

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Law, Public, Safety, Corrections & Security

Program Name: Fire Science/Emergency Medical Technician (EMT)

CIP: 430203

Effective: 09/2015

National Organization: Emergency Medical Services Education Standards (<http://www.ems.gov/pdf/811077a.pdf>)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) http://www.careertech.org/careerreadypractices http://www.education.nh.gov/career/career/aaoi.htm Student will:	NH Common Core State Standards – English/Language Arts/Literacy: E Mathematics: M	Rating Scale Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will: Complete scenarios presented by instructor				
Understand and apply the fundamental knowledge of the EMS system, safety/wellbeing of the EMT, and medical/legal and ethical issues relative to the provision of emergency care. <ul style="list-style-type: none"> - Preparatory - EMS Systems - Research - Workforce Safety & Wellness - Documentation - EMS System Communication - Therapeutic Communication - Medical/Legal & Ethics 	1. Discuss the characteristics, components and functions of Emergency Medical Services (EMS) Systems.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example	1	2	3	4
1	2	3	4				
	2. Explain the roles and responsibilities of the EMT.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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	3. Select behaviors that promote EMS workforce safety and wellness. Standard safety precautions: <ul style="list-style-type: none"> • Personal protective equipment • Stress management • Dealing with death and dying • Prevention of work related injuries • Lifting and moving patients • Disease transmission • Wellness principles 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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Common Core: E=English/Language Arts (Reading, Writing, Research, Listening Speaking, Technology) | M=Mathematics (Numbers Quantity, Algebra, Functions, Geometry, Stat&Prob)

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	4. Critically evaluate published reports of EMS research.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example :	1	2	3	4
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	5. Complete patient care reports. <ul style="list-style-type: none"> • <i>Principles of medical documentation and report writing</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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	6. Demonstrate effective strategies of therapeutic communications in interactions with patients, families, and others encountered in the course of performing professional responsibilities. <ul style="list-style-type: none"> • <i>Adjust communication strategies for age, stage of development, patients with special needs, and differing cultures</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example :	1	2	3	4
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- EMS communication systems	7. Use technology and knowledge of EMS communication systems and skills to communicate effectively in carrying out responsibilities as an EMT. <ul style="list-style-type: none"> • <i>Communication with other health care professionals</i> • <i>Team Communication and dynamics</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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	8. Recognize and appropriately respond to medical/legal issues in the practice of EMT. <ul style="list-style-type: none"> • <i>Consent/refusal of care</i> • <i>Confidentiality</i> • <i>Advanced directives</i> • <i>Tort and criminal actions</i> • <i>Evidence preservation</i> • <i>Statutory responsibilities</i> • <i>Mandatory reporting</i> • <i>Ethical principles/moral obligations</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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	9. Incorporate ethical standards of practice into all interactions with individuals, organizations, and communities.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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Understand and apply fundamental knowledge of anatomy and physiology to provide appropriate patient care <ul style="list-style-type: none"> - Musculoskeletal - Respiratory - Circulatory - Nervous - Integumentary - Digestive - Endocrine - Reproductive; and - Urinary systems 	10. Identify and explain the structure of the body and relation of body parts and the function of the body and its parts.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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	11. Apply medical terminology.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example	1	2	3	4
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Understand and apply fundamental knowledge of the pathophysiology of respiration and perfusion to patient assessment and management. <ul style="list-style-type: none"> - Pathophysiology 	12. Describe how normal physiologic processes are affected by disease: at the chemical, cellular, tissue and organ levels. <ul style="list-style-type: none"> • Medication safety • Kinds of medications used during an emergency 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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Understand and apply fundamental knowledge of life span development to patient assessment and management. - <i>Life Span Development</i>	13. Describe and apply the terms designated to the stages of life: infants, toddlers, preschools, schoolage children, adolescents, (teenagers), early adults, middle adults, and late adults, to know how these changes (mentally and physically) may alter the approach to patient care.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example:	1	2	3	4
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Understand the importance of public health education and prevention. - <i>Public Health</i>	14. Apply principles of public health in the role of EMT.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example:	1	2	3	4
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Understand and apply fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency. - <i>Pharmacology</i> - <i>Principles of Pharmacology</i> - <i>Medication Administration</i> - <i>Emergency Medications</i>	15. Apply concepts of pharmacology to the assessment and management of patients. Assist/administer medications to a patient: <ul style="list-style-type: none"> • <i>Names</i> • <i>Actions</i> • <i>Indications</i> • <i>Contraindications</i> • <i>Complications</i> • <i>Routes of administration</i> • <i>Side effects</i> • <i>Interactions</i> • <i>Dosages</i> 		For Example				

