

Model Curriculum

Emergency Medical Technician- Basic

Table of Content:

Curriculum.....	Error! Bookmark not defined.
Annexure1: Assessment Criteria.....	53
Annexure2: Trainer Prerequisites.....	104

Emergency Medical Technician-Basic

CURRICULUM / SYLLABUS

This program is aimed at training candidates for the job of a “Emergency Medical Technician-Basic”, in the “Healthcare” Sector/Industry and aims at building the following key competencies amongst the learner

Program Name	< Emergency Medical Technician-Basic >		
Qualification Pack Name & Reference ID.	HSS/Q2301, version 3.0		
Version No.	1.0	Version Update Date	17– 11 – 2022
Pre-requisites to Training	<ul style="list-style-type: none"> • 12th Grade Pass or • Pursuing 1st year of UG or • Completed 2nd year of the 3-year diploma after 10 or • Pursuing 3rd year of 3-year diploma after 10th or • Pursuing 1st year of 2-year diploma after 12th or • Previous relevant Qualification of NSQF Level 4 and with minimum education as 8th Grade pass with 1 year of relevant experience 		
Training Outcomes	<p>After completing this programme, participants will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge about the healthcare sector and emergency medical care services • Demonstrate the ability to perform clinical skills essential in providing basic emergency medical care services such as urgent need to respond the emergency calls, assurance of scene safety, precision to call other emergency people, handling different emergency scenarios from clinical emergency to trauma emergency to mass casualty to disaster management, etc. • Demonstrate setting of an ambulance for dealing with emergency situations • Practice infection control measures • Demonstrate safe and efficient transferring and ambulation techniques • Demonstrate techniques to maintain the personal hygiene needs of oneself and the patient • Demonstrate actions in the event of medical and facility emergencies • Demonstrate professional behavior, personal qualities and characteristics of a Emergency Medical technician-Basic • Demonstrate good communication, communicate accurately and appropriately in the role of Emergency Medical technician-Basic 		

This course encompasses 33 out of 33 National Occupational Standards (NOS) of “Emergency Medical Technician-Basic” Qualification Pack issued by “SSC: Healthcare Sector Skill Council”.



Sr. No.	Module	Theory Duration (hh:mm)	Practical Duration (hh:mm)	Key Learning Outcomes	Corresponding NOS Code	Equipment Required
1	Introduction to Emergency Medical Care	02:00	01:00	<ul style="list-style-type: none"> Define Emergency Medical Services (EMS) systems. Differentiate the roles and responsibilities of the EMT-Professional from other pre-hospital care providers. Describe the roles and responsibilities related to personal safety. Discuss the roles and responsibilities of the EMT-Professional towards the safety of the crew, the patient, and bystanders. Define quality improvement and discuss the EMT-Professional's role in the process. Define medical direction and discuss the EMT-Professional's role in the process. State the specific statutes and regulations in your state regarding the EMS system. Assess areas of personal attitude and conduct of the EMT-Professional. Characterize the various methods used to access the EMS system in your community. 	HSS/ N 2301, 2304, 9603, 9607	Personal Protective Equipment's, emergency kit. Ambulance environment, mannequin
2	The Well-Being of the EMT-B	02:00	03:00	<ul style="list-style-type: none"> List possible emotional reactions that the EMT-Basic may experience when faced with trauma, illness, death and dying. Discuss the possible reactions that a family member may exhibit when confronted with death and 	HSS/ N 9605, HSS/ N 9606, HSS/ N 9604, HSS/ N 2301, HSS/N 2302, HSS/N 9607, HSS/ N 9610	Personal Protective Equipment's, emergency kit. Ambulance environment, mannequin



				<p>dying.</p> <ul style="list-style-type: none"> • State the steps in the EMT-Basic's approach to the family confronted with death and dying. • State the possible reactions that the family of the EMT-Basic may exhibit due to their outside involvement in EMS • Recognize the signs and symptoms of critical incident stress. • State possible steps that the EMT-Basic may take to help reduce/alleviate stress. • Explain the need to determine scene safety. • Discuss the importance of body substance isolation (BSI). • Describe the steps the EMT-Basic should take for personal protection from airborne and blood borne pathogens. • Given a scenario with potential infectious exposure, the EMT-Basic will use appropriate personal protective equipment. At the completion of the scenario, the EMT-Basic will properly remove and discard the protective garments. • Given the above scenario, the EMT-Basic will complete disinfection/cleaning and all reporting documentation. • List the personal protective equipment necessary for each of the following situations: Hazardous materials Rescue operations 		
--	--	--	--	---	--	--



				<p>Violent scenes Crime scenes Exposure to airborne/blood borne pathogens</p> <ul style="list-style-type: none"> Describe Hand care procedures and techniques: Hand-Washing before and after Putting on PPE before any exposure Cover cuts and abrasions with water proof dressing and change as necessary. 		
3	Medical & Ethical Issues	02:00	03:00	<ul style="list-style-type: none"> Define the EMT-B's scope of practice. Discuss the importance of DNR orders (advance directives) and local and state provisions regarding EMS application. Define consent and discuss the methods of obtaining consent. Differentiate between expressed and implied consent. Explain the role of consent of minors in providing care. Discuss the implications for the EMT-B in patient refusal of transport. Discuss the issues of abandonment, negligence, and battery and their implications for the EMT-B. State conditions necessary for the EMT-B to have a duty to act. Explain the importance, necessity, and legality of patient confidentiality. Discuss the considerations of the EMT-B in issues of organ retrieval. Differentiate the actions 	HSS/N 2302, HSS/ N 2304, HSS/ N 9603, HSS/ N 9607	Internet usage to learn



				<p>that an EMT-B should take in the preservation of a crime scene.</p> <ul style="list-style-type: none"> • State the conditions that require an EMT-B to notify law enforcement officials. • Explain the role of EMS and the EMT-B regarding patients with DNR orders. • Explain the rationale for the needs, benefits, and usage of advance directives. • Explain the rationale for the concept of varying degrees of DNR. 		
4	Structure and Function of Human Body-Basic	04:00	01:00	<ul style="list-style-type: none"> • Identify and locate on the body the following topographic terms: medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, and mid-axillary • Describe anatomy and functions of the following major body systems: respiratory, circulatory, musculoskeletal, nervous, and endocrine 	HSS / N 2306, HSS/N 2312 - 2319	Mannequin to learn different body parts, e modules to study anatomy and physiology of body parts
5	Baseline Vital Signs and SAMPLE History	05:00	05:00	<ul style="list-style-type: none"> • Identify the components of vital signs. • Describe the methods to obtain a breathing rate. • Identify the attributes that should be obtained when assessing breathing. • Differentiate between shallow, labored and noisy breathing. • Describe the methods to obtain a pulse rate. • Identify the information obtained when assessing a patient's pulse. • Differentiate between pale, blue, red and yellow skin color. • Identify the normal and 	HSS / N 2306, HSS/N 2312 - 2319	Vital assessing equipments such as BP apparatus, torch, pulse oximeter etc



