

# Idaho EMS Education Standards



IDAHO DEPARTMENT OF HEALTH & WELFARE  
DIVISION OF PUBLIC HEALTH

# The Idaho EMS Education Standards Table of Contents

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## From the National EMS Scope of Practice Model: EMS Personnel Licensure Levels

### **Emergency Medical Responder**

The primary focus of the Emergency Medical Responder is to initiate immediate lifesaving care to critical patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional EMS response and to assist higher level personnel at the scene and during transport. Emergency Medical Responders function as part of a comprehensive EMS response, under medical oversight. Emergency Medical Responders perform basic interventions with minimal equipment.

### **Emergency Medical Technician**

The primary focus of the Emergency Medical Technician is to provide basic emergency medical care and transportation for critical and emergent patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide patient care and transportation. Emergency Medical Technicians function as part of a comprehensive EMS response, under medical oversight. Emergency Medical Technicians perform interventions with the basic equipment typically found on an ambulance. The Emergency Medical Technician is a link from the scene to the emergency health care system.

### **Advanced Emergency Medical Technician**

The primary focus of the Advanced Emergency Medical Technician is to provide basic and limited advanced emergency medical care and transportation for critical and emergent patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide patient care and transportation. Advanced Emergency Medical Technicians function as part of a comprehensive EMS response, under medical oversight.

Advanced Emergency Medical Technicians perform interventions with the basic and advanced equipment typically found on an ambulance. The Advanced Emergency Medical Technician is a link from the scene to the emergency health care system.

### **Paramedic**

The Paramedic is an allied health professional whose primary focus is to provide advanced emergency medical care for critical and emergent patients who access the emergency medical system. This individual possesses the complex knowledge and skills necessary to provide patient care and transportation. Paramedics function as part of a comprehensive EMS response, under medical oversight. Paramedics perform interventions with the basic and advanced equipment typically found on an ambulance. The Paramedic is a link from the scene into the health care system.

Each educational level assumes mastery of previously stated competencies. Each individual must demonstrate each competency within his or her scope of practice and for patients of all ages.

	EMR	EMT	AEMT	Paramedic
Preparatory	Uses simple knowledge of the EMS system, safety/well-being of the EMR, medical/legal issues at the scene of an emergency while awaiting a higher level of care.	Applies fundamental knowledge of the EMS system, safety/well-being of the EMT, medical/legal and ethical issues to the provision of emergency care.	Applies fundamental knowledge of the EMS system, safety/well-being of the AEMT, medical/legal and ethical issues to the provision of emergency care.	Integrates comprehensive knowledge of EMS systems, the safety/well-being of the paramedic, and medical/legal and ethical issues which is intended to improve the health of EMS personnel, patients, and the community.
EMS Systems	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• EMS systems</li> <li>• Roles/responsibilities/professionalism of EMS personnel</li> <li>• Quality improvement</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Simple depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• EMS systems</li> <li>• History of EMS</li> <li>• Roles/responsibilities/professionalism of EMS personnel</li> <li>• Quality improvement</li> <li>• Patient safety</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Quality improvement</li> <li>• Patient safety</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• History of EMS</li> </ul> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• EMS systems</li> <li>• Roles/responsibilities/professionalism of EMS personnel</li> <li>• Quality improvement</li> <li>• Patient safety</li> </ul>
Research	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Impact of research on EMR care</li> <li>• Data collection</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Evidence-based decision making</li> </ul>	<p><b>Same as Previous Level</b></p>	<p><b>AEMT Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Research principles to interpret literature and advocate evidence-based practice</li> </ul>

	<b>EMR</b>	<b>EMT</b>	<b>AEMT</b>	<b>Paramedic</b>
<b>Workforce Safety and Wellness</b>	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Standard safety precautions</li> <li>• Personal protective equipment</li> <li>• Stress management <ul style="list-style-type: none"> <li>○ Dealing with death and dying</li> </ul> </li> <li>• Prevention of response- related injuries</li> <li>• Lifting and moving patients</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Standard safety precautions</li> <li>• Personal protective equipment</li> <li>• Stress management <ul style="list-style-type: none"> <li>○ Dealing with death and dying</li> </ul> </li> <li>• Prevention of work related injuries</li> <li>• Lifting and moving patients</li> <li>• Disease transmission</li> <li>• Wellness principles</li> </ul>	<p><b>Same as Previous Level</b></p>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Provider safety and well- being</li> <li>• Standard safety precautions</li> <li>• Personal protective equipment</li> <li>• Stress management <ul style="list-style-type: none"> <li>○ Dealing with death and dying</li> </ul> </li> <li>• Prevention of work related injuries</li> <li>• Lifting and moving patients</li> <li>• Disease transmission</li> <li>• Wellness principles</li> </ul>
<b>Documentation</b>	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Recording patient findings</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Principles of medical documentation and report writing</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Complex depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Principles of medical documentation and report writing</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Principles of medical documentation and report writing</li> </ul>
<b>EMS System Communication</b>	<p>Simple depth, simple breadth</p> <p>Communication needed to</p> <ul style="list-style-type: none"> <li>• Call for Resources</li> <li>• Transfer care of</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• EMS communication system</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• EMS communication system</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• EMS communication</li> </ul>

	EMR	EMT	AEMT	Paramedic
EMS System Communication (continued)	<p>the patient</p> <ul style="list-style-type: none"> <li>Interact within the team structure</li> </ul>	<ul style="list-style-type: none"> <li>Communication with other health care professionals</li> <li>Team communication and dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Communication with other health care professionals</li> <li>Team communication and dynamics</li> </ul>	<p>system</p> <ul style="list-style-type: none"> <li>Communication with other health care professionals</li> <li>Team communication and dynamics</li> </ul>
Therapeutic Communication	<p>Simple depth, simple breadth</p> <p>Principles of communicating with patients in a manner that achieves a positive relationship</p> <ul style="list-style-type: none"> <li>Interviewing techniques</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Simple depth, simple breadth</p> <p>Principles of communicating with patients in a manner that achieves a positive relationship</p> <ul style="list-style-type: none"> <li>Adjusting communication strategies for age, stage of development, patients with special needs, and differing cultures</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>Interviewing techniques</li> <li>Verbal defusing strategies</li> <li>Family presence issues</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Simple depth, simple breadth</p> <p>Principles of communicating with patients in a manner that achieves a positive relationship</p> <ul style="list-style-type: none"> <li>Dealing with difficult patients</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Principles of communicating with patients in a manner that achieves a positive relationship</p> <ul style="list-style-type: none"> <li>Factors that affect communication</li> <li>Interviewing techniques</li> <li>Dealing with difficult patients</li> <li>Adjusting communication strategies for age, stage of development, patients with special needs, and differing cultures</li> </ul>
Medical/Legal and Ethics	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>Consent/refusal of care</li> <li>Confidentiality</li> <li>Advanced directives</li> <li>Tort and criminal actions</li> <li>Evidence preservation</li> <li>Statutory responsibilities</li> <li>Mandatory</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>Consent/refusal of care</li> <li>Confidentiality</li> <li>Advanced directives</li> <li>Tort and criminal actions</li> <li>Evidence preservation</li> </ul>	<p><b>Same as Previous Level</b></p>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>Consent/refusal of care</li> <li>Confidentiality</li> <li>Advanced directives</li> <li>Tort and criminal actions</li> <li>Statutory</li> </ul>



	<b>EMR</b>	<b>EMT</b>	<b>AEMT</b>	<b>Paramedic</b>
<b>Medical/Legal and Ethics</b>	<ul style="list-style-type: none"> <li>reporting</li> <li>Ethical principles/moral obligations</li> <li>End-of-life issues</li> </ul>	<ul style="list-style-type: none"> <li>Statutory responsibilities</li> <li>Mandatory reporting</li> <li>Ethical principles/moral obligations</li> </ul>		<ul style="list-style-type: none"> <li>responsibilities</li> <li>Mandatory reporting</li> <li>Health care regulation</li> <li>Patient rights/advocacy</li> <li>End-of-life Issues</li> <li>Ethical principles/moral obligations</li> <li>Ethical tests and decision making</li> </ul>
<b>Anatomy and Physiology</b>	Uses simple knowledge of the anatomy and function of the upper airway, heart, vessels, blood, lungs, skin, muscles, and bones as the foundation of emergency care.	Applies fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.	Integrates complex knowledge of the anatomy and physiology of the airway, respiratory and circulatory systems to the practice of EMS.	Integrates a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems
<b>Medical Terminology</b>	Uses simple medical and anatomical terms.	Uses foundational anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals.	Same as Previous Level	Integrates comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals.
<b>Pathophysiology</b>	Uses simple knowledge of shock and respiratory compromise to respond to life threats.	Applies fundamental knowledge of the pathophysiology of respiration and perfusion to patient assessment and management.	Applies comprehensive knowledge of the pathophysiology of respiration and perfusion to patient assessment and management.	Integrates comprehensive knowledge of pathophysiology of major human systems.
<b>Life Span Development</b>	Uses simple knowledge of age-related differences to assess and care for patients.	Applies fundamental knowledge of life span development to patient assessment and management.	Same as Previous Level	Integrates comprehensive knowledge of life span development.

	EMR	EMT	AEMT	Paramedic
<b>Public Health</b>	Have an awareness of local public health resources and the role EMS personnel play in public health emergencies.	Uses simple knowledge of the principles of illness and injury prevention in emergency care.	Uses simple knowledge of the principles of the role of EMS during public health emergencies.	Applies fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.
<b>Pharmacology</b>	Uses simple knowledge of the medications that the EMR may self-administer or administer to a peer in an emergency.	Applies fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency.	Applies to patient assessment and management fundamental knowledge of the medications carried by AEMTs that may be administered to a patient during an emergency.	Integrates comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.
<b>Principles of Pharmacology</b>	No knowledge related to this competency is applicable at this level.	Simple depth, simple breadth <ul style="list-style-type: none"> <li>Medication safety</li> <li>Kinds of medications used during an emergency</li> </ul>	<b>EMT Material PLUS:</b> Fundamental depth, foundation breadth <ul style="list-style-type: none"> <li>Medication safety</li> <li>Medication legislation</li> <li>Naming</li> <li>Classifications</li> <li>Storage and security</li> <li>Autonomic pharmacology</li> <li>Metabolism and excretion</li> <li>Mechanism of action</li> <li>Medication response relationships</li> <li>Medication interactions</li> <li>Toxicity</li> </ul>	<b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>Medication safety</li> <li>Medication legislation</li> <li>Naming</li> <li>Classifications</li> <li>Schedules</li> <li>Pharmacokinetics</li> <li>Storage and security</li> <li>Autonomic pharmacology</li> <li>Metabolism and excretion</li> <li>Mechanism of action</li> <li>Phases of medication activity</li> <li>Medication response relationships</li> <li>Medication interactions</li> <li>Toxicity</li> </ul>