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Understand and apply airway management, respiration & artificial ventilation to provide appropriate patient care. - <i>Airway Management</i> - <i>Respiration</i> - <i>Artificial Ventilation</i>	16. Apply the principles of airway management and ventilation to the assessment and management for patients of all ages (types, sizes and placement). <ul style="list-style-type: none"> • <i>Airway anatomy</i> • <i>Airway assessment</i> • <i>Techniques of assuring a patent airway</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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	17. Provide assessment and management of adequate and inadequate respiration. <ul style="list-style-type: none"> • <i>Anatomy of the respiratory system</i> • <i>Physiology and pathophysiology of respiration</i> • <i>Pulmonary ventilation</i> • <i>Oxygenation</i> • <i>Respiration</i> • <i>External</i> • <i>Internal</i> • <i>Cellular</i> • <i>Supplemental oxygen therapy</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example :	1	2	3	4
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	18. Provide assessment and management of adequate and inadequate ventilation <ul style="list-style-type: none"> • <i>Artificial ventilation</i> • <i>Minute ventilation</i> • <i>Alveolar ventilation</i> • <i>Effect of artificial ventilation on cardiac output</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example :	1	2	3	4
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Understand and apply scene information and patient assessment findings to guide emergency management. <ul style="list-style-type: none"> - <i>Scene Sizeup</i> - <i>Primary Assessment</i> - <i>History Taking</i> - <i>Secondary Assessment</i> - <i>Monitoring Devices</i> - <i>Reassessment</i> 	19. Apply findings obtained through a scene sizeup for singlepatient and multiplepatient situations		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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	20. Perform a primary assessment in which you identify and intervene in all immediate threats to life <ul style="list-style-type: none"> • <i>Initial general impression</i> • <i>Level of consciousness</i> • <i>ABCs</i> • <i>Identifying life threats</i> • <i>Assessment of vital functions</i> • <i>Integration of treatment/ procedures</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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	21. Apply information obtained in a patient's history to clinical decision making. <ul style="list-style-type: none"> • <i>Investigation of the chief complaint</i> • <i>Mechanism of injury/nature of illness</i> • <i>Past medical history</i> • <i>Associated signs and symptoms</i> • <i>Pertinent negatives</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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	22. Perform a secondary assessment suited to an individual patient's needs. Techniques of physical examination: <ul style="list-style-type: none"> • Respiratory system • Presence of breath sounds • Cardiovascular system • Neurological system • Musculoskeletal system • All anatomical regions 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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	23. Demonstrate the use of monitoring devices within an EMT's scope of practice. <ul style="list-style-type: none"> • Pulse oximetry • Noninvasive blood pressure 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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	24. Explain how and when to perform a reassessment and perform a reassessment for all patient situations.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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Understand and apply the fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. - Medicine	25. Perform a rapid scan of patient to determine: <ul style="list-style-type: none"> • Transport mode • Destination decisions 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example :	1	2	3	4
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Medical - <i>Neurology</i>	26. Integrate patient assessment findings, patient history, and knowledge of anatomy, physiology, and pathophysiology, basic and advanced life support interventions to recognize and manage patients with neurologic disorders. <ul style="list-style-type: none"> • <i>Stroke/ transient ischemic attack</i> • <i>Seizure</i> • <i>Status epilepticus</i> • <i>Headache</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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- <i>Gastroenterology</i>	27. Integrate patient assessment findings, patient history, and knowledge of anatomy, physiology, and pathophysiology, basic and advanced life support interventions to recognize and manage patients with gastrointestinal disorders. <ul style="list-style-type: none"> • <i>Acute and chronic gastrointestinal hemorrhage</i> • <i>Peritonitis</i> • <i>Ulcerative diseases</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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- <i>Immunology</i>	28. Integrate patient assessment findings, patient history, knowledge of anatomy, physiology, pathophysiology, basic and advanced life support interventions to recognize and manage patients with allergic reactions and anaphylaxis		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
1	2	3	4				
- <i>Infectious Disease & Sepsis</i>	29. Integrate patient assessment findings, patient history, knowledge of anatomy, physiology, pathophysiology, basic and advanced life support interventions to recognize and manage patients with infectious disease and sepsis.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
1	2	3	4				
	30. How to decontaminate the ambulance and equipment after treating a patient with an infectious disease.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example :	1	2	3	4
1	2	3	4				
- <i>Endocrinology</i>	31. Integrate patient assessment findings, patient history, and knowledge of anatomy, physiology, and pathophysiology, basic and advanced life support interventions to recognize and manage patients with endocrine disorders. • <i>Acute diabetic emergencies</i>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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All Aspects of Industry (AAI) | Career Ready Practices (CRP)