				<p>abnormal skin temperature.</p> <ul style="list-style-type: none"> • Differentiate between hot, cool and cold skin temperature. • Identify normal and abnormal skin conditions. • Identify normal and abnormal capillary refill in infants and children. • Describe the methods to assess the pupils. • Identify normal and abnormal pupil size. • Differentiate between dilated (big) and constricted (small) pupil size. • Differentiate between reactive and non-reactive pupils and equal and unequal pupils. • Describe the methods to assess blood pressure. • Define systolic pressure. • Define diastolic pressure. • Explain the difference between auscultation and palpation for obtaining a blood pressure. • Identify the components of the SAMPLE history. • Differentiate between a sign and a symptom. • State the importance of accurately reporting and recording the baseline vital signs. • Explain the value of performing the baseline vital signs. • Recognize and respond to the feelings patients experience during assessment. • Defend the need for 		
--	--	--	--	---	--	--



				<p>obtaining and recording an accurate set of vital signs.</p> <ul style="list-style-type: none"> • Explain the rationale of recording additional sets of vital signs. • Explain the importance of obtaining a SAMPLE history. • Demonstrate the skills involved in assessment of breathing. • Demonstrate the skills associated with obtaining a pulse. • Demonstrate the skills associated with assessing the skin color, temperature, condition, and capillary refill in infants and children. • Demonstrate the skills associated with assessing the pupils. • Demonstrate the skills associated with obtaining blood pressure. • Demonstrate the importance and procedure to identify the patients' position • Demonstrate the checking of bleeding. • Demonstrate the skills that should be used to obtain information from the patient, family, or bystanders at the scene. 		
6	Lifting and Moving Patients	03:00	07:00	<ul style="list-style-type: none"> • Define body mechanics. • Discuss the guidelines and safety precautions that need to be followed when lifting a patient. • Describe the safe lifting of cots and stretchers. • Describe the guidelines and safety precautions for carrying patients and/or equipment. • Discuss one-handed 	HSS/ N 2321, HSS/ N 2322	Patient trolley, wheelchair, stretcher, bed sheets, screens etc.



				<p>carrying techniques.</p> <ul style="list-style-type: none"> • Describe correct and safe carrying procedures on stairs. • State the guidelines for reaching and their application. • Describe correct reaching for log rolls. • State the guidelines for pushing and pulling. • Discuss the general considerations of moving patients. • State three situations that may require the use of an emergency move. • Identify the following patient carrying devices: <ul style="list-style-type: none"> • Stretcher: Wheeled Ambulance, Portable Ambulance, Scoop, Basket, flexible, etc. • Stair chair, long spine board • Explain the rationale for properly lifting and moving patients. 		
7	General Pharmacology	04:00	01:00	<ul style="list-style-type: none"> • Identify which medications will be carried on the unit. • State the medications carried on the unit by the generic name. • Identify the medications with which the EMT-B may assist the patient with administering. • State the medications the EMT-B can assist the patient with by the generic name. • Discuss the forms in which the medications may be found. • Explain the rationale for the administration of 	HSS / N / 2306, 2307, 2308, 2309, 2318	E-modules and internet use to learn about it

				<p>medications.</p> <ul style="list-style-type: none"> • Demonstrate general steps for assisting patient with self-administration of medications. • Read the labels and inspect each type of medication. 		
8	Basic Life Support	02:00	06:00	<ul style="list-style-type: none"> • Theory <ul style="list-style-type: none"> Cardiac arrest Principles of basic life support (Adult chain of survival ,CABD s of giving CPR) Fundamentals of early defibrillation. How to operate AED • Skills <ul style="list-style-type: none"> Adult BLS <ul style="list-style-type: none"> – Chest Compression – Mouth to Mouth ventilation – Mouth to Mask ventilation – Compression with breaths – Use of an AED – Assessment steps – BVM ventilation – Two person CPR Child BLS <ul style="list-style-type: none"> – Child Compression – Child Assessment – Child two rescuer CPR Infant BLS <ul style="list-style-type: none"> – Infant Compression single rescuer – Infant BVM ventilation – Infant two rescuer compression – Infant assessment – Infant two rescuer CPR – Use of an AED for Child & Infant 	HSS/ N 2306	Stretcher, mannequins, cots, patient safety measures tools, wheelchair, side rails, assisted devices, AED’s, crash cart trolley, ambu bags, ET tubes, etc
9	Bio Medical Waste Management	03:00	02:00	<ul style="list-style-type: none"> • To gain understanding of importance of proper and safe disposal of bio-medical waste & treatment • To gain understanding of categories of bio-medical 	HSS / N / 9609	Different coded color bins, different variety of bio medical waste management,



				<p>waste</p> <ul style="list-style-type: none"> To learn about disposal of bio-medical waste – colour coding, types of containers, transportation of waste, etc. To gain broad understanding of standards for bio-medical waste disposal To gain broad understanding of means of bio-medical waste treatment 		<p>Visit to treatment plan of bio medical waste etc.</p>
10	Airway	03:00	05:00	<ul style="list-style-type: none"> Name and label the major structures of the respiratory system on a diagram. List the signs of adequate breathing. List the signs of inadequate breathing. Describe the steps in performing the head-tilt chin-lift. Relate mechanism of injury to opening the airway. Describe the steps in performing the jaw thrust. State the importance of having a suction unit ready for immediate use when providing emergency care. Describe the techniques of suctioning. Describe how to artificially ventilate a patient with a pocket mask. Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask while using the jaw thrust. List the parts of a bag-valve-mask system. 	<p>HSS/ N 2306, 2307, 2308, 2309, 2313, 2314, 2316, 2318, 2319, 2324</p>	<p>ET tubes, Oral care kit, PPE, vitals assessing tools, emergency care, NG tube, gauge, bandage, patient positions charts and demonstration, face mask, AED's, mannequins, Battery, PPE, defibrillators</p>



				<ul style="list-style-type: none"> • Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one and two rescuers. • Describe the signs of adequate artificial ventilation using the bag-valve-mask. • Describe the steps in artificially ventilating a patient with a flow restricted, oxygen-powered ventilation device. • Demonstrate how to artificially ventilate a patient with a stoma. • Demonstrate how to insert an oropharyngeal (oral) airway. • Demonstrate how to insert a nasopharyngeal (nasal) airway. • Demonstrate the correct operation of oxygen tanks and regulators. • Demonstrate the use of a non-rebreather face mask and state the oxygen flow requirements needed for its use. • Demonstrate the use of a nasal cannula and state the flow requirements needed for its use. • Demonstrate how to artificially ventilate the infant and child patient. • Demonstrate oxygen administration for the infant and child patient. 		
11	Advanced Airway (Brief Overview)	02:00	03:00	<ul style="list-style-type: none"> • Differentiate between the airway anatomy in the infant, child, and the adult. • Explain the pathophysiology of airway compromise. 	HSS/ N 2306	Oral care kit, PPE, vitals assessing tools, emergency care, NG tube, gauge,



				<ul style="list-style-type: none"> • Describe the proper use of airway adjuncts. • Review the use of oxygen therapy in airway management. • Describe the indications, contraindications, and technique for insertion of nasal gastric tubes. • Describe how to perform the Sellick maneuver (cricoid pressure). • Describe the indications for advanced airway management. • List the equipment required for orotracheal intubation. • Describe the proper use of the curved blade for orotracheal intubation. • Describe the proper use of the straight blade for orotracheal intubation. • State the reasons for and proper use of the stylet in orotracheal intubation. • Describe the methods of choosing the appropriate size endotracheal tube in an adult patient. • State the formula for sizing an infant or child endotracheal tube. • List complications associated with advanced airway management. • Define the various alternative methods for sizing the infant and child endotracheal tube. • Describe the skill of orotracheal intubation in the adult patient. • Describe the skill of orotracheal intubation in the 	<p>bandage, patient positions charts and demonstration, face mask, AED's, mannequins, Battery, PPE, defibrillators</p>
--	--	--	--	---	--