	<b>EMR</b>	<b>EMT</b>	<b>AEMT</b>	<b>Paramedic</b>
<b>Medication Administration</b>	<p>Simple depth, simple breadth</p> <p>Within the scope of practice of the EMR, how to:</p> <ul style="list-style-type: none"> <li>• Self-administer medication</li> <li>• Peer-administer medication</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Within the scope of practice of the EMT how to:</p> <ul style="list-style-type: none"> <li>• Assist / administer medications to a patient</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Routes of administration</li> <li>• Within the scope of practice of the AEMT, administer medications to a patient</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Routes of administration</li> <li>• Within the scope of practice of the paramedic, administer medications to a patient</li> </ul>
<b>Emergency Medications</b>	<p>Simple depth, simple breadth</p> <p>Within the scope of practice of the EMR</p> <ul style="list-style-type: none"> <li>• Names</li> <li>• Effects</li> <li>• Indications</li> <li>• Routes of administration</li> <li>• Dosages for the medications administered</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, simple breadth</p> <p>Within the scope of practice of the EMT</p> <ul style="list-style-type: none"> <li>• Names</li> <li>• Actions</li> <li>• Indications</li> <li>• Contraindications</li> <li>• Complications</li> <li>• Routes of administration</li> <li>• Side effects</li> <li>• Interactions</li> <li>• Dosages for the medications administered</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Within the scope of practice of the AEMT</p> <ul style="list-style-type: none"> <li>• Names</li> <li>• Actions</li> <li>• Indications</li> <li>• Contraindications</li> <li>• Complications</li> <li>• Routes of administration</li> <li>• Side effects</li> <li>• Interactions</li> <li>• Dosages for the medications administered</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Within the scope of practice of the paramedic</p> <ul style="list-style-type: none"> <li>• Names</li> <li>• Actions</li> <li>• Indications</li> <li>• Contraindications</li> <li>• Complications</li> <li>• Routes of administration</li> <li>• Side effects</li> <li>• Interactions</li> <li>• Dosages for the medications administered</li> </ul>

	EMR	EMT	AEMT	Paramedic
<b>Airway Management, Respiration and Artificial Ventilation</b>	Applies knowledge (fundamental depth, foundational breadth) of general anatomy and physiology to assure a patent airway, adequate mechanical ventilation, and respiration while awaiting additional EMS response for patients of all ages.	Applies knowledge (fundamental depth, foundational breadth) of general anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.	Applies knowledge (fundamental depth, foundational breadth) of additional upper airway anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.	Integrates complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
<b>Airway Management</b>	<p>Fundamental depth, simple breadth</p> <p>Within the scope of practice of the EMR</p> <ul style="list-style-type: none"> <li>• Airway anatomy</li> <li>• Airway assessment</li> <li>• Techniques of assuring a patent airway</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Within the scope of practice of the EMT</p> <ul style="list-style-type: none"> <li>• Airway anatomy</li> <li>• Airway assessment</li> <li>• Techniques of assuring a patent airway</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Within the scope of practice of the AEMT</p> <ul style="list-style-type: none"> <li>• Airway anatomy</li> <li>• Airway assessment</li> <li>• Techniques of assuring a patent airway</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Within the scope of practice of the paramedic</p> <ul style="list-style-type: none"> <li>• Airway anatomy</li> <li>• Airway assessment</li> <li>• Techniques of assuring a patent airway</li> </ul>
<b>Respiration</b>	<p>Fundamental depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Anatomy of the respiratory system</li> <li>• Physiology and pathophysiology of respiration <ul style="list-style-type: none"> <li>○ Pulmonary ventilation</li> <li>○ Oxygenation</li> <li>○ Respiration <ul style="list-style-type: none"> <li>▪ External</li> <li>▪ Internal</li> <li>▪ Cellular</li> </ul> </li> </ul> </li> <li>• Assessment and management of adequate and</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Anatomy of the respiratory system</li> <li>• Physiology and pathophysiology of respiration <ul style="list-style-type: none"> <li>○ Pulmonary ventilation</li> <li>○ Oxygenation</li> <li>○ Respiration <ul style="list-style-type: none"> <li>▪ External</li> <li>▪ Internal</li> <li>▪ Cellular</li> </ul> </li> </ul> </li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Complex depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Anatomy of the respiratory system</li> </ul> <p>Fundamental depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Physiology and pathophysiology of respiration <ul style="list-style-type: none"> <li>○ Pulmonary ventilation</li> </ul> </li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Anatomy of the respiratory system</li> <li>• Physiology, and pathophysiology of respiration</li> <li>• Pulmonary ventilation</li> <li>• Oxygenation</li> <li>• Respiration</li> <li>• External</li> <li>• Internal</li> </ul>

	EMR	EMT	AEMT	Paramedic
Respiration (continued)	<p>inadequate respiration</p> <ul style="list-style-type: none"> <li>Supplemental oxygen therapy</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and management of adequate and inadequate respiration</li> <li>Supplemental oxygen therapy</li> </ul>	<ul style="list-style-type: none"> <li>Oxygenation</li> <li>Respiration <ul style="list-style-type: none"> <li>External</li> <li>Internal</li> <li>Cellular</li> </ul> </li> <li>Assessment and management of adequate and inadequate respiration</li> <li>Supplemental oxygen therapy</li> </ul>	<ul style="list-style-type: none"> <li>Cellular</li> <li>Assessment and management of adequate and inadequate respiration</li> <li>Supplemental oxygen therapy</li> </ul>
Artificial Ventilation	<p>Fundamental depth, simple breadth</p> <p>Assessment and management of adequate and inadequate ventilation</p> <ul style="list-style-type: none"> <li>Artificial ventilation</li> <li>Minute ventilation</li> <li>Alveolar ventilation</li> <li>Effect of artificial ventilation on cardiac output</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Assessment and management of adequate and inadequate ventilation</p> <ul style="list-style-type: none"> <li>Artificial ventilation</li> <li>Minute ventilation</li> <li>Alveolar ventilation</li> <li>Effect of artificial ventilation on cardiac output</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Complex depth, foundational breadth</p> <p>Assessment and management of adequate and inadequate ventilation</p> <ul style="list-style-type: none"> <li>Artificial ventilation</li> <li>Minute ventilation</li> <li>Alveolar ventilation</li> <li>Effect of artificial ventilation on cardiac output</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Assessment and management of adequate and inadequate ventilation</p> <ul style="list-style-type: none"> <li>Artificial ventilation</li> <li>Minute ventilation</li> <li>Alveolar ventilation</li> <li>Effect of artificial ventilation on cardiac output</li> </ul>
Assessment	<p>Use scene information and simple patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR.</p>	<p>Applies scene information and patient assessment findings (scene size up, primary and secondary assessment, patient history, and reassessment) to guide emergency management.</p>	<p>Same as Previous Level</p>	<p>Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.</p>

	<b>EMR</b>	<b>EMT</b>	<b>AEMT</b>	<b>Paramedic</b>
<b>Scene Size-Up</b>	<p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Scene safety</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Scene management <ul style="list-style-type: none"> <li>○ Impact of the environment on patient care</li> <li>○ Addressing hazards</li> <li>○ Violence</li> <li>○ Need for additional or specialized resources</li> <li>○ Standard precautions</li> </ul> </li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Scene management <ul style="list-style-type: none"> <li>○ Multiple patient situations</li> </ul> </li> </ul>	<p><b>Same as Previous Level</b></p>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Scene management <ul style="list-style-type: none"> <li>○ Impact of the environment on patient care</li> <li>○ Addressing hazards</li> <li>○ Violence</li> <li>○ Multiple patient situations</li> </ul> </li> </ul>
<b>Primary Assessment</b>	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Primary assessment for all patient situations <ul style="list-style-type: none"> <li>○ Level of consciousness</li> <li>○ ABCs</li> <li>○ Identifying life threats</li> <li>○ Assessment of vital functions</li> </ul> </li> <li>• Begin interventions needed to preserve life</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Primary assessment for all patient situations <ul style="list-style-type: none"> <li>○ Initial general impression</li> <li>○ Level of consciousness</li> <li>○ ABCs</li> <li>○ Identifying life threats</li> <li>○ Assessment of vital functions</li> </ul> </li> <li>• Integration of treatment/procedures needed to preserve life</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Primary assessment for all patient situations <ul style="list-style-type: none"> <li>○ Initial general impression</li> <li>○ Level of consciousness</li> <li>○ ABCs</li> <li>○ Identifying life threats</li> <li>○ Assessment of vital functions</li> </ul> </li> <li>• Integration of treatment/procedures needed to preserve life</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Primary assessment for all patient situations <ul style="list-style-type: none"> <li>○ Initial general impression</li> <li>○ Level of consciousness</li> <li>○ ABCs</li> <li>○ Identifying life threats</li> <li>○ Assessment of vital functions</li> </ul> </li> <li>• Integration of treatment/procedures needed to preserve life</li> </ul>

	<b>EMR</b>	<b>EMT</b>	<b>AEMT</b>	<b>Paramedic</b>
<b>History Taking</b>	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Determining the chief complaint</li> <li>• Mechanism of injury/nature of illness</li> <li>• Associated signs and symptoms</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Investigation of the chief complaint</li> <li>• Mechanism of injury/nature of illness</li> <li>• Past medical history</li> <li>• Associated signs and symptoms</li> <li>• Pertinent negatives</li> </ul>	<p><b>Same as Previous Level</b></p>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Components of the patient history</li> <li>• Interviewing techniques</li> <li>• How to integrate therapeutic communication techniques and adapt the line of inquiry based on findings and presentation</li> </ul>
<b>Secondary Assessment</b>	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Performing a rapid full body scan</li> <li>• Focused assessment of pain</li> <li>• Assessment of vital signs</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Techniques of physical examination</p> <ul style="list-style-type: none"> <li>• Respiratory system <ul style="list-style-type: none"> <li>○ Presence of breath sounds</li> </ul> </li> <li>• Cardiovascular system</li> <li>• Neurological system</li> <li>• Musculoskeletal system</li> <li>• All anatomical regions</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Complex depth, foundational breadth</p> <p>Assessment of:</p> <ul style="list-style-type: none"> <li>• Lung sounds</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Techniques of physical examination for all major:</p> <ul style="list-style-type: none"> <li>• Body systems</li> <li>• Anatomical regions</li> </ul>

	EMR	EMT	AEMT	Paramedic
Monitoring Devices	<b>No knowledge related to this competency is applicable at this level.</b>	Simple depth, simple breadth  Within the scope of practice of the EMT  <ul style="list-style-type: none"> <li>Obtaining and using information from patient monitoring devices including (but not limited to): <ul style="list-style-type: none"> <li>Pulse oximetry</li> <li>Non-invasive blood pressure</li> </ul> </li> </ul>	<b>EMT Material PLUS:</b>  Within the scope of practice of the AEMT  Simple depth, simple breadth  <ul style="list-style-type: none"> <li>Obtaining and using information from patient monitoring devices including (but not limited to): <ul style="list-style-type: none"> <li>Blood glucose determination</li> </ul> </li> </ul>	<b>AEMT Material PLUS:</b>  Fundamental depth, foundational breadth  Within the scope of practice of the paramedic  <ul style="list-style-type: none"> <li>Obtaining and using information from patient monitoring devices including (but not limited to): <ul style="list-style-type: none"> <li>Continuous ECG monitoring</li> <li>12 lead ECG interpretation</li> <li>Carbon dioxide monitoring</li> <li>Basic blood chemistry</li> </ul> </li> </ul>
Reassessment	Simple depth, simple breadth  <ul style="list-style-type: none"> <li>How and when to reassess patients</li> </ul>	<b>EMR Material PLUS:</b>  Fundamental depth, foundational breadth  <ul style="list-style-type: none"> <li>How and when to perform a reassessment for all patient situations</li> </ul>	<b>Same as Previous Levels</b>	<b>AEMT Material PLUS:</b>  Complex depth, comprehensive breadth  <ul style="list-style-type: none"> <li>How and when to perform a reassessment for all patient situations</li> </ul>
Medicine	<b>Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.</b>	<b>Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.</b>	<b>Applies fundamental knowledge to provide basic and selected advanced emergency care and transportation based on assessment findings for an acutely ill patient.</b>	<b>Integrates assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint.</b>