Student Name: _____

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Career Cluster: Law, Public, Safety, Corrections & Security

Program Name: Fire Science/Emergency Medical Technician (EMT)

CIP: 430203

Effective: 09/2015

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- <i>Psychiatric & Behavioral Disorders</i>	32. Integrate patient assessment findings, patient history, and knowledge of anatomy, physiology, and pathophysiology, basic and advanced life support interventions to recognize and manage patients with psychiatric and behavioral disorders. <ul style="list-style-type: none"> • <i>Acute psychosis</i> • <i>Suicidal/risk</i> • <i>Agitated delirium</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example:	1	2	3	4
1	2	3	4				
- <i>Cardiology</i>	33. Integrate patient assessment findings, patient history, and knowledge of anatomy, physiology, and pathophysiology, basic and advanced life support interventions to recognize and manage patients with cardiac disorders. <ul style="list-style-type: none"> • <i>Acute coronary syndrome</i> • <i>Angina pectoris</i> • <i>Myocardial infarction</i> • <i>Aortic aneurysm/dissection</i> • <i>Thromboembolism</i> • <i>Heart failure</i> • <i>Hypertensive emergencies</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example:	1	2	3	4
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- <i>Toxicology & Substance Abuse</i>	34. Integrate patient assessment findings, patient history, knowledge of anatomy, physiology, pathophysiology, basic and advanced life support interventions to recognize and manage patients with toxicological emergencies and substance abuse disorders. <ul style="list-style-type: none"> • <i>Inhaled poisons</i> • <i>Ingested poisons</i> • <i>Injected poisons</i> • <i>Absorbed poisons</i> • <i>Alcohol intoxication and withdrawal</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> For Example:	1	2	3	4
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- <i>Pulmonology</i>	35. Integrate patient assessment findings, patient history, and knowledge of anatomy, physiology, and pathophysiology, basic and advanced life support interventions to recognize and manage patients with pulmonary disorders. <ul style="list-style-type: none"> • <i>Epiglottitis</i> • <i>Spontaneous pneumothorax</i> • <i>Pulmonary edema</i> • <i>Asthma</i> • <i>Chronic obstructive pulmonary disease</i> • <i>Environmental/industrial exposure</i> • <i>Toxic gas</i> • <i>Pertussis</i> • <i>Cystic fibrosis</i> • <i>Pulmonary embolism</i> • <i>Pneumonia</i> • <i>Viral respiratory infections</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example:	1	2	3	4
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- Hematology	36. Integrate patient assessment findings, patient history, and knowledge of anatomy, physiology, and pathophysiology, basic and advanced life support interventions to recognize and manage patients with hematologic disorders. <ul style="list-style-type: none"> • Sickle cell crisis • Clotting disorders 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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- Urology & Nephrology	37. Integrate patient assessment findings, patient history, and knowledge of anatomy, physiology, and pathophysiology, basic and advanced life support interventions to recognize and manage patients with urologic and renal disorders. <ul style="list-style-type: none"> • Complications • Renal dialysis • Urinary catheter management (not insertion) • Kidney stones 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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- <i>Gynecology</i>	38. Integrate patient assessment findings, patient history, and knowledge of anatomy, physiology, and pathophysiology, basic and advanced life support interventions to recognize and manage patients with gynecologic emergencies. <ul style="list-style-type: none"> • <i>Vaginal bleeding</i> • <i>Sexual assault (to include appropriate emotional support)</i> • <i>Infections</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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- <i>Nontraumatic Musculoskeletal Disorders</i>	39. Integrate patient assessment findings, patient history, and knowledge of anatomy, physiology, and pathophysiology, basic and advanced life support interventions to recognize and manage patients with nontraumatic musculoskeletal disorders. <ul style="list-style-type: none"> • <i>Nontraumatic fractures</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
1	2	3	4				
- <i>Diseases of the Eyes, Ears, Nose, & Throat</i>	40. Integrate patient assessment findings, patient history, knowledge of anatomy, physiology, pathophysiology, basic and advanced life support interventions to recognize and manage patients with disorders of the eyes, ears, nose, and throat.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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Understand and apply the fundamental knowledge of the causes, pathophysiology, and management of shock, respiratory failure or arrest, cardiac failure or arrest, and post resuscitation management.	41. Demonstrate the care of a patient showing signs and symptoms of shock (hypo perfusion).		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example :	1	2	3	4