				<p>infant and child patient.</p> <ul style="list-style-type: none"> • Describe the skill of confirming endotracheal tube placement in the adult, infant and child patient. • State the consequence of and the need to recognize unintentional esophageal intubation. • Describe the skill of securing the endotracheal tube in the adult, infant and child patient. • Recognize and respect the feelings of the patient and family during advanced airway procedures. • Explain the value of performing advanced airway procedures. • Defend the need for the EMT-Basic to perform advanced airway procedures. • Explain the rationale for the use of a stylet. • Explain the rationale for having a suction unit immediately available during intubation attempts. • Explain the rationale for confirming breath sounds. • Explain the rationale for securing the endotracheal tube. • Demonstrate how to perform the Sellick maneuver (cricoid pressure). • Demonstrate the skill of oro-tracheal intubation in the adult patient. • Demonstrate the skill of oro-tracheal intubation in the infant and child patient. • Demonstrate the skill of 		
--	--	--	--	---	--	--



				<p>confirming endotracheal tube placement in the adult patient.</p> <ul style="list-style-type: none"> • Demonstrate the skill of confirming endotracheal tube placement in the infant and child patient. • Describe the skill of securing the endotracheal tube in the adult, infant and child patient. • Demonstrate the skill of securing the endotracheal tube in the adult patient. • Demonstrate the skill of securing the endotracheal tube in the infant and child patient. 		
12	Patient Assessment (Scene Size up)	02:00	03:00	<ul style="list-style-type: none"> • 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. • Discuss common mechanisms of injury/nature of illness. • Discuss the reason for identifying the total number of patients at the scene. • Explain the reason for identifying the need for additional help or assistance. • Explain the rationale for crew members to evaluate scene safety prior to entering. • Serve as a model for others explaining how patient situations affect your evaluation of mechanism of injury or illness. 	HSS/ N 2302	Inch tape, Vitals assessing equipment's, torch etc



				<ul style="list-style-type: none"> Observe various scenarios and identify potential hazards. 		
13	Patient Assessment (Initial Assessment)	02:00	06:00	<ul style="list-style-type: none"> Summarize the reasons for forming a general impression of the patient. Discuss methods of assessing altered mental status. Differentiate between assessing the altered mental status in the adult, child and infant patient. Discuss methods of assessing the airway in the adult, child and infant patient. State reasons for management of the cervical spine once the patient has been determined to be a trauma patient. Describe methods used for assessing if a patient is breathing. State what care should be provided to the adult, child and infant patient with adequate breathing. Differentiate between a patient with adequate and inadequate breathing. Distinguish between methods of assessing breathing in the adult, child and infant patient. Compare the methods of providing airway care to the adult, child and infant patient. Describe the methods used to obtain a pulse. Differentiate between obtaining a pulse in an adult, child and infant patient. Discuss the need for assessing the patient for 	HSS/ N 2304	Inch tape, Vitals assessing equipment's, torch etc



				<p>external bleeding.</p> <ul style="list-style-type: none"> • Describe normal and abnormal findings when assessing skin color, temperature, & condition. • Describe normal and abnormal findings when assessing skin capillary refill in the infant and child patient. • Explain the reason for prioritizing a patient for care and transport. • Explain the importance of forming a general impression of the patient. • Explain the value of performing an initial assessment. • Demonstrate the techniques for assessing mental status. • Demonstrate the techniques for assessing the airway. • Demonstrate the techniques for assessing if the patient is breathing. • Demonstrate the techniques for assessing if the patient has a pulse. • Demonstrate the techniques for assessing the patient for external bleeding. • Demonstrate the ability to prioritize patients. • Demonstrate the techniques for assessing the patient's skin color, temperature, condition and capillary refill (infants and children only). 		
14	Patient Assessment (Focused)	02:00	05:00	<ul style="list-style-type: none"> • Discuss the reasons for reconsideration concerning the mechanism of injury. 	HSS/ N 2304, 2313-2316	Inch tape, Vitals assessing equipment's,



	History & physical exam- Trauma patients)			<ul style="list-style-type: none"> • State the reasons for performing a rapid trauma assessment. • Recite examples and explain why patients should receive a rapid trauma assessment. • Describe the areas included in the rapid trauma assessment and discuss what should be evaluated. • Differentiate when the rapid assessment may be altered in order to provide patient care. • Discuss the reason for performing a focused history and physical exam. • Recognize and respect the feelings that patients might experience during assessment. • Demonstrate the rapid trauma assessment that should be used to assess a patient based on mechanism of injury. 		torch etc
15	Patient Assessment (Focused History & physical exam- Medical patients)	02:00	05:00	<ul style="list-style-type: none"> • Describe the unique needs for assessing an individual with a specific chief complaint with no known prior history. • Differentiate between the history and physical exam that is performed for responsive patients with no known prior history and patients responsive with a known prior history. • Describe the unique needs for assessing an individual who is unresponsive or has an altered mental status. • Differentiate between the assessment that is performed for a patient who is unresponsive or has an altered mental status and other medical patients 	HSS/ N 2304, 2306-2312, 2317-2319, 2324	Inch tape, Vitals assessing equipment's, torch etc



				<p>requiring assessment.</p> <ul style="list-style-type: none"> Attend to the feelings that these patients might be experiencing. Demonstrate the patient care skills that should be used to assist with a patient who is responsive with no known history. 		
16	Patient Assessment (Detailed Physical Exam)	02:00	05:00	<ul style="list-style-type: none"> Discuss the components of the detailed physical exam. State the areas of the body that are evaluated during the detailed physical exam. Explain what additional care should be provided while performing the detailed physical exam. Distinguish between the detailed physical exam that is performed on a trauma patient and that of the medical patient. Explain the rationale for the feelings that these patients might be experiencing. Demonstrate the skills involved in performing the detailed physical exam. 	HSS/ N 2304-2324	Inch tape, Vitals assessing equipment's, torch etc
17	Patient Assessment (On-going Assessment)	01:00	02:00	<ul style="list-style-type: none"> Discuss the reasons for repeating the initial assessment as part of the ongoing assessment. Describe the components of the on-going assessment. Describe trending of assessment components. Explain the value of performing an on-going assessment. Recognize and respect the feelings that patients might experience during assessment. 	HSS/ N 2304-2324	Inch tape, Vitals assessing equipment's, torch etc



				<ul style="list-style-type: none"> • Explain the value of trending assessment components to other health professionals who assume care of the patient. • Demonstrate the skills involved in performing the on-going assessment. 		
18	Patient Assessment (Communication)	01:00	02:00	<ul style="list-style-type: none"> • List the proper methods of initiating and terminating a radio call. • State the proper sequence for delivery of patient information. • Explain the importance of effective communication of patient information in the verbal report. • Identify the essential components of the verbal report. • Describe the attributes for increasing effectiveness and efficiency of verbal communications. • State legal aspects to consider in verbal communication. • 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 the difference between skills used to interact with the patient • List the correct radio procedures in the following phases of a typical call: To & at the scene, To & at the facility, To & at the station. • Explain the rationale for providing efficient and effective radio 	HSS/ N 9601, 2303	Inch tape, Vitals assessing equipment's, torch etc



