

1

The Emergency Medical Responder

LESSON

Lesson Length

60 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–12
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Summarize the history and origins of the *emergency medical services* (EMS) system.
- Describe the components of an EMS system, and discuss factors related to “right to practice.”
- Explain the different levels of EMS training.
- Discuss the continuity of care and the importance of working with other responders.
- Define who an *emergency medical responder* (EMR) is.
- List the roles and responsibilities of an EMR.
- Describe the personal characteristics and professional behavior expected of an EMR.
- Discuss medical oversight.
- Discuss factors related to the “right to practice.”

Bloodborne Pathogens: Preventing Disease Transmission

Lesson Length

120 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–19
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor
- Non-latex disposable gloves (multiple sizes)
- Examples of masks (including *high-efficiency particulate air* [HEPA] and N95), gowns, eye protection, CPR breathing barriers and biohazard bags

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Describe how the immune system works.
- Identify ways in which diseases are transmitted and give an example of how each transmission can occur.
- Describe diseases that cause concern and how they are transmitted.
- Describe conditions that must be present for disease transmission.
- Explain the importance of standard precautions.
- Identify standard precautions to protect yourself against disease transmission.
- Describe the steps an *emergency medical responder* (EMR) should take for personal protection from bloodborne pathogens.
- Describe the procedure an EMR would use to disinfect equipment, work surfaces, clothing and leather items.
- Explain the importance of documenting an exposure incident and post-exposure follow-up care.
- Explain how the *Occupational Safety and Health Administration* (OSHA) standard for bloodborne pathogens influences your actions as an EMR.
- Acknowledge the importance of knowing how various diseases are transmitted.
- Demonstrate the proper techniques for placing and removing *personal protective equipment* (PPE).
- Use appropriate PPE and properly remove and discard the protective garments, given a scenario in which potential exposure takes place.

The Well-Being of the Emergency Medical Responder

Lesson Length

30 minutes (35 minutes with Enrichment)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- LCD projector, screen and computer
- PowerPoint slides 1–10

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Identify the signs and symptoms of critical incident stress.
- Describe actions an *emergency medical responder* (EMR) could take to reduce or alleviate stress.
- Describe reactions a person might have when confronted with the dying process or actual death of another individual.
- List possible emotional reactions an EMR may experience when faced with trauma, illness, death and dying.
- Explain the importance of understanding the response to death and dying and communicating effectively with the patient's family.
- Describe the steps an EMR might take when approaching the family of a dead or dying patient.
- Recognize possible reactions of the EMR's family to the responsibilities of an EMR.
- Communicate with empathy to patients and their family members and friends.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

Your police unit responds to a call for a medical emergency involving a man who has collapsed in front of a school building. When you and your partner arrive, you see that the man is bleeding from the mouth and face. Vomit and blood are on the ground around him. "His face hit the ground when he fell," a bystander says. The victim does not appear to be breathing.

Medical, Legal and Ethical Issues

Lesson Length

75 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–13
- LCD projector, screen and computer
- Samples of advance directives, if available

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to–

- Define the legal duties of an *emergency medical responder* (EMR), including scope of practice and the standard of care.
- Define and discuss the ethical responsibilities of an EMR.
- Describe the various forms of consent and explain the methods of obtaining consent.
- Explain the difference between expressed consent and implied consent.
- Have a basic understanding of Good Samaritan laws.
- Describe the ethical responsibilities of an EMR.
- Discuss the implications of and steps to follow if a patient refuses care.
- Discuss advance directives and explain their implications on emergency medical care.
- Explain other legal issues including assault and battery, abandonment and negligence.
- Explain the importance, necessity and legality of maintaining confidentiality about the condition, circumstances and care of the patient.
- Discuss the *Health Insurance Portability and Accountability Act* (HIPAA) Privacy Rule, including instances where disclosure of information is permitted.
- Describe the signs of obvious death.
- Understand the importance of and need for crime scene/evidence preservation.
- Understand the circumstances and general requirements of mandated reporting.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

A 20-year-old cyclist on a mountain bike team was temporarily unconscious after falling off his bike during practice. As the athletic trainer for the team, you respond to the incident. The injured

The Human Body

Lesson Length

60 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–22
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor
- Illustrations, posters or anatomical models of the various body systems, if available
- Newsprint and markers

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Identify various anatomical terms commonly used to refer to the body.
- Describe various body positions.
- Describe the major body cavities.
- Understand the basics of medical terminology and their application to emergency medical care.
- Identify and describe the fundamental anatomy and physiology of the major body systems.
- Give examples of how body systems interrelate.
- Describe the anatomical and physiological differences of children and infants and the resulting considerations for emergency care.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

Your fire rescue unit responds to the scene of a motor-vehicle collision involving a car with two people and a minivan driven by a woman who has two small children in car seats. As you size-up the scene, three people appear to be injured. The first person, a woman who was driving one of the vehicles, is going in and out of consciousness. You suspect her injuries may include possible fractured ribs. The second person, a passenger in the same vehicle, has injuries on the right side of his body. The third person, the driver of the minivan, appears to have chest and abdominal injuries, but she is conscious and you can speak with her. She is distraught because her children are in the back of the minivan and she is concerned about them.

Lifting and Moving Patients

Lesson Length

60 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–17
- LCD projector, screen and computer
- Full-body adult manikins (optional)
- Additional clothing, blanket, tarp, drape, bedspread or sheet

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Define body mechanics.
- Explain the safety precautions to follow when lifting and moving a patient.
- Describe the conditions that require an emergency move.
- Describe the indications for assisting in non-emergency moves.
- Describe the various devices associated with moving a patient in the out-of-hospital setting.
- Explain the guidelines for patient positioning and packaging for transport.
- Explain the indications for when to use restraints.
- Describe the types of restraints.
- Make appropriate decisions regarding the use of equipment for moving a patient in the out-of-hospital setting.