1	2	3	4				
- <i>Shock & Resuscitation</i>	42. Demonstrate the care of a patient with respiratory failure or arrest, and cardiac failure or arrest, including post resuscitation.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
1	2	3	4				
- <i>Trauma</i>	43. Provide basic emergency care and transportation based on assessment findings for an acutely injured patient. <ul style="list-style-type: none"> • <i>Trauma scoring</i> • <i>Rapid transport and destination issues</i> • <i>Transport mode</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example :	1	2	3	4
1	2	3	4				
	44. Assess and manage a patient who is bleeding within the scope of practice.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
1	2	3	4				
	45. Evaluate and manage a patient with hemorrhage or shock within the scope of practice.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example :	1	2	3	4
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- Chest - Orthopedic	46. Demonstrate a clinical assessment to determine the proper plan for a patient with suspected abdominal & genitourinary trauma within the scope of practice.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
	1	2	3	4			
47. Demonstrate a clinical assessment to determine the proper plan for a patient with chest trauma within the scope of practice. <ul style="list-style-type: none"> • Blunt versus penetrating mechanisms • Hemothorax • Pneumothorax • Open • Simple • Tension • Cardiac tamponade • Rib fractures • Flail chest • Commotio cordis 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example :	1	2	3	4	
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	48. Demonstrate a clinical assessment to determine the proper plan for a patient with chest trauma within the scope of practice. <ul style="list-style-type: none"> • <i>Open fractures</i> • <i>Closed fractures</i> • <i>Dislocations</i> • <i>Sprains/strains</i> • <i>Pelvic fractures</i> • <i>Amputations/replantation</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example :	1	2	3	4
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	49. Demonstrate a clinical assessment to determine the proper plan for a patient with head, face, neck, and spinal trauma within the scope of practice. <ul style="list-style-type: none"> • <i>Penetrating neck trauma</i> • <i>Laryngeotracheal injuries</i> • <i>Facial fractures</i> • <i>Skull fractures</i> • <i>Foreign bodies in the eyes</i> • <i>Dental trauma</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example:	1	2	3	4
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	50. Assess and manage patients with soft tissue injuries within the scope of practice. <ul style="list-style-type: none"> • <i>Wounds</i> • <i>Avulsions</i> • <i>Bite wounds</i> • <i>Lacerations</i> • <i>Puncture wounds</i> • <i>Incisions</i> • <i>Burns</i> • <i>Electrical</i> • <i>Chemical</i> • <i>Thermal</i> • <i>Radiation</i> • <i>Crush syndrome</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example:	1	2	3	4
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	51. Prioritize management options for patients with multisystem trauma.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example:	1	2	3	4
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	52. Explain, assess and manage patients with special consideration emergencies within the scope of practice. <ul style="list-style-type: none"> • <i>Pregnant patient</i> • <i>Pediatric patient</i> • <i>Geriatric patient</i> • <i>Cognitively impaired patient</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example :	1	2	3	4
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	53. Demonstrate a clinical assessment to determine the proper plan for a patient with nervous system trauma within the scope of practice. <ul style="list-style-type: none"> • <i>Traumatic brain injury</i> • <i>Spinal cord injury</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example :	1	2	3	4
1	2	3	4				
	54. Explain, assess and manage patients with environmental emergencies within the scope of practice		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example:	1	2	3	4
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	55. Prioritize management options for patients with multisystem trauma.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example :	1	2	3	4
1	2	3	4				
Understand and apply the fundamental knowledge of growth, development, and aging and assessment findings to provide basic emergency care and transportation for a patient with special needs. - <i>Obstetrics</i>	56. Integrate patient assessment findings, patient history, and knowledge of anatomy, physiology, and pathophysiology, basic and advanced life support interventions to recognize and manage patients with obstetric presentations.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example:	1	2	3	4
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All Aspects of Industry (AAI) | Career Ready Practices (CRP)