				<p>communications and patient reports.</p> <ul style="list-style-type: none"> • Perform a simulated, organized, concise radio transmission. • Perform an organized, concise patient report that would be given to the staff at a receiving facility. • Perform a brief, organized report that would be given to an ALS provider arriving at an incident scene at which the EMT-Basic was already providing care. 		
19	Patient Assessment (Documentation)	01:00	02:00	<ul style="list-style-type: none"> • Explain the components of the written report and list the information that should be included on the written report. • Identify the various sections of the written report. • Describe what information is required in each section of the pre-hospital care report and how it should be entered. • Define the special considerations concerning patient refusal. • Describe the legal implications associated with the written report. • Discuss all state and/or local record and reporting requirements. • Explain the rationale for patient care documentation. • Explain the rationale for the EMS system gathering data. • Explain the rationale for using medical terminology correctly. 	HSS/ N 2323, 2303	Inch tape, Vitals assessing equipment's, torch etc, sample forms and formats



				<ul style="list-style-type: none"> • Explain the rationale for using an accurate and synchronous clock so that information can be used in trending. • Complete a pre-hospital care report. 		
20	Trauma (Bleeding And Shock)	02:00	08:00	<ul style="list-style-type: none"> • List the structure and function of the circulatory system. • Differentiate between arterial, venous and capillary bleeding. • State methods of emergency medical care of external bleeding. • Establish the relationship between body substance isolation and bleeding. • Establish the relationship between airway management and the trauma patient. • Establish the relationship between mechanism of injury and internal bleeding. • List the signs of internal bleeding. • List the steps in the emergency medical care of the patient with signs and symptoms of internal 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). • Explain the sense of urgency to transport patients that are bleeding and show signs of shock (hypo-perfusion). • Demonstrate direct pressure as a method of emergency medical care of 	HSS/ N 2313	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>external bleeding.</p> <ul style="list-style-type: none"> • Demonstrate the use of diffuse pressure as a method of emergency medical care of external bleeding. • Demonstrate the use of pressure points and tourniquets as a method of emergency medical care of external bleeding • Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding. • Demonstrate the care of the patient exhibiting signs and symptoms of shock (hypo-perfusion). • Demonstrate completing a pre-hospital care report for patient with bleeding and/or shock (hypo-perfusion) 		
21	Trauma (Soft Tissue Injuries And Burns)	02:00	08:00	<ul style="list-style-type: none"> • State the major functions of the skin. • List the layers of the skin. • Establish the relationship between body substance isolation (BSI) and soft tissue injuries. • List the types of closed soft tissue injuries. • Describe the emergency medical care of the patient with a closed soft tissue injury. • State the types of open soft tissue injuries. • Describe the emergency medical care of the patient with an open soft tissue injury. • Discuss the emergency medical care considerations for a patient 	HSS/ N 2314	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>with a penetrating chest injury.</p> <ul style="list-style-type: none"> • State the emergency medical care considerations for a patient with an open wound to the abdomen. • Differentiate the care of an open wound to the chest from an open wound to the abdomen. • List the classifications of burns. • Define superficial burn. • List the characteristics of a superficial burn. • Define partial thickness burn. • List the characteristics of a partial thickness burn. • Define partial thickness burn. • List the characteristics of a partial thickness burn. • Define full thickness burn. • List the characteristics of a full thickness burn. • Describe the emergency medical care of the patient with a superficial burn. • Describe the emergency medical care of the patient with a partial thickness burn • Describe the emergency medical care of the patient with a full thickness burn. • List the functions of dressing and bandaging. • Describe the purpose of a bandage. • Describe the steps in applying a pressure dressing. • Establish the relationship between airway management and the patient with chest injury, burns, blunt and 		
--	--	--	--	--	--	--



				<p>penetrating injuries.</p> <ul style="list-style-type: none"> • Describe the effects of improperly applied dressings, splints and tourniquets. • Describe the emergency medical care of a patient with an impaled object. • Describe the emergency medical care of a patient with an amputation. • Describe the emergency care for a chemical burn. • Describe the emergency care for an electrical burn. • Demonstrate the steps in the emergency medical care of closed & open soft tissue injuries. • Demonstrate the steps in the emergency medical care of a patient with an open chest wound. • Demonstrate the steps in the emergency medical care of a patient with open abdominal wounds. • Demonstrate the steps in the emergency medical care of a patient with an impaled object. • Demonstrate the steps in the emergency medical care of a patient with an amputation. • Demonstrate the steps in the emergency medical care of an amputated part. • Demonstrate the steps in the emergency medical care of a patient with superficial burns. • Demonstrate the steps in the emergency medical care of a patient with partial thickness, full 		
--	--	--	--	--	--	--



				<p>thickness, chemical, electrical burns.</p> <ul style="list-style-type: none"> • Demonstrate completing a prehospital care report for patients with soft tissue injuries. • Demonstrate the steps in the emergency medical care of closed soft tissue injuries. 		
22	Trauma (Musculoskeletal Care)	02:00	08:00	<ul style="list-style-type: none"> • Describe the function of the muscular system. • Describe the function of the skeletal system. • List the major bones or bone groupings of the spinal column; the thorax; the upper extremities; the lower extremities. • Differentiate between an open and a closed painful, swollen, deformed extremity. • State the reasons for splinting. • List the general rules of splinting • List the complications of splinting. • List the emergency medical care for a patient with a painful, swollen, deformed extremity. • Explain the rationale for splinting at the scene versus load and go. • Explain the rationale for immobilization of the painful, swollen, deformed extremity. • Demonstrate the emergency medical care of a patient with a painful, swollen, deformed extremity. • Demonstrate completing a prehospital care report for patients with musculoskeletal injuries. 	HSS/ N 2315	<p>Sample medicines, list of common emergency medicines, internet use for best practices across the world</p>



23	Trauma (Injuries To The Head And Spine)	02:00	03:00	<ul style="list-style-type: none"> • State the components of the nervous system. • List the functions of the central nervous system. • Define the structure of the skeletal system as it relates to the nervous system. • Relate mechanism of injury to potential injuries of the head and spine.(C- • Describe the implications of not properly caring for potential spine injuries. • State the signs and symptoms of a potential spine injury. • Describe the method of determining if a responsive patient may have a spine injury. • Relate the airway emergency medical care techniques to the patient with a suspected spine injury. • Describe how to stabilize the cervical spine. • Discuss indications for sizing and using a cervical spine immobilization device. • Establish the relationship between airway management and the patient with head and spine injuries. • Describe a method for sizing a cervical spine immobilization device. • Describe how to log roll a patient with a suspected spine injury. • Describe how to secure a patient to a long spine board. • List instances when a short 	HSS/ N 2316	Sample medicines, list of common emergency medicines, internet use for best practices across the world
----	--	-------	-------	---	-------------	--



				<p>spine board should be used.</p> <ul style="list-style-type: none"> • Describe how to immobilize a patient using a short spine board. • Describe the indications for the use of rapid extrication. • List steps in performing rapid extrication. • State the circumstances when a helmet should be left on the patient. • Discuss the circumstances when a helmet should be removed. • Identify different types of helmets. • Describe the unique characteristics of sports helmets. • Explain the preferred methods to remove a helmet. • Discuss alternative methods for removal of a helmet. • Describe how the patient's head is stabilized to remove the helmet. • Differentiate how the head is stabilized with a helmet compared to without a helmet. • Explain the rationale for immobilization of the entire spine when a cervical spine injury is suspected. • Explain the rationale for utilizing immobilization methods apart from the straps on the cots. • Explain the rationale for utilizing a short spine immobilization device when moving a patient from the sitting to the supine position. 		
--	--	--	--	---	--	--