	<b>EMR</b>	<b>EMT</b>	<b>AEMT</b>	<b>Paramedic</b>
<b>Medical Overview</b>	<p>Simple depth, simple breadth</p> <p>Assessment and management of a:</p> <ul style="list-style-type: none"> <li>• Medical complaint</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Simple depth, foundational breadth</p> <p>Pathophysiology, assessment, and management of a medical complaints to include:</p> <ul style="list-style-type: none"> <li>• Transport mode</li> <li>• Destination decisions</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Pathophysiology, assessment, and management of a medical complaints to include:</p> <ul style="list-style-type: none"> <li>• Transport mode</li> <li>• Destination decisions</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Pathophysiology, assessment, and management of medical complaints to include:</p> <ul style="list-style-type: none"> <li>• Transport mode</li> <li>• Destination decisions</li> </ul>
<b>Neurology</b>	<p>Simple depth, simple breadth</p> <p>Anatomy, presentations, and management of:</p> <ul style="list-style-type: none"> <li>• Decreased level of responsiveness</li> <li>• Seizure</li> <li>• Stroke</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Anatomy, physiology, pathophysiology, assessment and management of:</p> <ul style="list-style-type: none"> <li>• Stroke / transient ischemic attack</li> <li>• Seizure</li> <li>• Status epilepticus</li> <li>• Headache</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Complex depth, foundational breadth</p> <p>Anatomy, physiology, pathophysiology, assessment and management of:</p> <ul style="list-style-type: none"> <li>• Seizure</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of:</p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Stroke / intracranial hemorrhage / transient ischemic attack</li> <li>• Seizure</li> <li>• Status epilepticus</li> <li>• Headache</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Dementia</li> <li>• Neoplasms</li> <li>• Demyelinating disorders</li> <li>• Parkinson's disease</li> <li>• Cranial nerve</li> </ul>

	EMR	EMT	AEMT	Paramedic
Neurology (continued)				disorders <ul style="list-style-type: none"> <li>• Movement disorders</li> <li>• Neurologic inflammation/ infection</li> <li>• Spinal cord compression</li> <li>• Hydrocephalus</li> <li>• Wernicke's encephalopathy</li> </ul>
Abdominal and Gastrointestinal Disorders	Simple depth, simple breadth  Anatomy, presentations and management of shock associated with abdominal emergencies <ul style="list-style-type: none"> <li>• Gastrointestinal bleeding</li> </ul>	<b>EMR Material PLUS:</b>  Fundamental depth, foundational breadth  Anatomy, physiology, pathophysiology, assessment, and management of: <ul style="list-style-type: none"> <li>• Acute and chronic gastrointestinal hemorrhage</li> </ul> Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Peritonitis</li> <li>• Ulcerative diseases</li> </ul>	<b>Same as Previous Level</b>	<b>AEMT Material PLUS:</b>  Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of:  Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>• Acute and chronic gastrointestinal hemorrhage</li> <li>• Liver disorders</li> <li>• Peritonitis</li> <li>• Ulcerative diseases</li> </ul> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• Irritable bowel syndrome</li> <li>• Inflammatory disorders</li> <li>• Pancreatitis</li> <li>• Bowel obstruction</li> <li>• Hernias</li> <li>• Infectious disorders</li> <li>• Gall bladder and</li> </ul>

	EMR	EMT	AEMT	Paramedic
Abdominal and Gastrointestinal Disorders (continued)				biliary tract disorders  Simple depth, simple breadth  <ul style="list-style-type: none"> <li>• Rectal abscess</li> <li>• Rectal foreign body obstruction</li> <li>• Mesenteric ischemia</li> </ul>
Immunology	Simple depth, simple breadth  Recognition and management of shock and difficulty breathing related to:  <ul style="list-style-type: none"> <li>• Anaphylactic reactions</li> </ul>	<b>EMR Material PLUS:</b>  Fundamental depth, foundational breadth  Anatomy, physiology, pathophysiology, assessment, and management of hypersensitivity disorders and/or emergencies  <ul style="list-style-type: none"> <li>• Anaphylactic reactions</li> </ul>	<b>EMT Material PLUS:</b>  Complex depth, comprehensive breadth  Anatomy, physiology, pathophysiology, assessment, and management of hypersensitivity disorders and/or emergencies  <ul style="list-style-type: none"> <li>• Allergic and anaphylactic reactions</li> </ul>	<b>AEMT Material PLUS:</b>  Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major immune system disorders and/or emergencies  Complex depth, comprehensive breadth  <ul style="list-style-type: none"> <li>• Hypersensitivity</li> <li>• Allergic and anaphylactic reactions</li> <li>• Anaphylactoid reactions</li> </ul> Fundamental depth, foundational breadth  <ul style="list-style-type: none"> <li>• Collagen vascular disease</li> <li>• Transplant related problems</li> </ul>

<p>Infectious Diseases</p>	<p>Simple depth, simple breadth</p> <p>Awareness of:</p> <ul style="list-style-type: none"> <li>• A patient who may have an infectious disease</li> <li>• How to decontaminate equipment after treating a patient</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Simple depth, simple breadth</p> <p>Assessment and management of:</p> <ul style="list-style-type: none"> <li>• A patient who may have an infectious disease</li> <li>• How to decontaminate the ambulance and equipment after treating a patient</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Assessment and management of:</p> <ul style="list-style-type: none"> <li>• A patient who may be infected with a bloodborne pathogen <ul style="list-style-type: none"> <li>○ HIV</li> <li>○ Hepatitis B</li> </ul> </li> <li>• Antibiotic resistant infections</li> <li>• Current infectious diseases prevalent in the community</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, reporting requirements, prognosis, and management of:</p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• HIV-related disease</li> <li>• Hepatitis</li> <li>• Pneumonia</li> <li>• Meningococcal meningitis</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Tuberculosis</li> <li>• Tetanus</li> <li>• Viral diseases</li> <li>• Sexually transmitted disease</li> <li>• Gastroenteritis</li> <li>• Fungal infections</li> <li>• Rabies</li> <li>• Scabies and lice</li> <li>• Lyme disease</li> <li>• Rocky Mountain Spotted Fever</li> <li>• Antibiotic resistant infections</li> </ul>
<p>Endocrine Disorders</p>	<p>Simple depth, simple breadth</p> <p>Awareness that:</p> <ul style="list-style-type: none"> <li>• Diabetic emergencies cause altered mental status</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Anatomy, physiology, pathophysiology, assessment and management of:</p> <ul style="list-style-type: none"> <li>• Acute diabetic emergencies</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Complex depth, foundational breadth</p> <p>Anatomy, physiology, pathophysiology, assessment and management of:</p> <ul style="list-style-type: none"> <li>• Acute diabetic emergencies</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of:</p> <p>Complex depth, comprehensive</p>

Endocrine Disorders (continued)				breadth <ul style="list-style-type: none"> <li>• Acute diabetic emergencies</li> <li>• Diabetes</li> </ul> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• Adrenal disease</li> <li>• Pituitary and thyroid disorders</li> </ul>
Psychiatric	Simple depth, simple breadth  Recognition of: <ul style="list-style-type: none"> <li>• Behaviors that pose a risk to the EMR, patient or others</li> </ul>	<b>EMR Material PLUS:</b>  Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Basic principles of the mental health system</li> </ul> Fundamental depth, foundational breadth  Assessment and management of: <ul style="list-style-type: none"> <li>• Acute psychosis</li> <li>• Suicidal/risk</li> <li>• Agitated delirium</li> </ul>	<b>Same as Previous Level</b>	<b>AEMT Material PLUS:</b>  Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of:  Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>• Acute psychosis</li> <li>• Agitated delirium</li> </ul> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• Cognitive disorders</li> <li>• Thought disorders</li> <li>• Mood disorders</li> <li>• Neurotic disorders</li> <li>• Substance-related disorders / addictive behavior</li> <li>• Somatoform disorders</li> <li>• Factitious disorders</li> <li>• Personality disorders</li> <li>• Patterns of violence/abuse/neglect</li> <li>• Organic psychoses</li> </ul>

<p style="text-align: center;">Cardiovascular</p>	<p>Simple depth, simple breadth</p> <p>Anatomy, signs, symptoms and management</p> <ul style="list-style-type: none"> <li>• Chest pain</li> <li>• Cardiac arrest</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Anatomy, physiology, pathophysiology, assessment, and management of:</p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Acute coronary syndrome <ul style="list-style-type: none"> <li>○ Angina pectoris</li> <li>○ Myocardial infarction</li> </ul> </li> <li>• Aortic aneurysm / dissection</li> <li>• Thromboembolism</li> </ul> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Heart failure</li> <li>• Hypertensive emergencies</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Anatomy, physiology, pathophysiology, assessment, and management of:</p> <p>Complex depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Acute coronary syndrome <ul style="list-style-type: none"> <li>○ Angina pectoris</li> <li>○ Myocardial infarction</li> </ul> </li> </ul> <p>Fundamental depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Heart failure</li> <li>• Hypertensive emergencies</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of:</p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Acute coronary syndrome <ul style="list-style-type: none"> <li>○ Angina pectoris</li> <li>○ Myocardial infarction</li> </ul> </li> <li>• Heart failure</li> <li>• Non-traumatic cardiac tamponade</li> <li>• Hypertensive emergencies</li> <li>• Cardiogenic shock</li> <li>• Vascular disorders <ul style="list-style-type: none"> <li>○ Abdominal aortic aneurysm</li> <li>○ Arterial occlusion</li> <li>○ Venous thrombosis</li> </ul> </li> <li>• Aortic aneurysm / dissection,</li> <li>• Thromboembolism</li> <li>• Cardiac rhythm disturbances</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Infectious diseases of the heart <ul style="list-style-type: none"> <li>○ Endocarditis</li> <li>○ Pericarditis</li> </ul> </li> <li>• Congenital abnormalities</li> </ul>
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Toxicology	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Recognition and management of: <ul style="list-style-type: none"> <li>○ Carbon monoxide poisoning</li> <li>○ Nerve agent poisoning</li> </ul> </li> <li>• How and when to contact a poison control center</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Anatomy, physiology, pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>• Inhaled poisons</li> <li>• Ingested poisons</li> <li>• Injected poisons</li> <li>• Absorbed poisons</li> <li>• Alcohol intoxication and withdrawal</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Opiate toxidrome</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following toxidromes and poisonings:</p> <ul style="list-style-type: none"> <li>• Cholinergics</li> <li>• Anticholinergics</li> <li>• Sympathomimetics</li> <li>• Sedative / hypnotics</li> <li>• Opiates</li> <li>• Alcohol intoxication and withdrawal</li> <li>• Over-the-counter and prescription medications</li> <li>• Carbon monoxide</li> <li>• Illegal drugs</li> <li>• Herbal preparations</li> </ul>
Respiratory	<p>Simple depth, simple breadth</p> <p>Anatomy, signs, symptoms and management of respiratory emergencies including those that affect the:</p> <ul style="list-style-type: none"> <li>• Upper airway</li> <li>• Lower airway</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Anatomy, physiology, pathophysiology, assessment, and management of:</p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Epiglottitis</li> <li>• Spontaneous pneumothorax</li> <li>• Pulmonary edema</li> <li>• Asthma</li> <li>• Chronic obstructive pulmonary</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Complex depth, foundational breadth</p> <p>Anatomy, physiology, pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Obstructive / restrictive disease</li> <li>• Pneumonia</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, management of:</p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Acute upper airway infections</li> <li>• Spontaneous pneumothorax</li> </ul>