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Law, Public, Safety, Corrections & Security

Program Name: Fire Science/Emergency Medical Technician (EMT)

CIP: 430203

Effective: 09/2015

National Organization: Emergency Medical Services Education Standards (<http://www.ems.gov/pdf/811077a.pdf>)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) http://www.careertech.org/careerreadypractices http://www.education.nh.gov/career/career/aaoi.htm Student will:	NH Common Core State Standards – English/Language Arts/Literacy: E Mathematics: M	Rating Scale Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will: Complete scenarios presented by instructor				
- Neonatal Care	57. Integrate patient assessment findings, patient history, and knowledge of anatomy, physiology, and pathophysiology, basic and advanced life support interventions to recognize and manage problems in neonatal patients.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
1	2	3	4				
- Pediatrics	58. Integrate patient assessment findings, patient history, and knowledge of anatomy, physiology, and pathophysiology, basic and advanced life support interventions to recognize and manage emergencies in pediatric patients.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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- Geriatrics	59. Integrate patient assessment findings, patient history, and knowledge of anatomy, physiology, and pathophysiology, basic and advanced life support interventions to recognize and manage emergencies in geriatric patients.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
1	2	3	4				
- Patients with Special Challenges	60. Integrate patient assessment findings, patient history, knowledge of therapeutic communication and medical/legal considerations to recognize and manage patients with a variety of special challenges.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example :	1	2	3	4
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EMS Operations - <i>Operating a Ground Ambulance</i> - <i>Incident Management/Multiple Casualty Incidents</i>	61. Place patient care tasks in the context of ground operations in order to safely respond to calls and transport patients.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example :	1	2	3	4
1	2	3	4				
Air Medical - <i>Vehicle Extrication</i> - <i>Hazardous Materials Awareness</i>	62. Place patient care tasks in the context of air ambulance operations in order to safely interact with or operate within air medical services required to respond to calls and transport patients.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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Terrorism and Disaster - <i>Triage</i> - <i>Performing ReTriage</i>	63. Effectively perform the expected functions of EMS personnel in a multiple casualty incident.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example :	1	2	3	4
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- <i>Destination Decisions</i> - <i>Post Traumatic and Cumulative Stress</i>	64. Effectively perform the expected functions of EMS personnel in a rescue situation.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
1	2	3	4				
	65. Effectively perform the expected functions of EMS personnel in a hazardous materials situation.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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	66. Identify and discuss the various types of emergency medical situations that require extrication, rescue and evacuation.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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	67. Identify and discuss the various types of emergency in mass casualty incidents due to terrorism and disaster		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
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Understand and participate in hospital/clinical/field experiences.	68. Observe emergency department operations for a period of time sufficient to gain an appreciation for the continuum of care: <ul style="list-style-type: none"> • <i>Perform ten patient assessments (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)</i> • <i>Participate in and document patient contacts in a field experience approved by the medical director and program director.</i> 		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example :	1	2	3	4
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Understand the necessary career ready practices and employability skills in order to achieve success in today’s workplace.	69. Demonstrate and apply the skills and knowledge to prepare for transition to postsecondary, career training or the workforce.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example	1	2	3	4
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