Skill

After completing this lesson, participants will be able to—

- Demonstrate an emergency move.
- Demonstrate a non-emergency move.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

- Review the opening scenario:

Your fire rescue unit is summoned to a recently remodeled building in response to a 9-1-1 call for a reported fire. You arrive to find smoke filling the area. Two people carry a man through a doorway.

Scene Size-Up

Lesson Length

60 minutes (70 minutes with Enrichment)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–9
- LCD projector, screen and computer

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Explain the rationale for sizing up a scene.
- Identify the elements of a scene size-up.
- Determine when a scene is safe to enter.
- Describe common hazards found at the scene of a trauma or medical emergency.
- Have a basic understanding of scene and traffic control and related safety issues.
- Describe the principles of personal safety at an emergency scene.
- Identify standard and specialized *personal protective equipment* (PPE).
- Describe common *mechanisms of injury* (MOI) and natures of illness.
- Recognize an unstable vehicle.
- Explain the safety fundamentals of vehicle stabilization.
- Know when to request and what types of additional resources may be necessary at the scene.
- Describe other dangerous situations and *hazardous materials* (HAZMAT).

TOPIC: INTRODUCTION

Time: 7 minutes

PowerPoint slide 1

- Review the opening scenario:

You are summoned to a neighbor's home after the 43-year-old mother and her two children from next door were apparently overcome by carbon monoxide from using a gas oven. The power went out earlier and has not been restored. The family members were found by a concerned neighbor. When you arrive, you see the mother and one of the children who are conscious and complaining of nausea and severe headaches. You also see a 6-year-old boy who appears to be unresponsive and not breathing.

- Ask participants—
 - “What should you be concerned with prior to conducting an assessment and providing care?”
 - “Are there other services, such as fire or police, you should summon to the scene?”

Primary Assessment

Lesson Length

110 minutes (120 minutes with Enrichment)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–21
- LCD projector, screen and computer
- DVD player and monitor
- *Emergency Medical Response* DVD
- Adult and infant manikins (one for every two participants; child manikins optional)
- Non-latex disposable gloves (multiple sizes) and other *personal protective equipment* (PPE), as indicated
- Decontamination supplies
- Resuscitation masks (adult and pediatric; one for each participant)

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Summarize the reasons for forming a general impression of the patient.
- Explain the purpose of the primary (initial) assessment.
- Describe methods for assessing a patient's *level of consciousness* (LOC).
- Explain the differences in assessing the LOC of an adult, a child and an infant.
- Describe methods of assessing whether a patient is breathing.
- Distinguish a patient with adequate breathing from a patient with inadequate breathing.
- Describe the methods used to assess circulatory status.
- Explain the differences in obtaining a pulse in an adult, a child and an infant.
- Explain the need to assess a patient for external bleeding.
- Describe how to assess a patient for severe bleeding.
- Describe how to assess breathing rate and quality, pulse rate and quality and skin appearance.
- Describe how to establish priorities for care including recognition and management of shock.

Skill

After completing this lesson, participants will be able to—

- Demonstrate how to assess LOC.
- Demonstrate how to open the airway using the jaw-thrust (without head extension) maneuver.
- Demonstrate how to use a resuscitation mask.
- Perform a primary assessment for an adult or child, and an infant patient.

History Taking and Secondary Assessment

Lesson Length

120 minutes (130 minutes with Enrichment)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–19
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor
- Non-latex disposable gloves (multiple sizes) and other *personal protective equipment* (PPE), as indicated
- Sample history and physical exam forms
- Stethoscopes (one for every two participants)
- Sphygmomanometers (*blood pressure* [BP] cuff) (one for every two participants)

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Explain the purpose of the patient history.
- Explain the components of the SAMPLE history.
- Explain the purpose of the secondary assessment.
- Explain the importance of properly assessing a patient's vital signs.
- Explain the components of a physical exam.
- State the areas of the body that are evaluated during the physical exam.
- Identify further questions that may be asked during the physical exam.
- Identify the components of the ongoing assessment.
- Explain the importance of properly assessing a patient's *blood pressure* (BP).
- Describe the techniques used to measure BP.

Skill

After completing this lesson, participants will be able to—

- Demonstrate how to obtain a SAMPLE history.
- Demonstrate how to obtain baseline vital signs.
- Demonstrate how to obtain BP by auscultation and palpation.
- Demonstrate how to perform a secondary assessment.

Communication and Documentation

Lesson Length

60 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–10
- LCD projector, screen and computer
- Examples of documentation forms

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Recognize the importance of effective communication within the *emergency medical services* (EMS) system.
- Recognize the need for compassion and empathy when caring for a patient's physical and mental needs.
- Communicate willingly and with sensitivity in the care of all patients.
- Identify the components of the *prehospital care report* (PCR).
- Describe the fundamental components of documentation and related issues.
- Explain the importance of maintaining confidentiality about the condition, circumstances and care of the patient.
- Describe the elements of a verbal report given during the transfer of care.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

As the closest responders in the area, your police unit is called to the scene where an elderly woman has collapsed in front of her home. When you arrive, a neighbor tells you that the woman suddenly collapsed and tripped on the concrete step in the walkway in front of her home. She is now conscious but a little dazed, and you find that she is also very frightened and apprehensive.