				<ul style="list-style-type: none"> • Explain the rationale for utilizing rapid extrication approaches only when they indeed will make the difference between life and death. • Defend the reasons for leaving a helmet in place for transport of a patient. • Defend the reasons for removal of a helmet prior to transport of a patient. • Demonstrate opening the airway in a patient with suspected spinal cord injury. • Demonstrate evaluating a responsive patient with a suspected spinal cord injury. • Demonstrate stabilization of the cervical spine. • Demonstrate the four person log roll for a patient with a suspected spinal cord injury. • Demonstrate how to log roll a patient with a suspected spinal cord injury using two people. • Demonstrate securing a patient to a long spine board. • Demonstrate using the short board immobilization technique. • Demonstrate procedure for rapid extrication. • Demonstrate preferred methods for stabilization of a helmet. • Demonstrate helmet removal technique. • Demonstrate alternative methods for stabilization of a helmet. 	
--	--	--	--	---	--



				<ul style="list-style-type: none"> • Demonstrate completing a pre-hospital care report for patients with head and spinal injuries. 		
24	Trauma (Chest injuries)	02:00	03:00	<ul style="list-style-type: none"> • Differentiate between a pneumothorax, a hemothorax, a tension pneumothorax, and a sucking chest wound. • Describe the emergency medical care of a patient with a flail chest, sucking chest wound • Signs of pericardial tamponade. • Complications that can accompany chest injuries. 	HSS/ N 2314	Sample medicines, list of common emergency medicines, internet use for best practices across the world
25	Trauma (Abdominal & Genital injuries)	02:00	03:00	<ul style="list-style-type: none"> • Steps in the emergency medical care of a patient with a blunt or penetrating abdominal injury • Describe how solid and hollow organs can be injured • Emergency medical care of a patient with an object impaled in the abdomen, abdominal evisceration, genitourinary injury 	HSS/ N 2314	Sample medicines, list of common emergency medicines, internet use for best practices across the world
26	Operations (Ambulance Operations)	02:00	05:00	<ul style="list-style-type: none"> • Discuss the medical and non-medical equipment needed to respond to a call. • List the phases of an ambulance call. • Describe the general provisions of state laws relating to the operation of the ambulance and privileges in any or all of the following categories: Speed, Warning lights, siren, right of way, parking, turning. • List contributing factors to unsafe driving conditions. • Describe the considerations that should be given to: 	HSS/ N 2301	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<ul style="list-style-type: none"> • Request for escorts. • Following an escort vehicle. • Intersections. • Discuss "Due Regard For Safety of All Others" while operating an emergency vehicle. • State what information is essential in order to respond to a call. • Discuss various situations that may affect response to a call. • Differentiate between the various methods of moving a patient to the unit based upon injury or illness. • Apply the components of the essential patient information in a written report. • Summarize the importance of preparing the unit for the next response. • Identify what is essential for completion of a call. • Distinguish among the terms cleaning, disinfection, high-level disinfection, and sterilization. • Describe how to clean or disinfect items following patient care. • Explain the rationale for appropriate report of patient information. • Explain the rationale for having the unit prepared to respond. 		
27	Operations (Gaining Access)	02:00	05:00	<ul style="list-style-type: none"> • Describe the purpose of extrication. • Discuss the role of the EMT-Basic in extrication. • Identify what equipment for personal safety is 	HSS/ N 2301	Sample medicines, list of common emergency medicines,



				<p>required for the EMT-Basic.</p> <ul style="list-style-type: none"> Define the fundamental components of extrication. State the steps that should be taken to protect the patient during extrication. Evaluate various methods of gaining access to the patient. Distinguish between simple and complex access. 		<p>internet use for best practices across the world</p>
28	Mass casualty incident	02:00	06:00	<ul style="list-style-type: none"> Explain the EMT-Basic's role during a call involving hazardous materials. Describe what the EMT-Basic should do if there is reason to believe that there is a hazard at the scene. Describe the actions that an EMT-Basic should take to ensure bystander safety. State the role the EMT-Basic should perform until appropriately trained personnel arrive at the scene of a hazardous materials situation. Break down the steps to approaching a hazardous situation. Discuss the various environmental hazards that affect EMS. Describe the criteria for a multiple-casualty situation. Summarize the components of basic triage: START triage model for adult patients, Jump START Triage for paediatric patients and the SMART triage tagging system Define the role of the EMT-Basic in a disaster operation and Establish an Incident Management Structure on arrival at the scene including: As Incident 	HSS/ N 2320	<p>Sample medicines, list of common emergency medicines, internet use for best practices across the world</p>



				<p>Commander, designating Triage Team(s), Treatment Team(s), and a Transport Officer</p> <ul style="list-style-type: none"> Describe basic concepts of incident management. Explain the methods for preventing contamination of self, equipment and facilities along with methods to use the equipment Review the local mass casualty incident plan. 		
29	Medical (Respiratory Emergencies)	03:00	05:00	<ul style="list-style-type: none"> List the structure and function of the respiratory system. State the signs and symptoms of a patient with breathing difficulty. 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. Describe the emergency medical care of the patient with breathing difficulty. Establish the relationship between airway management and the patient with breathing difficulty. List signs of adequate air exchange. State the generic name, medication forms, dose, administration, action, indications and contraindications for the prescribed inhaler. Distinguish between the emergency medical care of 	HSS/ N 2318	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>the infant, child and adult patient with breathing difficulty.</p> <ul style="list-style-type: none"> • Differentiate between upper airway obstruction and lower airway disease in the infant and child patient. • Defend EMT-Basic treatment regimens for various respiratory emergencies. • Explain the rationale for administering an inhaler. • Demonstrate the emergency medical care for breathing difficulty. • Perform the steps in facilitating the use of an inhaler. 		
30	Medical (Cardiovascular Emergencies)	03:00	05:00	<ul style="list-style-type: none"> • Describe the structure and function of the cardiovascular system. • Describe the emergency medical care of the patient experiencing chest pain/discomfort. • List the indications for automated external defibrillation (AED). • List the contraindications for automated external defibrillation. • Define the role of EMT-B in the emergency cardiac care system. • Explain the impact of age and weight on defibrillation. • Discuss the position of comfort for patients with various cardiac emergencies. • Establish the relationship between airway management and the patient with cardiovascular compromise. • Predict the relationship 	HSS/ N 2306	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>between the patient experiencing cardiovascular compromise and basic life support.</p> <ul style="list-style-type: none"> • Discuss the fundamentals of early defibrillation. • Explain the rationale for early defibrillation. • Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator. • Explain the importance of prehospital ACLS intervention if it is available. • Explain the importance of urgent transport to a facility with Advanced Cardiac Life Support if it is not available in the prehospital setting. • Discuss the various types of automated external defibrillators. • Differentiate between the fully automated and the semi-automated defibrillator. • Discuss the procedures that must be taken into consideration for standard operations of the various types of automated external defibrillators. • State the reasons for assuring that the patient is pulseless and apneic when using the automated external defibrillator. • Discuss the circumstances which may result in inappropriate shocks. • Explain the considerations 		
--	--	--	--	---	--	--