		<p>disease</p> <ul style="list-style-type: none"> <li>• Environmental / industrial exposure</li> <li>• Toxic gas</li> </ul> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Pertussis</li> <li>• Cystic fibrosis</li> <li>• Pulmonary embolism</li> <li>• Pneumonia</li> <li>• Viral respiratory infections</li> </ul>		<ul style="list-style-type: none"> <li>• Obstructive / restrictive lung diseases</li> <li>• Pulmonary infections</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Neoplasm</li> <li>• Pertussis</li> <li>• Cystic fibrosis</li> </ul>
Hematology	<b>No knowledge related to this competency is applicable at this level.</b>	<p>Simple depth, simple breadth</p> <p>Anatomy, physiology, pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>• Sickle cell crisis</li> <li>• Clotting disorders</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Anatomy, physiology, pathophysiology, assessment and management of:</p> <ul style="list-style-type: none"> <li>• Sickle cell crisis</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major hematological diseases and/or emergencies</p> <p>Complex depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Sickle cell disease</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Blood transfusion complications</li> <li>• Hemostatic disorders</li> <li>• Lymphomas</li> <li>• Red blood cell disorders</li> <li>• White blood cell disorders</li> <li>• Coagulopathies</li> </ul>



<p>Genitourinary/Renal</p>	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>Blood pressure assessment in hemodialysis patients</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Simple depth, simple breadth</p> <p>Anatomy, physiology, pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>Complications related to: <ul style="list-style-type: none"> <li>Renal dialysis</li> <li>Urinary catheter management (not insertion)</li> </ul> </li> <li>Kidney stones</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Fundamental depth, simple breadth</p> <p>Anatomy, physiology, pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>Complications related to renal dialysis</li> <li>Kidney stones</li> </ul>	<p><b>AEMT Material Plus:</b></p> <p>Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of:</p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>Complications of: <ul style="list-style-type: none"> <li>Acute renal failure</li> <li>Chronic renal failure</li> <li>Dialysis</li> </ul> </li> <li>Renal calculi</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>Acid base disturbances</li> <li>Fluid and electrolyte</li> <li>Infection</li> <li>Male genital tract conditions</li> </ul>
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Gynecology	<p>Simple depth, simple breadth</p> <p>Recognition and management of shock associated with:</p> <ul style="list-style-type: none"> <li>• Vaginal bleeding</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Anatomy, physiology, assessment findings, and management of:</p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Vaginal bleeding</li> <li>• Sexual assault (to include appropriate emotional support)</li> </ul> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Infections</li> </ul>	<p><b>Same as Previous Level</b></p>	<p><b>AEMT Material Plus:</b></p> <p>Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major gynecological diseases and/or emergencies</p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Vaginal bleeding</li> <li>• Sexual assault</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Infections</li> <li>• Pelvic Inflammatory Disease</li> <li>• Ovarian cysts</li> <li>• Dysfunctional uterine bleeding</li> <li>• Vaginal foreign body</li> </ul>
Non-Traumatic Musculoskeletal Disorders	<p><b>No knowledge related to this competency is applicable at this level.</b></p>	<p>Fundamental depth, foundational breadth</p> <p>Anatomy, physiology, pathophysiology, assessment and management of:</p> <ul style="list-style-type: none"> <li>• Non-traumatic fractures</li> </ul>	<p><b>Same as Previous Level</b></p>	<p><b>AEMT Material Plus:</b></p> <p>Fundamental depth, foundation breadth</p> <p>Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major non-traumatic musculoskeletal disorders</p> <ul style="list-style-type: none"> <li>• Disorders of the spine</li> </ul>

<p>Non-Traumatic Musculoskeletal Disorders (continued)</p>				<ul style="list-style-type: none"> <li>• Joint abnormalities</li> <li>• Muscle abnormalities</li> <li>• Overuse syndromes</li> </ul>
<p>Diseases of the Eyes, Ears, Nose, and Throat</p>	<p>Simple depth, simple breadth</p> <p>Recognition and management of</p> <ul style="list-style-type: none"> <li>• Nose bleed</li> </ul>	<p><b>Same as Previous Level</b></p>	<p><b>Same as Previous Level</b></p>	<p><b>AEMT Material Plus:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Knowledge of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, management of</p> <ul style="list-style-type: none"> <li>• Common or major diseases of the eyes, ears, nose, and throat, including nose bleed</li> </ul>
<p><b>Shock and Resuscitation</b></p>	<p>Uses assessment information to recognize shock, respiratory failure or arrest, and cardiac arrest based on assessment findings and manages the emergency while awaiting additional emergency response.</p>	<p>Applies fundamental knowledge of the causes, pathophysiology, and management of shock, respiratory failure or arrest, cardiac failure or arrest, and post resuscitation management.</p>	<p>Applies fundamental knowledge to provide basic and selected advanced emergency care and transportation based on assessment findings for a patient in shock, respiratory failure or arrest, cardiac failure or arrest, and post resuscitation management.</p>	<p><b>Integrates comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states. Integrates a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.</b></p>

Trauma	Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.	Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.	Applies fundamental knowledge to provide basic and selected advanced emergency care and transportation based on assessment findings for an acutely injured patient.	Integrates assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient.
Trauma Overview	No knowledge related to this competency is applicable at this level.	<p>Fundamental depth, foundational breadth</p> <p>Pathophysiology, assessment, and management of the trauma patient</p> <ul style="list-style-type: none"> <li>• Trauma scoring</li> <li>• Rapid transport and destination issues</li> <li>• Transport mode</li> </ul>	Same as Previous Level	<p><b>AEMT Material Plus:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Pathophysiology, assessment and management of the trauma patient</p> <ul style="list-style-type: none"> <li>• Trauma scoring</li> <li>• Transport and destination issues</li> </ul>
Bleeding	<p>Simple depth, simple breadth</p> <p>Recognition and management of</p> <ul style="list-style-type: none"> <li>• Bleeding</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Pathophysiology, assessment, and management of</p> <ul style="list-style-type: none"> <li>• Bleeding</li> </ul>	<p><b>EMT Material Plus:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Fluid resuscitation</li> </ul>	<p><b>AEMT Material Plus:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Pathophysiology, assessment, and management of</p> <ul style="list-style-type: none"> <li>• Bleeding</li> </ul>

Chest Trauma	<p>Simple depth, simple breadth</p> <p>Recognition and management of:</p> <ul style="list-style-type: none"> <li>• Blunt versus penetrating mechanisms</li> <li>• Open chest wound</li> <li>• Impaled object</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Fundamental depth, simple breadth</p> <p>Pathophysiology, assessment and management</p> <ul style="list-style-type: none"> <li>• Blunt versus penetrating mechanisms</li> <li>• Hemothorax</li> <li>• Pneumothorax <ul style="list-style-type: none"> <li>○ Open</li> <li>○ Simple</li> <li>○ Tension</li> </ul> </li> <li>• Cardiac tamponade</li> <li>• Rib fractures</li> <li>• Flail chest</li> <li>• Commotio cordis</li> </ul>	<p><b>EMT Material Plus:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Pathophysiology, assessment and management of:</p> <ul style="list-style-type: none"> <li>• Traumatic aortic disruption</li> <li>• Pulmonary contusion</li> <li>• Blunt cardiac injury</li> <li>• Hemothorax</li> <li>• Pneumothorax <ul style="list-style-type: none"> <li>○ Open</li> <li>○ Simple</li> <li>○ Tension</li> </ul> </li> <li>• Cardiac tamponade</li> <li>• Rib fractures</li> <li>• Flail chest</li> <li>• Commotio cordis</li> <li>• Traumatic asphyxia</li> </ul>	<p><b>AEMT Material Plus:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>• Traumatic aortic disruption</li> <li>• Pulmonary contusion</li> <li>• Blunt cardiac injury</li> <li>• Hemothorax</li> <li>• Pneumothorax <ul style="list-style-type: none"> <li>○ Open</li> <li>○ Simple</li> <li>○ Tension</li> </ul> </li> <li>• Cardiac tamponade</li> <li>• Rib fractures</li> <li>• Flail chest</li> <li>• Commotio cordis</li> <li>• Tracheobronchial disruption</li> <li>• Diaphragmatic rupture</li> <li>• Traumatic asphyxia</li> </ul>
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<p>Abdominal and Genitourinary Trauma</p>	<p>Simple depth, simple breadth</p> <p>Recognition and management of:</p> <ul style="list-style-type: none"> <li>• Blunt versus penetrating mechanisms</li> <li>• Evisceration</li> <li>• Impaled object</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Fundamental depth, simple breadth</p> <p>Pathophysiology, assessment and management of:</p> <ul style="list-style-type: none"> <li>• Solid and hollow organ injuries</li> <li>• Blunt versus penetrating mechanisms</li> <li>• Evisceration</li> <li>• Injuries to the external genitalia</li> <li>• Vaginal bleeding due to trauma</li> <li>• Sexual assault</li> </ul>	<p><b>EMT Material Plus:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>• Vascular injury</li> <li>• Solid and hollow organs injuries</li> <li>• Blunt versus penetrating mechanisms</li> <li>• Evisceration</li> <li>• Retroperitoneal injuries</li> <li>• Injuries to the external genitalia</li> <li>• Vaginal bleeding due to trauma</li> <li>• Sexual assault</li> </ul>	<p><b>AEMT Material Plus:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>• Vascular injury</li> <li>• Solid and hollow organ injuries</li> <li>• Blunt versus penetrating mechanisms</li> <li>• Evisceration</li> <li>• Retroperitoneal injuries</li> <li>• Injuries to the external genitalia</li> </ul>
<p>Orthopedic Trauma</p>	<p>Simple depth, simple breadth</p> <p>Recognition and management of:</p> <ul style="list-style-type: none"> <li>• Open fractures</li> <li>• Closed fractures</li> <li>• Dislocations</li> <li>• Amputations</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Pathophysiology, assessment, and management of:</p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Upper and lower extremity orthopedic trauma</li> <li>• Open fractures</li> <li>• Closed fractures</li> <li>• Dislocations</li> <li>• Sprains/strains</li> <li>• Pelvic fractures</li> <li>• Amputations / replantation</li> </ul>	<p><b>EMT Material Plus:</b></p> <p>Pathophysiology, assessment, and management of</p> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Compartment syndrome</li> </ul> <p>Complex depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Pelvic fractures</li> <li>• Amputations/replantation</li> </ul>	<p><b>AEMT Material Plus:</b></p> <p>Pathophysiology, assessment, and management of:</p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Pediatric fractures</li> <li>• Tendon laceration / transection / rupture (Achilles and patellar)</li> <li>• Compartment syndrome</li> </ul> <p>Complex depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Upper and lower extremity orthopedic trauma</li> <li>• Open fractures</li> <li>• Closed fractures</li> <li>• Dislocations</li> </ul>