- Ask participants: **“What can you do to try to ease the woman’s fears and reduce her anxiety as you assess her for injuries?”**

Lesson Length

60 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- Skill Checklists for Lessons 9–10
- Non-latex disposable gloves (multiple sizes) and other *personal protective equipment* (PPE), as indicated
- Adult and infant manikins (one for every two participants; child manikins optional)
- Decontamination supplies
- Resuscitation masks (adult and pediatric; one for each participant)
- Stethoscope (one for every two participants)
- Sphygmomanometer (one for every two participants)
- Blank SAMPLE history and physical exam forms
- Blank documentation forms

Lesson Objectives

Skill

After completing this lesson, participants will be able to—

- Demonstrate the knowledge and skills covered in Lessons 8–11.

TOPIC: INTRODUCTION

Time: 5 minutes

Activity:

- Explain that participants will be divided into pairs or small groups to practice the skills at various stations around the room.
- Emphasize that the partners or groups should work together and rotate through the stations.
- Tell participants that they may need to assume the role of the patient, bystander or family member(s) if requested, especially in situations that require verbal interaction between the *emergency medical responder* (EMR) and the patient or others.
- Encourage participants to bring their textbooks to the various practice stations and to practice the designated skills at each station.
- Tell participants that you will be walking around to the various stations, observing their skills, asking them questions and answering any questions that they may have.

Airway and Ventilation

Lesson Length

115 minutes (185 minutes with Enrichments)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–26
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor
- Non-latex disposable gloves (multiple sizes) and other *personal protective equipment* (PPE), as indicated
- Adult and infant manikins (one for every two participants; child manikins optional)
- Decontamination supplies
- Resuscitation masks (adult and pediatric; one for each participant)
- *Bag-valve-mask resuscitators* (BVMs) (adult and pediatric; one for every two participants)
- Examples of delivery systems for asthma medications and peak flow meters, such as asthma training inhalers (*Enrichment: Assisting the Patient with Asthma* [optional])

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Describe the structure and function of the respiratory system.
- List the signs of inadequate breathing.
- Describe how to care for a patient experiencing respiratory distress.
- Explain why basic airway management and ventilation skills take priority over many other basic life-support skills.
- Describe how to perform mouth-to-mouth, mouth-to-nose and mouth-to-stoma ventilations.
- Describe how to assess for breath sounds (*Enrichment*).

Skill

After completing this lesson, participants will be able to—

- Demonstrate how to give ventilations using a resuscitation mask.
- Demonstrate how to give ventilations using a *bag-valve-mask resuscitator* (BVM).
- Demonstrate how to give ventilations if a head, neck or spinal injury is suspected.
- Demonstrate how to perform cricoid pressure (Sellick's maneuver) (*Enrichment skill*).
- Demonstrate how to assist a patient with an asthma inhaler (*Enrichment skill*).

Airway Management

Lesson Length

60 minutes (70 minutes with Enrichment)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–9
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor
- Non-latex disposable gloves (multiple sizes) and other *personal protective equipment* (PPE), as indicated
- Resuscitation masks (adult and pediatric; one for each participant)
- Adult and infant manikins (one for every two participants; child manikins optional)
- Airway manikin (if available) (one for every two participants)
- Decontamination supplies
- Oral airways (one for every two participants)
- Tongue blades or tongue depressors (optional [for child or infant oral airway insertion]; one for every two participants)
- Manual and/or mechanical suction devices (one for every three participants)
- Nasopharyngeal airways (*Enrichment: Nasopharyngeal Airway*)

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Explain the purposes and use of airway adjuncts.
- Describe the two types of suctioning devices and their use.
- List the circumstances when airway adjuncts should *not* be used.
- List some common causes of airway obstruction and describe appropriate care.
- Describe how to provide care for an unconscious choking adult, child and infant.

Skill

After completing this lesson, participants will be able to—

- Demonstrate how to insert an oral airway.
- Demonstrate the techniques of suctioning.
- Demonstrate how to provide care for a conscious choking adult, child and infant.
- Demonstrate how to insert a nasal airway (*Enrichment skill*).

Emergency Oxygen

Lesson Length

60 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–13
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor
- Non-latex disposable gloves (multiple sizes) and other *personal protective equipment* (PPE), as indicated
- Adult and infant manikins (one for every two participants; child manikins optional)
- Decontamination supplies
- Emergency oxygen cylinders (one for every four participants)
- Pressure regulator and flowmeter (one for every two participants)
- Oxygen delivery devices, such as nasal cannula, resuscitation masks, non-rebreather masks and *bag-valve-mask resuscitators* (BVMs) (adult and pediatric; one for every two participants)

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Identify when it is appropriate to administer emergency oxygen.
- List the delivery devices for use in administering emergency oxygen.
- Describe the steps required to administer emergency oxygen.
- List precautions to take when using emergency oxygen.

Skill

After completing this lesson, participants will be able to—

- Demonstrate how to prepare the equipment and administer emergency oxygen to breathing and nonbreathing patients using a nasal cannula, non-rebreather mask, resuscitation mask and BVM.

Skills Review

Lesson Length

60 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- Skill Checklists for Lessons 14–16
- Non-latex disposable gloves (multiple sizes) and other *personal protective equipment* (PPE), as indicated
- Adult and infant manikins (one for every two participants; child manikins (optional))
- Decontamination supplies
- Resuscitation masks (adult and pediatric; one for each participant)
- *Bag-valve-mask resuscitators* (BVMs) (adult and pediatric; one for every two participants)
- Oral airways (one for every two participants)
- Tongue blades or tongue depressors (one for every two participants; optional [for child or infant oral airway insertion])
- Nasopharyngeal airways (one for every two participants) (optional)
- Oxygen cylinders with pressure regulators and flowmeters (one for every two participants)
- Oxygen delivery devices, such as nasal cannulas, resuscitation masks with oxygen inlet and non-rebreather masks (one for every two participants)
- Airway manikin (if available) (one for every two participants)
- Asthma inhaler trainer (optional)

Lesson Objectives

Skill

After completing this lesson, participants will be able to—

- Demonstrate the skills covered in Lessons 14–16.