				<p>for interruption of CPR, when using the automated external defibrillator.</p> <ul style="list-style-type: none"> • Discuss the advantages and disadvantages of automated external defibrillators. • Summarize the speed of operation of automated external defibrillation. • Discuss the use of remote defibrillation through adhesive pads. • Discuss the special considerations for rhythm monitoring. • List the steps in the operation of the automated external defibrillator. • Discuss the standard of care that should be used to provide care to a patient with persistent ventricular fibrillation and no available ACLS. • Discuss the standard of care that should be used to provide care to a patient with recurrent ventricular fibrillation and no available ACLS. • Differentiate between the single rescuer and multi-rescuer care with an automated external defibrillator. • Explain the reason for pulses not being checked between shocks with an automated external defibrillator. • Discuss the importance of coordinating ACLS trained providers with personnel using automated external defibrillators. • Discuss the importance of post-resuscitation care. 		
--	--	--	--	--	--	--



				<ul style="list-style-type: none"> • List the components of post-resuscitation care. • Explain the importance of frequent practice with the automated external defibrillator. • Discuss the need to complete the Automated Defibrillator: Operator's Shift Checklist. • Discuss the role of the American Heart Association (AHA) in the use of automated external defibrillation. • Explain the role medical direction plays in the use of automated external defibrillation. • State the reasons why a case review should be completed following the use of the automated external defibrillator. • Discuss the components that should be included in a case review. • Discuss the goal of quality improvement in automated external defibrillation. • 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. • State the contraindications and side effects for the use of nitroglycerin. • Define the function of all controls on an automated external defibrillator, and describe event documentation and battery defibrillator maintenance. 		
--	--	--	--	---	--	--



				<ul style="list-style-type: none"> • Defend the reasons for obtaining initial training in automated external defibrillation and the importance of continuing education. • Defend the reason for maintenance of automated external defibrillators. • Explain the rationale for administering nitroglycerin to a patient with chest pain or discomfort. • Demonstrate the assessment and emergency medical care of a patient experiencing chest pain/discomfort. • Demonstrate the application and operation of the automated external defibrillator. • Demonstrate the maintenance of an automated external defibrillator. • Demonstrate the assessment and documentation of patient response to the automated external defibrillator. • Demonstrate the skills necessary to complete the Automated Defibrillator: <ul style="list-style-type: none"> • Operator's Shift Checklist. • Perform the steps in facilitating the use of nitroglycerin for chest pain or discomfort. • Demonstrate the assessment and documentation of patient response to discomfort. • Practice completing a prehospital care report for patients with cardiac emergencies. 		
31	Medical (Cerebrovasc	03:00	05:00	<ul style="list-style-type: none"> • List the structure and function of the nervous 	HSS/ N 2307	Sample



	<p>ular Emergencies)</p>			<p>system.</p> <ul style="list-style-type: none"> • Describe the basic types, causes, and symptoms of stroke • Describe the emergency medical care to a patient experiencing symptoms of a stroke. • Describe managing airway, breathing, and circulation. • Assess the patient’s level of consciousness and document any signs of stroke • Assess vital signs: Blood pressure, heart rate, and respiratory rate. • Describe a standardized pre-hospital stroke scale assessment such as the Cincinnati pre-hospital stroke scale. • Describe checking serum blood sugar. • Collect critical background information on the victim and the onset of the stroke symptoms such as the medical history (especially any past strokes), the estimate of the time since any potential stroke symptoms first appeared, current medical conditions of the patient and current medications. • Explain how patients, family, or bystanders should respond to a potential stroke. • Discuss the actions recommended for emergency responders to potential stroke victims. • Explain the importance of transporting stroke 		<p>medicines, list of common emergency medicines, internet use for best practices across the world</p>
--	------------------------------	--	--	--	--	--



				<p>patients immediately to an emergency department that has the personnel and equipment to provide comprehensive acute stroke treatment.</p> <ul style="list-style-type: none"> • Carry out first triage of potential stroke victims. • Expedite transport of the patient to the nearest hospital equipped to handle strokes • Explain the importance of immediately notifying the Emergency Department of the hospital of the arrival of a potential stroke victim • Administer an IV line and oxygen and monitor the functioning of the heart on-route to the hospital • Forward a written report to the emergency department with details on medical history and onset of the stroke symptoms 		
32	Medical (Diabetes/ Altered Mental Status)	02:00	02:00	<ul style="list-style-type: none"> • Identify the patient taking diabetic medications with altered mental status and the implications of a diabetes history. • State the steps in the emergency medical care of the patient taking diabetic medicine with an altered mental status and a history of diabetes. • Establish the relationship between airway management and the patient with altered mental status. • State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose. • Evaluate the need for 	HSS/N/2324	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>medical direction in the emergency medical care of the diabetic patient.</p> <ul style="list-style-type: none"> • Explain the rationale for administering oral glucose. • Demonstrate the steps in the emergency medical care for the patient taking diabetic medicine with an altered mental status and a history of diabetes. • Demonstrate the steps in the administration of oral glucose. • Demonstrate the assessment and documentation of patient response to oral glucose. • Demonstrate how to complete a pre-hospital care report for patients with diabetic emergencies. 		
33	Medical (Allergies)	02:00	02:00	<ul style="list-style-type: none"> • Recognize the patient experiencing an allergic reaction. • Describe the emergency medical care of the patient with an allergic reaction. • Establish the relationship between the patient with an allergic reaction and airway management. • Describe the mechanisms of allergic response and the implications for airway management. • 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 	HSS/ N 2308	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>reaction.</p> <ul style="list-style-type: none"> • 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. • Explain the rationale for administering epinephrine using an auto-injector. • Demonstrate the emergency medical care of the patient experiencing an allergic reaction. • Demonstrate the use of epinephrine auto-injector. • Demonstrate the assessment and documentation of patient response to an epinephrine injection. • Demonstrate proper disposal of equipment. • Demonstrate completing a pre-hospital care report for patients with allergic emergencies. 		
34	Medical (Poisoning/ Overdose)	02:00	02:00	<ul style="list-style-type: none"> • List various ways that poisons enter the body. • List signs/symptoms associated with poisoning. • Discuss the emergency medical care for the patient with possible overdose. • Describe the steps in the emergency medical care for the patient with suspected poisoning. • Establish the relationship between the patient suffering from poisoning or overdose and airway management. • State the generic and trade names, indications, 	HSS/ N 2309	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>contraindications, medication on form, dose, administration, actions, side effects and reassessment strategies for activated charcoal.</p> <ul style="list-style-type: none"> • Recognize the need for medical direction in caring for the patient with poisoning or overdose. • Explain the rationale for administering activated charcoal. • Explain the rationale for contacting medical direction early in the prehospital management of the poisoning or overdose patient. • Demonstrate the steps in the emergency medical care for the patient with possible overdose. • Demonstrate the steps in the emergency medical care for the patient with suspected poisoning. • Perform the necessary steps required to provide a patient with activated charcoal. • Demonstrate the assessment and documentation of patient response. 		
35	Medical (Environmental Emergencies)	02:00	02:00	<ul style="list-style-type: none"> • Describe the various ways that the body loses heat. • List the signs and symptoms of exposure to cold. • Explain the steps in providing emergency medical care to a patient exposed to cold. • List the signs and symptoms of exposure to 	HSS/ N 2310	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>heat.</p> <ul style="list-style-type: none"> • Explain the steps in providing emergency care to a patient exposed to heat. • Recognize the signs and symptoms of water-related emergencies. • Describe the complications of near drowning. • Discuss the emergency medical care of bites and stings. • Demonstrate the assessment and emergency medical care of a patient with exposure to cold. • Demonstrate the assessment and emergency medical care of a patient with exposure to heat. • Demonstrate the assessment and emergency medical care of a near drowning patient. • Demonstrate completing a pre-hospital care report for patients with environmental emergencies. 		
36	Medical (Behavioural Emergencies)	02:00	02:00	<ul style="list-style-type: none"> • Define behavioral emergencies. • Discuss the general factors that may cause an alteration in a patient's behavior. • State the various reasons for psychological crises. • Discuss the characteristics of an individual's behavior which suggests that the patient is at risk for suicide. • Discuss special medical/legal considerations for managing behavioral emergencies. • Discuss the special considerations for 	HSS/ N 2311	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>assessing a patient with behavioral problems.</p> <ul style="list-style-type: none"> • 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. • Explain the rationale for learning how to modify your behavior toward the patient with a behavioral emergency. • Demonstrate the assessment and emergency medical care of the patient experiencing a behavioral emergency. • Demonstrate various techniques to safely restrain a patient with a behavioral problem. 		
37	Medical (Paediatric Emergencies)	03:00	05:00	<ul style="list-style-type: none"> • Identify the developmental considerations for the following age groups: Infant, Toddler, Pre-school, School age, adolescent • Describe differences in anatomy and physiology of the infant, child and adult patient. • Differentiate the response of the ill or injured infant or child (age specific) from that of an adult. • Indicate various causes of respiratory emergencies. • Differentiate between respiratory distress and respiratory failure. • List the steps in the management of foreign body airway obstruction. • Summarize emergency 	HSS/ N 2317	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>medical care strategies for respiratory distress and respiratory failure.</p> <ul style="list-style-type: none"> • Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient. • Describe the methods of determining end organ perfusion in the infant and child patient. • State the usual cause of cardiac arrest in infants and children versus adults. • List the common causes of seizures in the infant and child patient. • Describe the management of seizures in the infant and child patient. • Differentiate between the injury patterns in adults, infants, and children. • Discuss the field management of the infant and child trauma patient. • Summarize the indicators of possible child abuse and neglect. • Describe the medical legal responsibilities in suspected child abuse. • Recognize need for EMT-Basic debriefing following a difficult infant or child transport. • Explain the rationale for having knowledge and skills appropriate for dealing with the infant and child patient. • Attend to the feelings of the family when dealing with an ill or injured infant or child. • Understand the provider's own response (emotional) to caring for infants or children. 		
--	--	--	--	--	--	--