Soft Tissue Trauma	<p>Simple depth, simple breadth</p> <p>Recognition and management of:</p> <ul style="list-style-type: none"> <li>• Wounds</li> <li>• Burns <ul style="list-style-type: none"> <li>○ Electrical</li> <li>○ Chemical</li> <li>○ Thermal</li> </ul> </li> <li>• Chemicals in the eye and on the skin</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>• Wounds <ul style="list-style-type: none"> <li>○ Avulsions</li> <li>○ Bite wounds</li> <li>○ Lacerations</li> <li>○ Puncture wounds</li> <li>○ Incisions</li> </ul> </li> <li>• Burns <ul style="list-style-type: none"> <li>○ Electrical</li> <li>○ Chemical</li> <li>○ Thermal</li> <li>○ Radiation</li> </ul> </li> </ul> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Crush syndrome</li> </ul>	<p><b>EMT Material Plus:</b></p> <p>Fundamental depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Crush syndrome</li> </ul>	<p><b>AEMT Material Plus:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>• Wounds <ul style="list-style-type: none"> <li>○ Avulsions</li> <li>○ Bite wounds</li> <li>○ Lacerations</li> <li>○ Puncture wounds</li> </ul> </li> <li>• Burns <ul style="list-style-type: none"> <li>○ Electrical</li> <li>○ Chemical</li> <li>○ Thermal</li> </ul> </li> <li>• High-pressure injection</li> <li>• Crush syndrome</li> </ul>
Head, Facial, Neck, and Spine trauma	<p>Simple depth, simple breadth</p> <p>Recognition and management of:</p> <ul style="list-style-type: none"> <li>• Life threats</li> <li>• Spine trauma</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>• Penetrating neck trauma</li> <li>• Laryngeotracheal injuries</li> <li>• Spine trauma</li> </ul> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Facial fractures</li> <li>• Skull fractures</li> <li>• Foreign bodies in the eyes</li> <li>• Dental trauma</li> </ul>	<p><b>EMT Material Plus:</b></p> <p>Complex depth, foundational breadth</p> <p>Pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>• Facial fractures</li> <li>• Laryngeotracheal injuries</li> </ul>	<p><b>AEMT Material Plus:</b></p> <p>Pathophysiology, assessment, and management of:</p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Unstable facial fractures</li> <li>• Orbital fractures</li> <li>• Perforated tympanic membrane</li> </ul> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Skull fractures</li> <li>• Penetrating neck trauma</li> <li>• Laryngeotracheal injuries</li> <li>• Spine trauma <ul style="list-style-type: none"> <li>○ Dislocations /</li> </ul> </li> </ul>

Head, Facial, Neck, and Spine trauma (continued)				<ul style="list-style-type: none"> <li>○ subluxations</li> <li>○ Fractures</li> <li>○ Sprains / strains</li> <li>● Mandibular fractures</li> </ul>
Nervous System Trauma	<p><b>No knowledge related to this competency is applicable at this level.</b></p>	<p>Fundamental depth, foundational breadth</p> <p>Pathophysiology, assessment, and management of</p> <ul style="list-style-type: none"> <li>● Traumatic brain injury</li> <li>● Spinal cord injury</li> </ul>	<p><b>EMT Material Plus:</b></p> <p>Complex depth, foundational breadth</p> <p>Pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>● Traumatic brain injury</li> </ul>	<p><b>AEMT Material Plus:</b></p> <p>Pathophysiology, assessment, and management of:</p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>● Cauda equina syndrome</li> <li>● Nerve root injury</li> <li>● Peripheral nerve injury</li> </ul> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>● Traumatic brain injury</li> <li>● Spinal cord injury</li> <li>● Spinal shock</li> </ul>
Special Considerations in Trauma	<p>Simple depth, simple breadth</p> <p>Recognition and management of trauma in:</p> <ul style="list-style-type: none"> <li>● Pregnant patient</li> <li>● Pediatric patient</li> <li>● Geriatric patient</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Pathophysiology, assessment, and management of trauma in the:</p> <ul style="list-style-type: none"> <li>● Pregnant patient</li> <li>● Pediatric patient</li> <li>● Geriatric patient</li> <li>● Cognitively impaired patient</li> </ul>	<p><b>EMT Material Plus:</b></p> <p>Complex depth, foundational breadth</p> <p>Pathophysiology, assessment, and management of trauma in the:</p> <ul style="list-style-type: none"> <li>● Pregnant patient</li> <li>● Pediatric patient</li> <li>● Geriatric patient</li> <li>● Cognitively impaired patient</li> </ul>	<p><b>AEMT Material Plus:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Pathophysiology, assessment, and management of trauma in the:</p> <ul style="list-style-type: none"> <li>● Pregnant patient</li> <li>● Pediatric patient</li> <li>● Geriatric patient</li> <li>● Cognitively impaired patient</li> </ul>



<p>Environmental Emergencies</p>	<p>Simple depth, simple breadth</p> <p>Recognition and management of:</p> <ul style="list-style-type: none"> <li>• Submersion incidents</li> <li>• Temperature-related illness</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>• Near drowning</li> <li>• Temperature-related illness</li> <li>• Bites and envenomations</li> <li>• Dysbarism <ul style="list-style-type: none"> <li>○ High-altitude</li> <li>○ Diving injuries</li> </ul> </li> <li>• Electrical injury</li> <li>• Radiation exposure</li> </ul>	<p><b>Same as Previous Level</b></p>	<p><b>AEMT Material Plus:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>• Near-drowning</li> <li>• Temperature-related illness</li> <li>• Bites and envenomations</li> <li>• Dysbarism <ul style="list-style-type: none"> <li>○ High-altitude</li> <li>○ Diving injuries</li> </ul> </li> <li>• Electrical injury</li> <li>• High altitude illness</li> </ul>
<p>Multi-System Trauma</p>	<p>Simple depth, simple breadth</p> <p>Recognition and management of:</p> <ul style="list-style-type: none"> <li>• Multi-system trauma</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>• Multi-system trauma</li> <li>• Blast injuries</li> </ul>	<p><b>EMT Material Plus:</b></p> <p>Complex depth, foundational breadth</p> <p>Pathophysiology, assessment and management of:</p> <ul style="list-style-type: none"> <li>• Multi-system trauma</li> </ul>	<p><b>AEMT Material Plus:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Pathophysiology, assessment, and management of:</p> <ul style="list-style-type: none"> <li>• Multi-system trauma</li> <li>• Blast injuries</li> </ul>
<p>Special Patient Populations</p>	<p>Recognizes and manages life threats based on simple assessment findings for a patient with special needs while awaiting additional emergency response.</p>	<p>Applies a fundamental knowledge of growth, development, and aging and assessment findings to provide basic emergency care and transportation for a patient with special needs.</p>	<p>Applies a fundamental knowledge of growth, development, and aging and assessment findings to provide basic and selected advanced emergency care and transportation for a patient with special needs.</p>	<p>Integrates assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.</p>

<p style="text-align: center;">Obstetrics</p>	<p>Simple depth, simple breadth</p> <p>Recognition and management of:</p> <ul style="list-style-type: none"> <li>• Normal delivery</li> <li>• Vaginal bleeding in the pregnant patient</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Anatomy and physiology of normal pregnancy</li> <li>• Pathophysiology of complications of pregnancy</li> <li>• Assessment of the pregnant patient</li> <li>• Management of: <ul style="list-style-type: none"> <li>○ Normal delivery</li> <li>○ Abnormal delivery <ul style="list-style-type: none"> <li>▪ Nuchal cord</li> <li>▪ Prolapsed cord</li> <li>▪ Breech delivery</li> </ul> </li> <li>○ Third trimester bleeding <ul style="list-style-type: none"> <li>▪ Placenta previa</li> <li>▪ Abruptio placenta</li> </ul> </li> <li>○ Spontaneous abortion / miscarriage</li> <li>○ Ectopic pregnancy</li> <li>○ Preeclampsia / Eclampsia</li> </ul> </li> </ul>	<p><b>Same as Previous Level</b></p>	<p><b>AEMT Material Plus:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Anatomy and physiology of pregnancy</li> <li>• Pathophysiology of complications of pregnancy</li> <li>• Assessment of the pregnant patient</li> </ul> <p>Psychosocial impact, presentations, prognosis, and management of:</p> <ul style="list-style-type: none"> <li>• Normal delivery</li> <li>• Abnormal delivery <ul style="list-style-type: none"> <li>○ Nuchal cord</li> <li>○ Prolapsed cord</li> <li>○ Breech</li> </ul> </li> <li>• Spontaneous abortion / miscarriage</li> <li>• Ectopic pregnancy</li> <li>• Eclampsia</li> <li>• Antepartum hemorrhage</li> <li>• Pregnancy induced hypertension</li> <li>• Third trimester bleeding <ul style="list-style-type: none"> <li>○ Placenta previa</li> <li>○ Abruptio placenta</li> </ul> </li> <li>• High risk pregnancy</li> <li>• Complications of labor <ul style="list-style-type: none"> <li>○ Fetal distress</li> <li>○ Pre-term</li> <li>○ Premature rupture of</li> </ul> </li> </ul>
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Obstetrics (continued)				<ul style="list-style-type: none"> <li>○ Rupture of uterus</li> <li>• Complication of delivery</li> <li>• Postpartum complications</li> </ul> <p>Foundational depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Hyperemesis gravidarum</li> <li>• Post-partum depression</li> </ul>
Neonatal care	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Newborn care</li> <li>• Neonatal resuscitation</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Assessment and management:</p> <ul style="list-style-type: none"> <li>• Newborn</li> <li>• Neonatal resuscitation</li> </ul>	<p><b>Same as Previous Level</b></p>	<p><b>AEMT Material Plus:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Anatomy and physiology of neonatal circulation</li> <li>• Assessment of the newborn</li> </ul> <p>Presentation and management:</p> <ul style="list-style-type: none"> <li>• Newborn</li> <li>• Neonatal resuscitation</li> </ul>
Pediatrics	<p>Simple depth, simple breadth</p> <p>Age-related assessment findings, and age-related assessment and treatment modifications for pediatric- specific major diseases and/or emergencies:</p> <ul style="list-style-type: none"> <li>• Upper airway obstruction</li> <li>• Lower airway</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Age-related assessment findings, age-related, and developmental stage related assessment and treatment modifications for pediatric specific major diseases and/or</p>	<p><b>Same as Previous Level</b></p>	<p><b>AEMT Material Plus:</b></p> <p>Age-related assessment findings, age-related anatomic and physiologic variations, age-related and developmental stage related assessment and treatment modifications of the pediatric- specific</p>