LESSON 19

The Circulatory System and Cardiac Emergencies

Lesson Length

60 minutes (65 minutes with Enrichment)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–12
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Describe how to recognize and care for a victim who may be experiencing a heart attack.
- Describe how to care for a patient who may be experiencing cardiac arrest.
- List the reasons why the heart would stop beating.
- Identify controllable risk factors for cardiovascular disease (*Enrichment*).

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

You are called to the home of a 50-year-old man whose wife called 9-1-1 because he was complaining of severe pressure in his chest and pain that was radiating to his shoulder. The patient is now perspiring and breathing rapidly and appears very anxious. He states, "I feel like I can't catch my breath. I still feel the pressure, but it has gotten a little bit better."

- Ask participants—
 - "What signs and symptoms would lead you to suspect that the patient is having a heart attack?"
 - "What body systems are most likely involved?"
 - "What links in the Cardiac Chain of Survival have been met?"

LESSON 20

CPR and Automated External Defibrillation

Lesson Length

120 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–16
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor
- Non-latex disposable gloves (multiple sizes) and other *personal protective equipment* (PPE), as indicated
- Adult and infant manikins (one for every two participants; child manikins optional but must accommodate anterior/posterior pad placement)
- Decontamination supplies
- Resuscitation masks (adult and pediatric; one for each participant)
- Newsprint and markers
- *Automated external defibrillator* (AED) training devices (one for every two participants)
- Adult AED training pads (one for every two participants)
- Pediatric AED training pads (one for every two participants)

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Describe the skill components of CPR.
- List the steps of one-rescuer CPR for an adult, a child and an infant.
- Explain when it is appropriate to stop performing CPR.
- Describe how to perform two-rescuer CPR for an adult, a child and an infant.
- Define defibrillation and describe how it works.
- Identify the abnormal heart rhythms commonly present during cardiac arrest.
- Describe the role and importance of early defibrillation in cardiac arrest.
- List the general steps for using an *automated external defibrillator* (AED).
- Identify precautions for using an AED.
- Identify special situations that may arise when using an AED.

Skill

After completing this lesson, participants will be able to—

- Demonstrate one-rescuer CPR for an adult, a child and an infant.
- Demonstrate two-rescuer CPR for an adult, a child and an infant.
- Demonstrate how to use an AED for adult and pediatric patients in cardiac arrest.

Lesson Length

60 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- Skill checklists for Lesson 20
- Non-latex disposable gloves (multiple sizes) and other *personal protective equipment* (PPE), as indicated
- Adult and/or child and infant manikins (one for every two participants)
- Decontamination supplies
- Resuscitation masks (adult and pediatric; one for each participant)
- *Automated external defibrillator* (AED) training devices (one for every two participants)
- Adult AED training pads (one for every two participants)
- Pediatric AED training pads (one for every two participants)

Lesson Objectives

Skill

After completing this lesson, participants will be able to—

- Demonstrate the skills covered in Lessons 19–20.

TOPIC: INTRODUCTION

Time: 5 minutes

Activity:

- Explain that the participants will be divided into pairs or small groups to practice the skills at various stations around the room.
- Emphasize that the partners or groups should work together and rotate through the stations.
- Tell participants that they may need to assume the role of a second rescuer, bystander or family member(s), as necessary.
- Encourage participants to bring their textbooks to the various practice stations and to practice all of the skills at each station.
- Tell participants that you will be walking around to the various stations, observing their skills, asking them questions and answering any questions that they may have.

LESSON
23

Medical Emergencies

Lesson Length

60 minutes (85 minutes with Enrichments)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint Slides 1–25
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor
- Samples of glucometers, sterile lancets and glucometer test strips

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Identify a patient who has a general medical complaint.
- Describe the general care for a patient with a general medical complaint.
- Identify the signs and symptoms of an altered mental state.
- Describe the care for a patient who has an altered mental status.
- Describe the different types of seizures.
- Identify the signs and symptoms of seizures.
- Describe the care for a patient who has a seizure.
- Identify the signs and symptoms of a diabetic emergency.
- Describe the care for a patient who has a diabetic emergency.
- Identify the different causes of a stroke.
- Identify the signs and symptoms of stroke.
- Describe the care for a patient who has a stroke.
- Identify the signs and symptoms of abdominal pain.
- Describe the care for a patient who has abdominal pain.
- Describe the special considerations for a patient on hemodialysis.
- Identify various types of medications (*Enrichment*).
- Explain how to use a blood glucose meter (*Enrichment*).

LESSON 24

Poisoning

Lesson Length

30 minutes (50 minutes with Enrichments)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–15
- LCD projector, screen and computer
- Samples of activated charcoal, if available (*Enrichment*)

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- List the four ways poisons enter the body.
- Identify the signs and symptoms of poisoning.
- Describe general care guidelines for a poisoning emergency.
- Describe specific care for different types of poisoning emergencies.
- Have a basic understanding of drug interactions.
- List information resources available to responders and the general public from *Poison Control Centers* (PCCs).

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slides 1–3

Activity:

- Review the opening scenario:

Your police unit is summoned to a residence on a report of an unconscious person. When you arrive and size-up the scene, you discover parents with their 2-year-old child. The mother is distraught and says she found her toddler on the kitchen floor very drowsy. She noticed that the under-the-sink cabinet door was open, and there was an open bottle of liquid kitchen cleaner lying next to the child. She called 9-1-1 because he was not responding when she tried to wake him up.

- Ask participants—
 - “Would you suspect poisoning?”
 - “How would the poison have entered the body?”
 - “What should you do first?”

