition to completion of ICS 200 (Single Resources and Initial Action Incidents) and IS-5A (Introduction to Hazardous Materials). Role play scenarios that involve each of these situations and identify roles and responsibilities of the EMR and other team members. (TN Reading 2, 9, FEMA NIMS)

**Careers, Roles and Responsibilities/EMS Systems and Operations**

1) Compare and contrast the types of Emergency Medical Services (EMS) systems and operations, including ground, water, and air services. For each type of service, discuss how the public accesses EMS systems, the advantages and disadvantages, special considerations, and safety issues. Discuss the roles played by the state departments of EMS and the National Highway Traffic Safety Administration. (TN Reading 2, 4, 9; TN Writing 8; EMR-P, EMR-EM)

2) Research the history of mapping, geographic information systems (GIS), global positioning systems (GPS), remote sensing, and other geospatial technologies. Examine how these technologies have evolved in the area of EMS, concentrating on their recent migration towards online platforms, and evaluate their influence on present-day society, citing specific textual evidence from news articles and scholarly journals. (TN Reading 1, 2; TN Writing 2, 7)
3) Differentiate between the careers in various types of EMS. Research and document educational requirements as well as state and national guidelines governing practicing professionals (such as licensing, initial certifications, recertifications, training, and compliance). Identify personal and physical characteristics required of an EMS professional in a career portfolio. (TN Reading 1, 2, 9; TN Writing 2, 7, 8, 9; EMR-P)

**Legal and Ethical Issues**

15) Interpret the rules, guidelines, and legal ramifications related to incident documentation by EMS staff. Complete a pre-hospital care report utilizing appropriate medical terminology and the acronyms SAMPLE, DCAP-BTLS, and OPQRST. (TN Reading 3, 4, 5; TN Writing 4, 6, 8, 9; EMR-P, EMR-MT)

16) Summarize the Health Insurance Portability and Accountability Act (HIPAA). Explain characteristics of consent, confidentiality, advanced directives, living wills, durable power of attorney, and other legal directives governing medical treatment. Using domain-specific language and accurate definitions of legal concepts, explain how the content of these legal documents impacts patients’ rights for all aspects of care. (TN Reading 1, 2, 4, 5, 6; EMR-P, EMR-MT)

17) Examine real-world situations that involve ethical dilemmas and the application of correct professional conduct as highlighted in recent news articles. Craft an argumentative essay making a claim about the importance of ethics and professional standards for persons working in Emergency Medical Services occupations. Cite examples from case studies to argue for the relevance of professional codes of conduct within scope of practice and how important it is to follow those guidelines. (TN Reading 2, 9; TN Writing 1, 4, 9; EMR-P, EMR-MT)

18) Research legal ramifications and responsibilities of the EMR associated with evidence preservation and mandatory reporting requirements within the EMS system. Identify the process for reporting specific situations to the appropriate
Anatomy and Physiology
19) Outline the gross and cellular anatomy and physiology of the musculoskeletal, respiratory, and cardiovascular systems. Discuss acceptable levels of development, vital signs, and psychological norms for all ages, including pediatric and geriatric patients. Review the gross anatomy of the other systems studied in previous courses. (TN Reading 2; TN Writing 8, 9; TN A&P 1, 2, 3, 4; EMR-AP, EMR-PT, EMR-LD, EMT-MT)