<p>Pediatrics (continued)</p>	<p>reactive disease</p> <ul style="list-style-type: none"> <li>• Respiratory distress / failure / arrest</li> <li>• Shock</li> <li>• Seizures</li> <li>• Sudden Infant Death Syndrome</li> </ul>	<p>emergencies:</p> <ul style="list-style-type: none"> <li>• Upper airway obstruction</li> <li>• Lower airway reactive disease</li> <li>• Respiratory distress / failure / arrest</li> <li>• Shock</li> <li>• Seizures</li> <li>• Sudden Infant Death Syndrome</li> <li>• Gastrointestinal disease</li> </ul>		<p>major or common diseases and/or emergencies:</p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Foreign body (upper and lower) airway obstruction</li> <li>• Bacterial tracheitis</li> <li>• Asthma</li> <li>• Bronchiolitis</li> <li>• Respiratory Syncytial Virus (RSV)</li> <li>• Pneumonia</li> <li>• Croup</li> <li>• Epiglottitis</li> <li>• Respiratory distress / failure / arrest</li> <li>• Shock</li> <li>• Seizures</li> <li>• Sudden Infant Death Syndrome (SIDS)</li> <li>• Hyperglycemia</li> <li>• Hypoglycemia</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Pertussis</li> <li>• Cystic fibrosis</li> <li>• Bronchopulmonary dysplasia</li> <li>• Congenital heart diseases</li> <li>• Hydrocephalus and ventricular shunts</li> </ul>
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<p style="text-align: center;">Geriatrics</p>	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Impact of age-related changes on assessment and care</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Changes associated with aging, psychosocial aspects of aging and age-related assessment and treatment modifications for the major or common geriatric diseases and/or emergencies</p> <ul style="list-style-type: none"> <li>• Cardiovascular diseases</li> <li>• Respiratory diseases</li> <li>• Neurological diseases</li> <li>• Endocrine diseases</li> <li>• Alzheimer's</li> <li>• Dementia</li> </ul>	<p><b>EMT Material Plus:</b></p> <p>Complex depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Fluid resuscitation in the elderly</li> </ul>	<p><b>AEMT Material Plus:</b></p> <p>Normal and abnormal changes associated with aging, pharmacokinetic changes, psychosocial and economic aspects of aging, polypharmacy, and age-related assessment and treatment modifications for the major or common geriatric diseases and/or emergencies:</p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Cardiovascular diseases</li> <li>• Respiratory diseases</li> <li>• Neurological diseases</li> <li>• Endocrine diseases</li> <li>• Alzheimer's</li> <li>• Dementia</li> <li>• Delirium <ul style="list-style-type: none"> <li>○ Acute confusional state</li> </ul> </li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Herpes zoster</li> <li>• Inflammatory arthritis</li> </ul>
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<p>Patients with Special Challenges</p>	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>Recognizing and reporting abuse and neglect</li> </ul>	<p><b>EMR Material Plus:</b> Simple depth, simple breadth</p> <p>Healthcare implications of:</p> <ul style="list-style-type: none"> <li>Abuse</li> <li>Neglect</li> <li>Homelessness</li> <li>Poverty</li> <li>Bariatrics</li> <li>Technology dependent</li> <li>Hospice / terminally ill</li> <li>Tracheostomy care / dysfunction</li> <li>Homecare</li> <li>Sensory deficit/loss</li> <li>Developmental disability</li> </ul>	<p><b>EMT Material Plus:</b> Fundamental depth, foundational breadth</p> <p>Healthcare implications of:</p> <ul style="list-style-type: none"> <li>Abuse</li> <li>Neglect</li> <li>Homelessness</li> <li>Poverty</li> <li>Bariatrics</li> <li>Technology dependent</li> <li>Hospice / terminally ill</li> <li>Tracheostomy care / dysfunction</li> <li>Homecare</li> <li>Sensory deficit/loss</li> <li>Developmental disability</li> </ul>	<p><b>AEMT Material Plus:</b> Complex depth, comprehensive breadth</p> <p>Healthcare implications of:</p> <ul style="list-style-type: none"> <li>Abuse</li> <li>Neglect</li> <li>Poverty</li> <li>Bariatrics</li> <li>Technology dependent</li> <li>Hospice / terminally ill</li> <li>Tracheostomy care / dysfunction</li> </ul>
<p><b>EMS Operations</b></p>	<p><b>Knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety</b></p>	<p><b>Same as Previous Level</b></p>	<p><b>Same as Previous Level</b></p>	<p><b>Same as Previous Level</b></p>
<p>Principles of Safely Operating a Ground Ambulance</p>	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>Risks and responsibilities of emergency response</li> </ul>	<p><b>EMR Material Plus:</b> Simple depth, foundational breadth</p> <ul style="list-style-type: none"> <li>Risks and responsibilities of transport</li> </ul>	<p><b>Same as Previous Level</b></p>	<p><b>Same as Previous Level</b></p>
<p>Incident Management</p>	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>Establish and work within the incident management system</li> </ul>	<p><b>EMR Material Plus:</b> Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>Establish and work within the incident management system</li> </ul>	<p><b>Same as Previous Level</b></p>	<p><b>AEMT Material Plus:</b> Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>Establish and work within the incident management system</li> </ul>

Multiple Casualty Incidents	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Triage principles</li> <li>• Resource management</li> </ul>	<p><b>EMR Material Plus:</b></p> <p>Simple depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Triage <ul style="list-style-type: none"> <li>○ Performing</li> <li>○ Re-Triage</li> <li>○ Destination Decisions</li> <li>○ Post Traumatic and Cumulative Stress</li> </ul> </li> </ul>	Same as Previous Level	Same as Previous Level
Air Medical	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Safe air medical operations</li> <li>• Criteria for utilizing air medical response</li> </ul>	Same as Previous Level	Same as Previous Level	<p><b>AEMT Material Plus:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Medical risks / needs / advantages</li> </ul>
Vehicle Extrication	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Safe vehicle extrication</li> <li>• Use of simple hand tools</li> </ul>	Same as Previous Level	Same as Previous Level	Same as Previous Level
Hazardous Materials Awareness	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Risks and responsibilities of operating in a cold zone at a hazardous material or other special incident</li> </ul>	Same as Previous Level	Same as Previous Level	Same as Previous Level

<p>Mass Casualty Incidents due to Terrorism and Disaster</p> <p>(this section subject to ongoing collective and cooperative review and input from all stakeholders including the Department of Transportation, Department of Homeland Security and the Department of Health and Human Services)</p>	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Risks and responsibilities of operating on the scene of a natural or manmade disaster</li> </ul>	<p><b>Same as Previous Level</b></p>	<p><b>Same as Previous Level</b></p>	<p><b>Same as Previous Level</b></p>
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## Clinical Behavior/Judgment

	EMR	EMT	AEMT	Paramedic
Assessment	<p>Perform a simple assessment to identify life threats, identify injuries requiring immobilization and conditions requiring treatment within the scope of practice of the EMR: including foreign substance in the eyes and nerve agent poisoning.</p>	<p>Perform a basic history and physical examination to identify acute complaints and monitor changes.</p> <p>Identify the actual and potential complaints of emergency patients.</p>	<p>Perform a basic history and physical examination to identify acute complaints and monitor changes.</p> <p>Identify the actual and potential complaints of emergency patients.</p>	<p>Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient.</p> <p>Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.</p> <p>Relate assessment findings to underlying pathological and physiological changes in the patient's condition.</p> <p>Integrate and synthesize the multiple determinants of health and clinical care.</p> <p>Perform health screening and referrals.</p>
Therapeutic communication and cultural competency	<p>Communicates to obtain and clearly transmit information with an awareness of cultural differences.</p>	<p>Communicate in a culturally sensitive manner.</p>	<p>Communicate in a culturally sensitive manner.</p>	<p>Effectively communicate in a manner that is culturally sensitive and intended to improve the patient outcome.</p>

## Clinical Behavior/Judgment

	EMR	EMT	AEMT	Paramedic
Psychomotor Skills	<p>Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model AND state Scope of Practice at this level.</p> <p><b>Airway and Breathing</b></p> <ul style="list-style-type: none"> <li>• Basic Airway Maneuvers                             <ul style="list-style-type: none"> <li>○ Head-tilt, chin-lift</li> <li>○ Jaw thrust</li> <li>○ Modified chin lift</li> <li>○ FBAO relief - manual</li> </ul> </li> <li>• Oropharyngeal airway</li> <li>• Sellick’s maneuver</li> <li>• Positive pressure ventilation devices such as BVM</li> <li>• Suction of the upper airway</li> <li>• Supplemental oxygen therapy                             <ul style="list-style-type: none"> <li>○ Nasal cannula</li> <li>○ Non-rebreather mask</li> </ul> </li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Manual B/P</li> </ul> <p><b>Pharmacologic interventions</b></p> <ul style="list-style-type: none"> <li>• Unit-dose auto injectors (life-saving medications intended for self or peer rescue in hazardous materials situation, nerve agent antidote kit)</li> </ul>	<p>Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model AND state Scope of Practice at this level.</p> <p><b>Airway and Breathing</b></p> <ul style="list-style-type: none"> <li>• Nasopharyngeal airway</li> <li>• Positive pressure ventilation                             <ul style="list-style-type: none"> <li>○ Manually-triggered ventilators</li> <li>○ Automatic transport ventilators</li> </ul> </li> <li>• Supplemental oxygen therapy                             <ul style="list-style-type: none"> <li>○ Humidifiers</li> <li>○ Partial-rebreather mask</li> <li>○ Venturi mask</li> </ul> </li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Pulse oximetry</li> <li>• Automatic B/P</li> </ul> <p><b>Pharmacologic interventions</b></p> <ul style="list-style-type: none"> <li>• Assist patients in taking their own prescribed medications</li> <li>• Administration of OTC medications with medical oversight                             <ul style="list-style-type: none"> <li>○ Oral glucose for hypoglycemia</li> <li>○ Aspirin for chest pain</li> </ul> </li> </ul> <p><b>Medical/Cardiac care</b></p> <ul style="list-style-type: none"> <li>• Mechanical CPR</li> </ul>	<p>Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model AND state Scope of Practice at this level.</p> <p><b>Airway and Breathing</b></p> <ul style="list-style-type: none"> <li>• Airways not intended for insertion into the trachea                             <ul style="list-style-type: none"> <li>○ Esophageal-tracheal</li> <li>○ Multi-lumen airway</li> </ul> </li> <li>• Tracheal-bronchial suctioning of an already intubated patient</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Blood glucose monitor</li> </ul> <p><b>Pharmacologic interventions</b></p> <ul style="list-style-type: none"> <li>• Establish and maintain peripheral intravenous access</li> <li>• Establish and maintain intraosseous access in pediatric patient</li> <li>• Administer (nonmedicated) intravenous fluid therapy</li> <li>• Sublingual nitroglycerin (chest pain)</li> <li>• Subcutaneous or intramuscular epinephrine</li> </ul>	<p>Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model AND state Scope of Practice at this level.</p> <p><b>Airway and Breathing</b></p> <ul style="list-style-type: none"> <li>• Oral and nasal endotracheal intubation</li> <li>• FBAO – direct laryngoscopy</li> <li>• Percutaneous cricothyrotomy</li> <li>• Pleural decompression</li> <li>• BiPAP, CPAP, PEEP</li> <li>• Chest tube monitoring</li> <li>• ETCO2 monitoring</li> <li>• NG/OG tube</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• ECG interpretation</li> <li>• 12-lead interpretation</li> <li>• Blood chemistry analysis</li> </ul> <p><b>Pharmacologic interventions</b></p> <ul style="list-style-type: none"> <li>• Intraosseous insertion</li> <li>• Enteral and parenteral administration of approved prescription medications</li> <li>• Access indwelling catheters and implanted central IV ports</li> <li>• Medications by</li> </ul>