LESSON 25

Substance Misuse and Abuse

Lesson Length

30 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- LCD projector, screen and computer
- PowerPoint slides 1–20

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Define substance abuse and misuse.
- Identify factors related to substance abuse and misuse and list prevention strategies.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slides 1–2

Activity:

- Review the opening scenario:

Your emergency medical services (EMS) unit is summoned to a residence on a report of an unconscious person. When you arrive and size-up the scene, you discover an older couple. The wife is distraught and says that her husband had been drinking alcoholic beverages heavily earlier in the day. Shortly after taking his prescribed Valium®, she says he became drowsy and incoherent, and then collapsed. Unable to get him to respond, she called 9-1-1. On assessing the patient, you find that he is unresponsive, his breathing is shallow and slow, his heart rate is slow and his pulse is weak.

- Ask participants: “How would you respond?”

INSTRUCTOR'S NOTE

Let participants provide responses, guiding them to issues related to substance misuse and abuse, including the need to summon more advanced medical personnel, the possible synergistic effect of ingesting two depressants, signs and symptoms of substance misuse and abuse, and the priorities for providing care.

LESSON
26

Environmental Emergencies

Lesson Length

90 minutes (130 minutes with Enrichments)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–40
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor
- Samples of epinephrine auto-injectors, if available (*Enrichment*)
- Auto-injector training devices (one for every two participants) (*Enrichment*)
- Non-latex disposable gloves (multiple sizes) (*Enrichment*)

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Identify the signs and symptoms of a heat-related illness.
- Describe how to care for a patient who has a heat-related illness.
- Identify the signs and symptoms of a cold-related emergency.
- Describe how to care for a patient who has a cold-related emergency.
- Identify the signs and symptoms of the most common types of bites and stings.
- Describe how to provide general care for various bites and stings.
- Describe various methods of rescuing a victim in the water.
- Identify the signs and symptoms of anaphylaxis (*Enrichment*)
- Describe the care provided to a patient experiencing anaphylactic shock (*Enrichment*)
- Explain how to stay safe during lightning (*Enrichment*)
- Identify SCUBA and free diving emergencies (*Enrichment*)

Skill

- Demonstrate the use of an epinephrine auto-injector (*Enrichment skill*)
- Demonstrate appropriate handling and disposal of an epinephrine auto-injector (*Enrichment skill*)

LESSON 27

Behavioral Emergencies

Lesson Length

60 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–12
- LCD projector, screen and computer

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Identify behavior that suggests a person may be experiencing a behavioral emergency.
- Describe how to approach and care for a person experiencing a behavioral change or psychological crisis.
- Make appropriate decisions about care when given an example of an emergency in which someone is experiencing a behavioral emergency.
- Identify risk factors for suicide.
- Describe how to assess a person who is contemplating or has already attempted violence toward him- or herself.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

Your fire rescue unit responds to a local mall concerning a man who is threatening violence to anyone who comes near him. When you arrive, police and security guards have the man in protective custody and are trying to calm him down. As you begin interviewing the man and take a history, his mood abruptly swings to one of remorse and sadness. The smell of alcohol on his breath is overpowering.

- Ask participants—
 - “How would you respond to this patient?”
 - “What are some things you can do to earn his trust?”

LESSON 28

Putting It All Together

Lesson Length

60 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–6
- LCD projector, screen and computer
- Non-latex disposable gloves (multiple sizes) and other *personal protective equipment* (PPE), as indicated
- Decontamination supplies
- Adult manikins (one for every two participants)
- Resuscitation masks (one for each participant)
- SAMPLE history and physical examination forms
- Stethoscope (one for every two participants)
- Sphygmomanometers (one for every two participants)
- *Automated external defibrillator* (AED) training devices (one for every two participants)
- Oxygen cylinders, flowmeters and oxygen delivery devices, such as nasal cannulas, non-rebreather masks and *bag-valve-mask resuscitators* (BVMs) (one for every two participants)
- Oral airways (one for every two participants)
- Suctioning equipment

Lesson Objectives

After completing this lesson, participants will be able to—

- Demonstrate the knowledge learned in Lessons 23–27, in addition to all previously learned skills.

Introduction

Time: 5 minutes

- Tell participants that they—
 - Will split into several small groups with each group receiving a scenario to role-play, using either a manikin or another member of the class as the patient.
 - Will have approximately 5 minutes to prepare for the role-playing activity and that part of this preparation will include designating the roles each of the group members will assume based on the actual scenario assigned and gathering any necessary equipment and supplies.
 - Are to formulate a response to the scenario integrating the key points and skills learned up to this point in the course, explaining their actions while providing care.

Lesson Length

30 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–10
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- List conditions that can result in shock.
- List the signs and symptoms of shock.
- Describe how to provide care to minimize shock.
- Make appropriate decisions about care when given an example of an emergency in which shock is likely to occur.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

Your ambulance unit is the first to arrive on an isolated road where an 18-year-old male driver lost control of a motor vehicle and collided with a tree. In the crash, the driver's legs were broken, and he is pinned in the wreckage. You find the driver conscious, restless and in obvious pain. After a couple of minutes, the patient's condition has changed. He begins to look ill. You notice he responds only to loud verbal stimuli, is breathing fast and looks pale. His skin is cold and moist and his pulse is rapid and weak.

- Ask participants: **“What would you do to help the patient?”**

INSTRUCTOR'S NOTE

Let participants provide responses, guiding them to issues related to shock, including the underlying reasons for shock, the different types of shock, the signs and symptoms of early and late shock, and measures to provide care.