				<ul style="list-style-type: none"> • Demonstrate the techniques of foreign body airway obstruction removal in the infant. • Demonstrate the techniques of foreign body airway obstruction removal in the child. • Demonstrate the assessment of the infant and child. • Demonstrate bag-valve-mask artificial ventilations for the infant. • Demonstrate bag-valve-mask artificial ventilations for the child. • Demonstrate oxygen delivery for the infant and child. 		
38	Medical (Geriatric Emergencies)	01:00	01:00	<ul style="list-style-type: none"> • Appropriate ways to communicate with geriatric patients • Discuss the GEMS diamond • Leading causes of death of the geriatric population • Physiologic changes of aging. • Problem known as polypharmacy • Define elder abuse & its causes • Describe the following basics of patient assessment for the geriatric patient: <ul style="list-style-type: none"> – Scene size-up – Initial assessment – Focused history and physical exam – Detailed physical exam – Ongoing assessment • Common chief complaints of older patients. • Trauma assessment in 	General Topic	Sample medicines, list of common emergency medicines, internet use for best practices across the world

				<p>older patients for the following injuries:</p> <ul style="list-style-type: none"> - Injuries to the spine - Head injuries - Injuries to the pelvis - Hip fractures • Acute illnesses in older people 		
39	<p>Medical (Gynaecologic/ Obstetric Emergencies)</p>	04:00	04:00	<ul style="list-style-type: none"> • Describe the following structures: Uterus, vagina, foetus, placenta, umbilical cord, amniotic sac, and perineum • Identify and explain the use of the contents of an obstetrics kit • Identify pre-delivery emergencies • State indications of an imminent delivery • Differentiate the emergency medical care provided to a patient with pre-delivery emergencies from a normal delivery • Perform the steps in pre-delivery preparation of the mother • Establish the relationship between body substance isolation and childbirth • Explain the steps to assist in the delivery • State the steps required for care of the baby as the head appears • Explain how and when to cut the umbilical cord • Perform the steps in the delivery of the placenta • Perform the steps in the emergency medical care of the mother post-delivery • Summarise neonatal resuscitation procedures • Identify the procedures for the following abnormal deliveries: Breech birth, multiple births, prolapsed 	HSS/ N 2312	<p>Sample medicines, list of common emergency medicines, internet use for best practices across the world</p>



				<p>cord, limb presentation</p> <ul style="list-style-type: none"> • Differentiate the special considerations for multiple births • Recognise special considerations of meconium • Identify special considerations of a premature baby • Perform the emergency medical care of a patient with a gynaecological emergency • Perform steps required for emergency medical care of a mother with excessive bleeding • Complete a Pre-Hospital Care report for patients with obstetrical/gynaecological emergencies 		
40	Medical (Abdominal Emergencies)	02:00	02:00	<ul style="list-style-type: none"> • Recognise the anatomical components of the abdomen and their functions • Recognise the symptoms and cause of visceral pain • Recognise the symptoms and causes of parietal pain • Recognise the symptoms and possible causes of referred pain • Describe the focused history and physical exam of the patient including: Inspection, Palpation and Auscultation • Establish airway in patient • Describe placement of patient in position of comfort • Look for signs of hypoperfusion • Recognise possible 	HSS/ N 2319	Sample medicines, list of common emergency medicines, internet use for best practices across the world

				<p>diagnoses for abdominal pain</p> <ul style="list-style-type: none"> • State the treatment for managing various causes of abdominal pain • Recognise potential diagnoses which imply the condition of the patient may deteriorate and highlight the need for frequent reassessment and advanced life support interventions • Alert the Emergency Centre/ Healthcare provider in advance of a priority case (when required) 		
	Total Duration (Theory+ Practical)	90:00	150:00	<p>Unique Equipment Required: BP apparatus (Manual), BP apparatus (Automatic), Pulsoximeter, Thermometer, Stethoscope, Torch, Glucometer, Spine Board with Straps, Head Motion Immobilizer (HMR), Cervical Collar Large, Cervical Collar Medium, Cervical Collar Small, Stair Chair, Wheel Chair, Scoop Stretcher, Helmet, CPR Manikin Adult, CPR Manikin Infant, Pocket Mask Adult, Adult Ambu Bag with Mask, Infant Ambu Bag with Mask, Automated External Defibrillator (AED), AHA BLS DVD, Adult Airway manikin, Oropharyngeal Airways 00,0,1,2,3,4; Nasopharyngeal airways, Nasal Cannula (Adult), Nasal Cannula (Paed), Simple face mask (Adult), Simple face mask (Paed), Non-rebreather Face Mask, Partial rebreather face Mask, Venturi mask,</p> <p>Reservoir bag, Nebulization Mask (Adult), Laryngeal Mask Airway, Oxygen Cylinder B Type, Oxygen Cylinder D Type, Flow meter, Humidifier, Regulator, Nebulizer, Suction machine (Automatic), Suction pump (Manual), Suction Catheter hard tip, Suction Catheter soft tip All Size, Laryngoscope with Blades*, Stillet* 2, Endotracheal Tube* All Size, IV Cannula 16,18,20,22,24; Macro drip IV set, Microdrip IV Set, IV Fluid NS,RL,D25%; Syringes 5ml,10ml,50ml; Malleable Splints, Bandages 6cm,10cm,15cm; Crepe Bandages 6cm,10cm,15cm; Inhalers, Spacer, Nasogastric Tube* 16,18; Cardiac Monitor*, Chest Leads*, Collapsible Trolley Stretcher, Fully Equipped Ambulance</p> <p>Class Room equipped with following arrangements:</p> <ul style="list-style-type: none"> • Interactive lectures & Discussion • Brain Storming • Charts & Models • Activity • Video presentation <p>Skill lab equipped with following arrangements:</p> <ul style="list-style-type: none"> • Unique equipment as enlisted at the last • Practical Demonstration of various functions • Case study • Role play <p>Visit to Ambulance & Emergency Medical Services</p>		
	Total Duration for OJT	150:00				