## Clinical Behavior/Judgment

	EMR	EMT	AEMT	Paramedic
Psychomotor Skills (continued)	<p>Medical/Cardiac care</p> <ul style="list-style-type: none"> <li>• Manual CPR</li> <li>• AED</li> <li>• Assisted normal delivery</li> </ul> <p>Trauma care</p> <ul style="list-style-type: none"> <li>• Manual stabilization                             <ul style="list-style-type: none"> <li>○ C-spine injuries</li> <li>○ Extremity fractures</li> </ul> </li> <li>• Bleeding control</li> <li>• Emergency moves</li> <li>• Eye irrigation</li> </ul>	<ul style="list-style-type: none"> <li>• Assisted complicated delivery</li> </ul> <p>Trauma care</p> <ul style="list-style-type: none"> <li>• Spinal immobilization                             <ul style="list-style-type: none"> <li>○ Cervical collars</li> <li>○ Seated</li> <li>○ Longboard</li> <li>○ Rapid extrication</li> </ul> </li> <li>• Splinting                             <ul style="list-style-type: none"> <li>○ Extremity</li> <li>○ Traction</li> <li>○ PASG</li> </ul> </li> <li>• Mechanical patient restraint</li> <li>• Tourniquet</li> </ul>	<p>(anaphylaxis)</p> <ul style="list-style-type: none"> <li>• Glucagon (hypoglycemia)</li> <li>• Intravenous 50% dextrose (hypoglycemia)</li> <li>• Inhaled beta agonists (wheezing)</li> <li>• Intravenous narcotic antagonist (narcotic overdose)</li> <li>• Nitrous oxide (pain)</li> </ul>	<p>IV infusion</p> <ul style="list-style-type: none"> <li>• Maintain infusion of blood or blood products</li> <li>• Blood sampling</li> <li>• Thrombolytic initiation</li> <li>• Administer physician approved medications</li> </ul> <p>Medical/Cardiac care</p> <ul style="list-style-type: none"> <li>• Cardioversion</li> <li>• Manual defibrillation</li> <li>• Transcutaneous pacing</li> <li>• Carotid massage</li> </ul> <p>Trauma care</p> <ul style="list-style-type: none"> <li>• Morgan lens</li> </ul> <p>Anticipate and prospectively intervene to improve patient outcome.</p>
Professionalism	Demonstrate professional behavior including: but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time- management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service.	Demonstrate professional behavior including: but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time- management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service.	Demonstrate professional behavior including: but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time- management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service.	Is a role model of exemplary professional behavior including: but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time- management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service.

## Clinical Behavior/Judgment

	EMR	EMT	AEMT	Paramedic
Decision Making	Initiates simple interventions based on assessment findings.	Initiates basic interventions based on assessment findings intended to mitigate the emergency and provide limited symptom relief while providing access to definitive care	Initiates basic and selected advanced interventions based on assessment findings intended to mitigate the emergency and provide limited symptom relief while providing access to definitive care	Performs basic and advanced interventions as part of a treatment plan intended to mitigate the emergency, provide symptom relief, and improve the overall health of the patient.  Evaluates the effectiveness of interventions and modifies treatment plan accordingly.
Record Keeping	Record simple assessment findings and interventions	Report and document assessment data and interventions.	Report and document assessment findings and interventions.	Report and document assessment findings and interventions. Collect and report data to be used for epidemiological and research purposes.
Patient Complaints	Perform a patient assessment and provide prehospital emergency care for patient complaints: abdominal pain, abuse/neglect, altered mental status/decreased level of consciousness, apnea, back pain, behavioral emergency, bleeding, cardiac arrest, chest pain, cyanosis, dyspnea, eye pain, GI bleeding, hypotension, multiple trauma, pain, paralysis, poisoning, shock, and	Perform a patient assessment and provide prehospital emergency care and transportation for patient complaints: abdominal pain, abuse/neglect, altered mental status/decreased level of consciousness, anxiety, apnea, ataxia, back pain, behavioral emergency, bleeding, cardiac arrest, cardiac rhythm disturbances, chest pain, constipation, cyanosis, dehydration, diarrhea, dizziness/vertigo,	Perform a patient assessment and provide prehospital emergency care and transportation for patient complaints: abdominal pain, abuse/neglect, altered mental status/decreased level of consciousness, anxiety, apnea, ataxia, back pain, behavioral emergency, bleeding, cardiac arrest, cardiac rhythm disturbances, chest pain, constipation, cyanosis, dehydration, diarrhea, dizziness/vertigo,	Perform a patient assessment, develop a treatment and disposition plan for patients with the following complaints: abdominal pain, abuse/neglect, altered mental status/decreased level of consciousness, anxiety, apnea, ascites, ataxia, back pain, behavioral emergency, bleeding, blood and body fluid exposure, cardiac arrest, cardiac rhythm disturbances, chest pain, congestion, constipation,

## Clinical Behavior/Judgment

	EMR	EMT	AEMT	Paramedic
Patient Complaints (continued)	stridor/drooling.	dysphasia, dyspnea, edema, eye pain, fatigue, fever, GI bleeding, headache, hematuria, hemoptysis, hypertension, hypotension, joint pain/swelling, multiple trauma, nausea/vomiting, pain, paralysis, pediatric crying/fussiness, poisoning, rash, rectal pain, shock, sore throat, stridor/drooling, syncope, urinary retention, visual disturbances, weakness, and wheezing.	dysphasia, dyspnea, edema, eye pain, fatigue, fever, GI bleeding, headache, hematuria, hemoptysis, hypertension, hypotension, joint pain/swelling, multiple trauma, nausea/vomiting, pain, paralysis, pediatric crying/fussiness, poisoning, rash, rectal pain, shock, sore throat, stridor/drooling, syncope, urinary retention, visual disturbances, weakness, and wheezing.	cough/hiccough, cyanosis, dehydration, dental pain, diarrhea, dizziness/vertigo, dysmenorrhea, dysphasia, dyspnea, dysuria, ear pain, edema, eye pain, fatigue, feeding problems, fever, GI bleeding, headache, hearing disturbance, hematuria, hemoptysis, hypertension, hypotension, incontinence, jaundice, joint pain/swelling, malaise, multiple trauma, nausea/vomiting, pain, paralysis, pediatric crying/fussiness, poisoning, pruritus, rash, rectal pain, red/pink eye, shock, sore throat, stridor/drooling, syncope, tinnitus, tremor, urinary retention, visual disturbances, weakness, and wheezing.
Scene Leadership	Manage the scene until care is transferred to an EMS team member licensed at a higher level arrives.	Entry-level EMTs serve as an EMS team member on an emergency call with more experienced personnel in the lead role. EMTs may serve as a team leader following additional training and/or experience.	Serve as an EMS team leader of an emergency call.	Function as the team leader of a routine, single patient advanced life support emergency call.
Scene Safety	Ensure the safety of the rescuer and others during an emergency.	Ensure the safety of the rescuer and others during an emergency.	Ensure the safety of the rescuer and others during an emergency.	Ensure the safety of the rescuer and others during an emergency.

## Educational Infrastructure

	EMR	EMT	AEMT	Paramedic
<b>Educational Facilities</b>	<ul style="list-style-type: none"> <li>• Facility sponsored or approved by sponsoring agency</li> <li>• ADA compliant facility</li> <li>• Sufficient space for class size</li> <li>• Controlled environment</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<ul style="list-style-type: none"> <li>• Reference Committee on Accreditation for EMS Professions (CoAEMSP) <i>Standards and Guidelines</i> (<a href="http://www.coaemsp.org">www.coaemsp.org</a>)</li> </ul>
<b>Student Space</b>	<ul style="list-style-type: none"> <li>• Provide space sufficient for students to attend classroom sessions, take notes and participate in classroom activities</li> <li>• Provide space for students to participate in kinematic learning and practice activities</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	
<b>Instructional Resources</b>	<ul style="list-style-type: none"> <li>• Provide basic instructional support material</li> <li>• Provide audio, visual, and kinematic aids to support and supplement didactic instruction</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	

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<sup>1</sup> The *National EMS Education Agenda for the Future: A Systems Approach* calls for national accreditation of Paramedic programs. CoAEMSP is currently the only national agency that offers EMS paramedic education program accreditation; it is used or recognized by most States. While the CoAEMSP *Standards and Guidelines* are adopted for the Education Infrastructure section, this does not itself require the program to be CoAEMSP accredited. Recognition of national accreditation is the responsibility of each State.

## Educational Infrastructure

	EMR	EMT	AEMT	Paramedic
<b>Instructor Preparation Resources</b>	<ul style="list-style-type: none"> <li>• Provide space for instructor preparation</li> <li>• Provide support equipment for instructor preparation</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<ul style="list-style-type: none"> <li>• Reference Committee on Accreditation for EMS Professions (CoAEMSP) <i>Standards and Guidelines</i> (<a href="http://www.coaemsp.org">www.coaemsp.org</a>)</li> </ul>
<b>Storage Space</b>	<ul style="list-style-type: none"> <li>• Provide adequate and secure storage space for instructional materials</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	
<b>Sponsorship</b>	<ul style="list-style-type: none"> <li>• Sponsoring organizations shall be one of the following:                             <ul style="list-style-type: none"> <li>○ Accredited educational institution, or</li> <li>○ Public safety organization, or</li> <li>○ Accredited hospital, clinic, or medical center, or</li> <li>○ Other State approved institution or organization</li> </ul> </li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	
<b>Programmatic Approval</b>	<ul style="list-style-type: none"> <li>• Sponsoring organization shall have programmatic approval by authority having jurisdiction for program approval (State)</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	

## Educational Infrastructure

	EMR	EMT	AEMT	Paramedic
<b>Faculty</b>	<p>The course primary instructor should:</p> <ul style="list-style-type: none"> <li>• Be educated at a level higher than he or she is teaching; however, as a minimum, he or she must be educated at the level he or she is teaching</li> <li>• Have successfully completed an approved instructor training program or equivalent</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<ul style="list-style-type: none"> <li>• Reference Committee on Accreditation for EMS Professions (CoAEMSP) <i>Standards and Guidelines</i> (<a href="http://www.coaemsp.org">www.coaemsp.org</a>)</li> </ul>
<b>Medical Director Oversight</b>	<ul style="list-style-type: none"> <li>• Provide medical oversight for all medical aspects of instruction</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	
<b>Hospital/Clinical Experience</b>	<ul style="list-style-type: none"> <li>• None required at this level</li> </ul>	<ul style="list-style-type: none"> <li>• Students should observe emergency department operations for a period of time sufficient to gain an appreciation for the continuum of care. Students must perform ten patient assessments. These can be performed in an emergency department, ambulance, clinic, nursing home, doctor's office, etc. or on standardized patients if clinical settings are not available.</li> </ul>	<ul style="list-style-type: none"> <li>• The student must demonstrate the ability to safely administer medications (the student should safely, and while performing all steps of each procedure, properly administer medications at least 15 times to a live or appropriate human patient simulator).</li> <li>• The student must demonstrate the ability to safely gain vascular access (the student should safely, and while performing all steps of each procedure, successfully</li> </ul>	