- Describe shock as a progressive condition in which the circulatory system fails to adequately circulate oxygenated blood to all parts of the body.
- Tell participants: **“Another term for shock is hypoperfusion.”**

Bleeding and Trauma

Lesson Length

60 minutes (90 minutes with Enrichments)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–15
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor
- Non-latex disposable gloves (multiple sizes) and other *personal protective equipment* (PPE), as indicated
- Tape
- Dressings, such as sterile and nonsterile gauze dressings of different sizes, universal or trauma dressings and/or occlusive dressings, as available
- Bandages, such as adhesive compresses, roller bandages, elastic bandages and/or triangular bandages
- Tourniquets (commercially manufactured such as Combat Application Tourniquet [CAT®], the Special Operations Forces Tactical Tourniquet [SOFTT®], and the Emergency and Military Tourniquet [EMT®], *not* improvised)
- Samples of hemostatic agents
- Simulated limb(s) or trauma manikin (for demonstrating use of a tourniquet)

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Describe the components of a trauma system.
- Differentiate among arterial, venous and capillary bleeding.
- Describe how to care for external bleeding.
- List appropriate standard precautions to follow when controlling external bleeding.
- Explain the functions of dressing and bandaging.
- List the signs of internal bleeding.
- Describe how to care for a patient who exhibits the signs and symptoms of internal bleeding.
- Make appropriate decisions about care when given an example of an emergency in which a patient is bleeding.

Skill

After completing this lesson, participants will be able to—

- Demonstrate how to control external bleeding with direct pressure, dressings and bandages, including caring for shock.
- Demonstrate how to control severe, uncontrollable external bleeding using a manufactured tourniquet (*Enrichment skill*).

Soft Tissue Injuries

Lesson Length

60 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–24
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- List the types of soft tissue injuries.
- Describe the emergency medical care for a patient with a soft tissue injury.
- Describe the emergency medical care for a patient with an injury from an embedded object.
- Describe the emergency medical care for a patient with an open wound.
- Describe the emergency medical care for a patient with an amputation.
- List the signs and symptoms of closed wounds.
- List the causes of a burn injury.
- List conditions under which you would summon more advanced medical personnel for a burn injury.
- Describe the emergency medical care for burns.
- Describe the kinds of injuries that might occur from a thermal, electrical, chemical and radiation burn.
- Describe how to care for thermal, chemical, electrical and radiation burns.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slides 1–2

Activity:

- Review the opening scenario:

You are on the medical emergency response team (MERT) responding to a call at a power plant where at least one worker has suffered an electrical shock from a live junction box. Plant workers thought that a colleague had turned off the power, but when the injured worker reached inside and touched a wire, he received a shock and an electrical burn. The injured worker has lost consciousness. A second worker at the scene moved away from his co-worker and called for help. When you arrive, the co-worker who placed the call relates what happened.

LESSON
32

Injuries to the Chest, Abdomen and Genitalia

Lesson Length

60 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–21
- LCD projector, screen and computer

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Describe general care steps for injuries to the chest, abdomen and pelvis.
- List the different types of chest injuries.
- List the signs and symptoms of chest injuries.
- Describe how to care for a sucking chest wound.
- Describe how to care for an impaled or embedded object in the chest.
- List different types of abdominal injuries.
- List the signs and symptoms of abdominal injuries.
- Explain assessment techniques for abdominal injuries.
- Describe how to care for closed and open abdominal injuries.
- List the signs and symptoms of genital injuries.
- Describe how to care for genital injuries.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

Your police unit responds to a call in a part of town plagued by violence. When you arrive, you find the scene is empty except for a young woman lying on the sidewalk. After sizing up the scene and approaching the young woman, you notice that she has been shot and is bleeding profusely.

- Ask participants: “**How would you respond?**”

INSTRUCTOR’S NOTE

Let participants provide responses guiding them to issues related to injuries involving the chest, abdomen and genitalia, including the types of injuries, signs and symptoms, and appropriate care to provide based on the type of wound.

Injuries to Muscles, Bones and Joints

Lesson Length

60 minutes (75 minutes with Enrichment)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–14
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor
- Non-latex disposable gloves (multiple sizes) and other *personal protective equipment* (PPE), as indicated
- Blankets, towels, pillows, slings, binders and cravats
- Rigid splints
- Samples of commercial splints and pelvic sling/wrap, if available

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- List the three mechanisms of muscle, bone and joint injuries.
- Describe different types of musculoskeletal injuries.
- Describe how to assess for muscle, bone and joint injuries.
- List the signs and symptoms of muscle, bone and joint injuries.
- Describe general care for muscle, bone and joint injuries.
- List general guidelines for splinting.
- List the purposes of immobilizing an injury.
- Describe typical agricultural and industrial injuries (*Enrichment*).
- List safety factors associated with agricultural and industrial injuries (*Enrichment*).

Skill

After completing this lesson, participants will be able to—

- Demonstrate how to immobilize muscle, bone and joint injuries.

Injuries to the Head, Neck and Spine

Lesson Length

90 minutes (120 minutes with Enrichments)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–16
- LCD projector and screen and computer
- Non-latex disposable gloves (multiple sizes) and other *personal protective equipment* (PPE), as indicated
- Adult manikins (one for every two participants)
- Sterile gauze dressings, bulky dressings or clean cloths
- Roller bandages
- Tape
- Water or saline solution
- Sterile cotton swabs
- Eye pads or shields
- Paper cups
- *Emergency Medical Response* DVD (*Enrichment*)
- DVD player and monitor (*Enrichment*)
- Cervical collars (C-collars) (*Enrichment*)
- Backboards with straps (*Enrichment*)
- Head immobilizers (*Enrichment*)

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Relate the mechanism of injury to potential injuries of the head, neck and spine.
- List signs and symptoms of head, neck and spinal injuries.
- Describe general care for head, neck and spinal injuries.
- Describe care for specific head injuries.
- Describe the method of determining if a responsive patient may have a spinal injury.
- Explain the importance of minimizing the movement of a victim with a possible head, neck or spinal injury.
- Discuss various ways of preventing head, neck and spinal injuries.
- Explain the methods for removing helmets and other equipment (*Enrichment*).
- Discuss the proper use of cervical collars and backboarding (*Enrichment*).