Field assignment

Module: Employability Skills (60 hours)

Mapped to DGT/VSQ/N0102 : Employability Skills (60 Hours)

Mandatory Duration: 60:00

Location: On-Site

S.No.	Module Name	Key Learning Outcomes	Duration (hours)
1.	Introduction to Employability Skills	<ul style="list-style-type: none"> Discuss the Employability Skills required for jobs in various industries. List different learning and employability related GOI and private portals and their usage. 	1.5
2.	Constitutional values - Citizenship	<ul style="list-style-type: none"> Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen. Show how to practice different environmentally sustainable practices. 	1.5
3.	Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> Discuss importance of relevant 21st century skills. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life. Describe the benefits of continuous learning. 	2.5
4.	Basic English Skills	<ul style="list-style-type: none"> Show how to use basic English sentences for every day conversation in different contexts, in person and over the telephone. Read and interpret text written in basic English Write a short note/paragraph / letter/e -mail using basic English. 	10
5.	Career Development & Goal Setting	<ul style="list-style-type: none"> Create a career development plan with well-defined short- and long-term goals. 	2
6.	Communication Skills	<ul style="list-style-type: none"> Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette. Explain the importance of active listening for effective communication. Discuss the significance of working collaboratively with others in a team. 	5
7.	Diversity & Inclusion	<ul style="list-style-type: none"> Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD. Discuss the significance of escalating sexual harassment issues as per POSH act. 	2.5
8.	Financial and Legal Literacy	<ul style="list-style-type: none"> Outline the importance of selecting the right financial institution, product, and service. 	5



9.	Essential Digital Skills	<ul style="list-style-type: none"> • Demonstrate how to carry out offline and online financial transactions, safely and securely. • List the common components of salary and compute income, expenditure, taxes, investments etc. • Discuss the legal rights, laws, and aids. • Describe the role of digital technology in today's life. • Demonstrate how to operate digital devices and use the associated applications and features, safely and securely. • Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely. • Create sample word documents, excel sheets and presentations using basic features. • Utilize virtual collaboration tools to work effectively. 	10
10.	Entrepreneurship	<ul style="list-style-type: none"> • Explain the types of entrepreneurship and enterprises. • Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan. • Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement. • Create a sample business plan, for the selected business opportunity. 	7
11	Customer Service	<ul style="list-style-type: none"> • Describe the significance of analyzing different types and needs of customers. • Explain the significance of identifying customer needs and responding to them in a professional manner. • Discuss the significance of maintaining hygiene and dressing appropriately. 	5
12	Getting Ready for Apprenticeship & Jobs	<ul style="list-style-type: none"> • Create a professional Curriculum Vitae (CV). • Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively. • Discuss the significance of maintaining hygiene and confidence during an interview. • Perform a mock interview. • List the steps for searching and registering for apprenticeship opportunities. 	8

LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS		
S No.	Name of the Equipment	Quantity
1.	Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below)	As required
2.	UPS	As required
3.	Scanner cum Printer	As required
4.	Computer Tables	As required



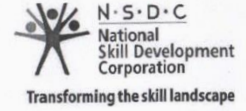
5.	Computer Chairs	As required
6.	LCD Projector	As required
7.	White Board 1200mm x 900mm	As required
<i>Note: Above Tools & Equipment not required, if Computer LAB is available in the institute.</i>		

Grand Total Course Duration: **450:00 Hours (240 Hours for Class Room & Skill Lab Training + 150 Hours OJT/Internship/Clinical or Laboratory Training+ 60 hours of Employability Skills)**

*(This syllabus/ curriculum has been approved by **SSC: Healthcare Sector Skill Council**)*

Annexure2: Trainer Prerequisites for Job role: “Emergency Medical Technician-Basic” mapped to Qualification Pack: “HSS/Q2301, version 1.0”

Sr. No.	Area	Details
1	Description	To deliver accredited training service, mapping to the curriculum detailed above, in accordance with the Qualification Pack <u>“HSS/Q2301”</u> .
2	Personal Attributes	Aptitude for conducting training, and pre/ post work to ensure competent, employable candidates at the end of the training. Strong communication skills, interpersonal skills, ability to work as part of a team; a passion for quality and for developing others; well-organised and focused, eager to learn and keep oneself updated with the latest in the mentioned field.
3	Minimum Educational Qualifications	<ul style="list-style-type: none"> • Medical graduates with additional qualification in Emergency Medicine/Emergency Medical Services and having completed instructor certification in Basic Life Support, Advance Cardiovascular Life Support, Pediatric Advance Life Support and International Trauma Life Support with experience in teaching EMT course. • Specialist Medical teachers will be permitted to teach special topics. Topics related to Ambulance operations and managements shall be taught by expert faculty from that field. • Level 4 certified Emergency Medical Technician-B with minimum 5 years of experience or Level 5 certified Emergency Medical Technician-A with minimum 3 years of experience.
4a	Domain Certification	Certified for Job Role: <u>“Emergency Medical Technician-Basic”</u> mapped to QP: <u>“HSS/Q2301”</u> , version 1.0 with scoring of minimum 85%.
4b	Platform Certification	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “SSC/1402” with scoring of minimum 90%.
5	Experience	<ul style="list-style-type: none"> • Experience in teaching Emergency Medical Technician course for medical graduates <u>HSS/Q2301, version 1.0</u> • 5 years of experience for Level 4 certified Emergency Medical Technician-Basic <u>HSS/Q2301, version 1.0</u> and minimum 3 years of experience for Level 5 certified Emergency Medical Technician-Advance. <u>HSS/Q2302, version 1.0</u>



Certificate

CURRICULUM COMPLIANCE TO QUALIFICATION PACK – NATIONAL OCCUPATIONAL STANDARDS

is hereby issued by the

HEALTHCARE SECTOR SKILL COUNCIL

for the

MODEL CURRICULUM

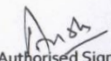
Complying to National Occupational Standards of

Job Role/ Qualification Pack: **'Emergency Medical Technician- Basic'** QP No. **'HSS/Q 2301 NSQF Level 4'**

Date of Issuance: **November 30th, 2015**

Valid up to: **November 29th, 2016**

* Valid up to the next review date of the Qualification Pack



Authorised Signatory
(Healthcare Sector Skill Council)



Healthcare Sector Skill Council
520-521, DLF Tower 'A'
Jasola District Centre
New Delhi - 110025
T: +91-11-41017346/40505850 (D)
E-Mail : info@healthcare-ssc.in
W: www.healthcare-ssc.in