## Educational Infrastructure

	EMR	EMT	AEMT	Paramedic
<b>Hospital/Clinical Experience (continued)</b>			<p>access the venous circulation at least 25 times on live patients of various age groups or an appropriate human patient simulator).</p> <ul style="list-style-type: none"> <li>• The student should demonstrate the ability to effectively ventilate unintubated patients of all age groups (the student should effectively, and while performing all steps of each procedure, ventilate at least 20 live patients of various age groups or appropriate human patient simulator).</li> <li>• The student must demonstrate the ability to perform an adequate assessment and formulate and implement a treatment plan for patients with chest pain.</li> <li>• The student must demonstrate the ability to perform an adequate assessment and formulate and implement a treatment plan for patients with respiratory distress.</li> <li>• The student must</li> </ul>	<ul style="list-style-type: none"> <li>• Reference Committee on Accreditation for EMS Professions (CoAEMSP) <i>Standards and Guidelines</i> (<a href="http://www.coaemsp.org">www.coaemsp.org</a>)</li> </ul>

## Educational Infrastructure

	EMR	EMT	AEMT	Paramedic
<b>Hospital/Clinical Experience (continued)</b>			<p>demonstrate the ability to perform an adequate assessment and formulate and implement a treatment plan for patients with altered mental status.</p> <ul style="list-style-type: none"> <li>The student must demonstrate the ability to perform an adequate assessment on pediatric, adult and geriatric patients.</li> </ul>	<ul style="list-style-type: none"> <li>Reference Committee on Accreditation for EMS Professions (CoAEMSP) <i>Standards and Guidelines</i> (www.coaemsp.org)</li> </ul>
<b>Field Experience</b>	<ul style="list-style-type: none"> <li>None required at this level</li> </ul>	<ul style="list-style-type: none"> <li>The student must participate in and document patient contacts in a field experience approved by the medical director and program director.</li> </ul>	<ul style="list-style-type: none"> <li>The student must participate in and document team leadership in a field experience approved by the medical director and program director.</li> </ul>	
<b>Course Length</b>	<ul style="list-style-type: none"> <li>Course length is based on competency, not hours</li> <li>Course material can be delivered in multiple formats including but not limited to:                             <ul style="list-style-type: none"> <li>Independent student preparation</li> <li>Synchronous/Asynchronous distributive education</li> <li>Face-to-face instruction</li> <li>Pre- or co-requisites</li> </ul> </li> <li>Course length is estimated to take approximately <b>48-60</b> didactic and laboratory clock</li> </ul>	<ul style="list-style-type: none"> <li>Course length is based on competency, not hours</li> <li>Course material can be delivered in multiple formats including but not limited to:                             <ul style="list-style-type: none"> <li>Independent student preparation</li> <li>Synchronous/Asynchronous distributive education</li> <li>Face-to-face instruction</li> <li>Pre- or co-requisites</li> </ul> </li> <li>Course length is estimated to take approximately <b>150-190</b> clock hours including the</li> </ul>	<ul style="list-style-type: none"> <li>Course length is based on competency, not hours</li> <li>Course material can be delivered in multiple formats including but not limited to:                             <ul style="list-style-type: none"> <li>Independent student preparation</li> <li>Synchronous/Asynchronous distributive education</li> <li>Face-to-face instruction</li> <li>Pre- or co-requisites</li> </ul> </li> <li>Course length is estimated to take approximately <b>150-250</b> clock hours beyond</li> </ul>	

## Educational Infrastructure

	EMR	EMT	AEMT	Paramedic
	hours	four integrated phases of education (didactic, laboratory, clinical and field) to cover material	EMT requirements including the four integrated phases of education (didactic, laboratory, clinical and field) to cover material	
<b>Course Design</b>	<ul style="list-style-type: none"> <li>• Provide the following components of instruction:                             <ul style="list-style-type: none"> <li>○ Didactic instruction</li> <li>○ Skills laboratories</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide the following components of instruction:                             <ul style="list-style-type: none"> <li>○ Didactic instruction</li> <li>○ Skills laboratories</li> <li>○ Hospital / Clinical experience</li> <li>○ Field experience</li> </ul> </li> </ul>	<b>Same as Previous Level</b>	<ul style="list-style-type: none"> <li>• Reference Committee on Accreditation for EMS Professions (CoAEMSP) <i>Standards and Guidelines</i> (www.coaemsp.org)</li> </ul>
<b>Student Assessment</b>	<ul style="list-style-type: none"> <li>• Perform knowledge, skill, and professional behavior evaluation based on educational standards and program objectives</li> <li>• Provide several methods of assessing achievement</li> <li>• Provide assessment that measures, as a minimum, entry level competency in all domains</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	
<b>Program Evaluation</b>	<ul style="list-style-type: none"> <li>• Provide evaluation of program instructional effectiveness</li> <li>• Provide evaluation of organizational and administrative effectiveness of</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	

Educational Infrastructure

	<b>EMR</b>	<b>EMT</b>	<b>AEMT</b>	<b>Paramedic</b>
	program			

## **Glossary for Education Standards**

**Academic institution** - A body or establishment instituted for an educational purpose that provides college credit or awards degrees.

**Accreditation** - The granting of approval by an official review board after meeting specific requirements. The review board is nongovernmental, and the review is collegial and based on self-assessment, peer assessment, and judgment. The purpose of accreditation is student protection and public accountability.

**Advanced-level care** - Care that has greater potential benefit to the patient, but also greater potential risk to the patient if improperly or inappropriately performed. It is more difficult to attain and maintain competency in, and requires significant background knowledge in basic and applied sciences. This level of care includes invasive and pharmacological interventions.

**Affective domain** - Describes learning in terms of feelings/emotions, attitudes, and values. (NAEMSE, 2005, p. 306)

**Asynchronous instruction/learning** - An instructional method that allows the learner to use a self-directed and self-paced learning format to move through the content of the course. In this type of instruction, learner-to-learner and learner-to-instructor interactions are independent of time and place. Communications and submission of work typically follow a schedule while learners and instructors do not interact at the same time.

**Certification** - The issuing of a certificate by a private agency based upon competency standards adopted by that agency and met by the individual.

**Cognitive domain** - Describes learning that takes place through the process of thinking—it deals with facts and knowledge. (NAEMSE, 2005, p. 306)

**Competency** - Expected behavior or knowledge to be achieved within a defined area of practice.

**Credential** - Generic term referring to all forms of professional qualification.

**Credentialing** - The umbrella term that includes the concepts of accreditation, licensure, registration, and professional certification. Credentialing can establish criteria for fairness, quality, competence, and/or safety for professional services provided by authorized individuals, for products, or for educational endeavors. Credentialing is the process by which an entity, authorized and qualified to do so, grants formal recognition to, or records the recognition status of individuals, organizations, institutions, programs, processes, services, or products that meet predetermined and standardized criteria. (NOCA, 2006)

**Credentialing agency** - An organization that certifies an institution's or individual's authority or claim of competence in a course of study or completion of objectives.

**Curriculum** - A particular course of study, often in a specialized field. For EMS education, it has traditionally included detailed lesson plans.

**Didactic** - The instructional theory, the lesson content. (NAEMSE, 2005, p. 307)

**Distributive education** - A generic term used to describe a variety of learning delivery methods that attempt to accommodate a geographical separation (at least for some of the time) of the instructor and learners. Distributed

education includes computer and web-based instruction, distance learning through television or video, web-based seminars, video conferencing, and electronic and traditional educational models.

**Domains** - A category of learning. (See Affective domain, Cognitive domain, and Psychomotor domain.) (NAEMSE, 2005, p. 307)

**Entry-level competence** - The level of competence expected of an individual who is about to begin a career. The minimum competence necessary to practice safely and effectively.

**Health Screening** - A test or exam performed to find a condition before symptoms begin. Screening tests may help find diseases or conditions early, when they may be easier to treat. (Medline Plus definition)

**Instructional Guidelines** - A resource document that provides initial guidance for content within the National EMS Education Standards—it is not a curriculum and should not be adopted by States.

**Licensure** - The act of granting an entity permission to do something that the entity could not legally do without such permission. Licensing is generally viewed by legislative bodies as a regulatory effort to protect the public from potential harm. In the health care delivery system, an individual who is licensed tends to enjoy a certain amount of autonomy in delivering health care services. Conversely, the licensed individual must satisfy ongoing requirements that ensure certain minimum levels of expertise. A license is generally considered a privilege, not a right.

**Medical oversight** - Physician review and approval of clinical content and matters relevant to medical authority.

**National EMS Core Content** - The document that defines the domain of out-of-hospital care.

**National EMS Education Program Accreditation** - The accreditation process for institutions that sponsor EMS educational programs.

**National EMS Education Standards** - The document that defines the terminal objectives for each licensure level.

**National EMS Scope of Practice Model** - The document that defines the scope of practice of the various levels of EMS licensure.

**Patient simulation** - An alternative to a human patient to help students improve patient assessment and management skills; a high fidelity patient simulator provides realistic simulation that responds physiologically to student therapies. These simulators have realistic features such as chests that rise and fall with respirations, pupils that react to light, pulses that can be palpated, etc.

**Post graduate internship and/or experience** - Experience gained after the student has completed and graduated from school.

**Practice analysis** - A study conducted to determine the frequency and criticality of the tasks performed in practice.

**Preceptor** - A clinical teacher or instructor who is responsible for evaluating and ensuring student progress during hospital and field experiences. This individual typically has training to be able to function effectively in the role.

**Primary instructor** - A person who possesses the appropriate academic and/or allied health credentials, and understanding of the principles and theories of education, and required instructional experience necessary to provide quality instruction to students. (NAEMSE, 2005, p 309)

**Program director** - The individual responsible for an educational program or programs.

**Psychomotor domain** - Describes learning that takes place through the attainment of skills and bodily, or kinesthetic, movements. (NAEMSE, 2005, p309)

**Registration agency** - An agency that is traditionally responsible for providing a product used to evaluate a chosen area. States may voluntarily adopt this product as part of their licensing process. The registration agency is also responsible for gathering and housing data to support the validity and reliability of their product.

**Regulation** - A rule or a statute that prescribes the management, governance, or operation parameters for a given group; tends to be a function of administrative agencies to which a legislative body has delegated authority to promulgate rules and regulations to “regulate a given industry or profession.” Most regulations are intended to protect the public health, safety, and welfare.

**Scope of practice** - The description of what a licensed individual legally can and cannot perform.

**Standardized patient** - An individual who has been thoroughly trained to accurately simulate a real patient with a medical condition; a standardized patient plays the role of a patient for students learning patient assessment, history taking skills, communication skills, and other skills.

**Standard of care** - The domain of acceptable practice, as defined by scope of practice, current evidence, industry consensus, and experts. Standard of care can vary, depending on the independent variables of each situation.

**Synchronous instruction** - Instructional method whereby learners and instructors interact at the same time, either in the classroom or via a computer driven course. This method allows for more immediate learner guidance and feedback using face-to-face, instant text-based messaging, or real time voice communications.

**Team leader** - Someone who leads the call and provides guidance and direction for setting priorities, scene and patient assessment and management. The team leader may not actually perform all the interventions, but may assign others to do so.