Skill

After completing this lesson, participants will be able to—

- Perform the proper care for specific head injuries.
- Demonstrate manual stabilization of the head, neck and spine.
- Demonstrate how to immobilize a head, neck or spinal injury (*Enrichment skill*).

Lesson Length

60 minutes (70 minutes with Enrichment)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–17
- LCD projector, screen and computer
- Obstetrical pack, if available

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Describe each trimester of pregnancy.
- Describe the four stages of labor.
- Describe how to help the mother with labor and normal delivery.
- Describe how to assess a newborn.
- Describe how to control bleeding after birth.
- Describe how to care for the newborn and mother.
- List complications during pregnancy.
- Describe complications during delivery.
- Describe additional complications during pregnancy and delivery (*Enrichment*).

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

You are the lifeguard at a local pool and are working as the emergency medical responder (EMR) at that facility for the day. A young woman runs over to you and tells you that she thinks her older sister is in labor.

- Ask participants: “**How should you respond?**”

INSTRUCTOR'S NOTE

Let participants provide responses, guiding them to important issues related to normal pregnancy such as trimesters, the due date, and the labor and birth process.

- Emphasize that childbirth is a natural process and that things rarely go wrong.
- Reinforce that in unplanned situations, your feelings as well as those of the mother may be intensified.

Lesson Length

60 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–30
- LCD projector, screen and computer

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Identify anatomical differences among adults, children and infants.
- Describe the general age groups for the purposes of emergency medical care.
- Describe the stages of child development.
- List the general considerations for assessing children and infants.
- Describe components of a pediatric assessment.
- Describe how to conduct a SAMPLE history for a pediatric patient.
- Identify common problems in pediatric patients.
- Describe common respiratory problems in children.
- Describe how to assess for and manage seizures in children.
- Describe considerations for children with special needs

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

You are working as the camp health officer at a local summer camp when a young girl approaches you complaining that she has a rash. She says that she is allergic to certain things and may have come into contact with something that has now given her hives.

- Ask participants: “How would you respond?”

INSTRUCTOR'S NOTE

Let participants provide responses, guiding them to important areas related to being aware of differences in pediatric anatomy, such as airway and ventilation, development and assessment (e.g., taking a SAMPLE history).

Lesson Length

30 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- LCD projector, screen and computer
- PowerPoint slides 1–10

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Describe physical and mental differences that are important in geriatric patients.
- Describe how to assess a geriatric patient.
- Describe how to provide care for a geriatric patient.
- Describe common problems in geriatric patients.
- List the types of elder abuse.
- List risk factors for elder abuse.
- List signs of elder abuse and behaviors of elder abuse victims.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

Your police unit responds to a scene where an elderly gentleman appears lost and disoriented. He does not know where he is, how he got there or how to get home. When you ask him what his name is, he cannot remember.

- Ask participants: **“How would you respond?”**

INSTRUCTOR’S NOTE

Let participants provide responses, guiding them to important aspects associated with geriatric patients, such as misconceptions about this age group and normal physical and mental health changes that occur in this population.

- Tell participants: **“The geriatric population (those aged 65 years and older) is the fastest growing age group in the United States.”**

Special Needs Patients

Lesson Length

30 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- LCD projector, screen and computer
- PowerPoint slides 1–7

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Identify and describe chronic diseases and disabilities.
- Describe considerations for providing care to special needs patients.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

Your police unit responds to a scene where an elderly gentleman appears lost and disoriented. He does not know where he is, how he got there or how to get home. When you ask him what his name is, the gentleman stares at you and says, “What did you say?” Initially he cannot remember, but after repeating the question several times the patient begins to respond and remember small bits of information.

- Ask participants—
 - **“What do you think might be happening with this patient?”**
 - **“Would you consider this an acute illness or a chronic illness?”**

INSTRUCTOR’S NOTE

Let participants provide responses, guiding them to important aspects associated with elderly patients with special needs, such as those with a mental illness (e.g., Alzheimer’s disease or dementia) and chronic illnesses, such as visual impairments or hearing problems and arthritis.

EMS Support and Operations

Lesson Length

60 minutes (70 minutes with Enrichment)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–13
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor
- Jump kit, fully supplied for an *emergency medical responder* (EMR) (optional)

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Describe the roles of traditional and non-traditional EMRs.
- Explain all phases of an *emergency medical services* (EMS) response and associated responsibilities of an EMR.
- Identify the basic equipment used by an EMR.
- Define air medical transport and the criteria for when it should be requested.
- Discuss safety issues related to air medical transport and *landing zones* (LZs).
- Discuss emergency vehicle safety and other safety issues during response.
- Identify and describe high-risk situations.
- Summarize patient care issues in the ambulance.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slides 1–2

Activity:

- Review the opening scenario:

You are an EMR approaching the scene of a two-car collision at a busy intersection. It is rush hour and traffic is heavy. One of the involved cars is situated on the median strip, and the other is off the road on the shoulder, just past the intersection. There are multiple occupants in each vehicle.

- Ask participants—
 - “How would you respond?”
 - “What should you consider when you size-up the scene?”

LESSON 43

Access and Extrication

Lesson Length

30 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–11
- LCD projector, screen and computer
- Basic extrication equipment including crowbars, screwdrivers, chisels, hammers, pliers, work gloves and goggles, wrenches, shovels, car jacks, tire irons, knives and ropes or chains (optional)

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Have a basic understanding of access and extrication.
- Explain the role of the *emergency medical responder* (EMR) in an extrication operation.
- List basic extrication equipment.
- Describe basic *personal protective equipment* (PPE) used in extrication operations.
- Describe steps necessary to ensure patient safety during extrication.
- List the reasons for controlling traffic at an emergency scene.
- Describe unique hazards that may exist at an emergency scene.
- Define *hazardous material* (HAZMAT).
- List basic safety procedures associated with a HAZMAT situation.
- Describe the importance of vehicle stability.
- List the general steps to stabilize a vehicle.
- Know the difference between simple access and complex access.
- Know how to provide care to patients who require extrication at the scene.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slides 1–2

Activity:

- Review the opening scenario:

You are an EMR and a member of a rural volunteer rescue squad. There has been a motor-vehicle crash on a main county road in which the driver apparently lost control of his car on a curve and struck a large tree. There is major damage to the car's front end. The driver (and sole occupant) most likely impacted the steering wheel with his upper body. He appears to be pinned. Fire rescue personnel are on scene. As you size-up the scene you notice that fluids are leaking from the vehicle and there is a steady flow of traffic on the road; the car is tilted along the shoulder.

Hazardous Materials Emergencies

Lesson Length

30 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–10
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor
- Samples or examples of placards designating hazardous materials
- The *Emergency Response Guidebook* (optional)

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Define *hazardous materials* (HAZMATs).
- Describe the basic response to a HAZMAT incident.
- Know where to find available resources regarding training and response to HAZMAT incidents.
- Have a basic understanding of placards and the *Emergency Response Guidebook*.
- List basic *personal protective equipment* (PPE) necessary for responding to a HAZMAT incident.
- Know other resources available to respond to HAZMAT incidents.
- Understand the principles of decontamination and providing care during a HAZMAT incident.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

You are the first emergency medical responder (EMR) to arrive at the scene of a freight train derailment. According to the train's placards and signage, several of the cars are carrying liquefied chlorine gas, at least two cars are leaking and there is a yellowish cloud hanging low over the area. The winds are light, about 5 to 10 miles per hour (mph) and are coming from the northeast.

- Ask participants—
 - “Would you know how to respond?”
 - “What would you do?”

LESSON
45

Incident Command and Multiple-Casualty Incidents

Lesson Length

60 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–13
- LCD projector, screen and computer
- *Emergency Medical Response* DVD
- DVD player and monitor
- Triage kit (optional)

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Describe the purpose of the *National Response Framework* (NRF).
- Describe the purpose and functional positions of the *incident command system* (ICS).
- Explain the role of the *emergency medical responder* (EMR) in the ICS.
- Define multiple-casualty incidents.
- Explain the principles of triage.
- Conduct a triage assessment.
- Understand different triage systems and pediatric variations.
- Understand the stressors associated with *multiple-casualty incidents* (MCIs).

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

A school bus carrying 30 students is involved in a collision and is severely damaged near the front of the bus. The students are scared and some are injured. People are starting to crowd around the area, and the local fire department already is on scene. You arrive as an EMR on scene.

- Ask participants: “**What should you do?**”

INSTRUCTOR'S NOTE

Let participants provide responses, guiding them to important areas associated with incident command and multiple casualties, including determining who is in charge and how an EMR functions as part of the *incident command system* (ICS).

LESSON
46

Disasters, Terrorism and Weapons of Mass Destruction

Lesson Length

90 minutes (100 minutes with Enrichments)

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–21
- LCD projector, screen and computer
- Nerve agent antidote training injectors (e.g., DuoDote™) (optional)

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Have a basic understanding of *emergency medical services* (EMS) operations during terrorist, public health, *weapon of mass destruction* (WMD) and disaster emergencies.
- Describe the *National Incident Management System* (NIMS) and the *National Response Framework* (NRF).
- Discuss basic elements of preparation and planning for disaster and *chemical, biological, radiological/nuclear and explosive* (CBRNE)/WMD response.
- Describe general steps of disaster response.
- Describe general steps of a CBRNE/WMD response.
- List different types of WMDs.
- Describe the roles of *emergency medical responders* (EMRs) during a natural, human-caused or biological disaster.
- Describe how to provide emergency medical care during disaster or CBRNE/WMD response.
- Identify the basic equipment needed by EMRs for a CBRNE/WMD response.
- List the steps to provide self-care and peer care in response to nerve agent poisoning.
- Discuss preparedness and planning considerations for a pandemic influenza public health disaster (*Enrichment*).
- Discuss the need for personal preparedness (*Enrichment*).

LESSON 47

Special Operations

Lesson Length

75 minutes

Materials, Equipment and Supplies

- *Emergency Medical Response* textbook
- PowerPoint slides 1–15
- LCD projector, screen and computer
- Throwing equipment, such as the following (one for each group) (optional):
 - Ring buoy
 - Throw bag
- Life jacket
- Water jug with line attached
- Heaving line
- Targets for throwing assist activity (optional)

INSTRUCTOR'S NOTE

Set up an area with two targets, one approximately 5 feet away and the other approximately 15 feet away, with a simulated shoreline. Area should be free from hazards and allow objects to be thrown for practice.

Lesson Objectives

Knowledge

After completing this lesson, participants will be able to—

- Have a basic understanding of specialized operations units.
- Recognize signals of distressed swimmers or drowning victims.
- Be familiar with non-swimming rescues and assists.
- Have a basic understanding of special rescue situations, such as ice rescues, hazardous terrain, confined space rescues, cave-ins, crime scenes, fireground operations and special events.

TOPIC: INTRODUCTION

Time: 5 minutes

PowerPoint slide 1

Activity:

- Review the opening scenario:

You are the emergency medical responder (EMR) at the scene of a construction site cave-in.

On arrival, you find a man who was working in an open trench that has collapsed around him to mid-chest level.