Course Objectives: Minimum Competencies of the ETT

Competency-Based Teaching with Objectives

As always, use these objectives to both guide your course planning and to assess your students' learning during and after teaching. Make the objectives available to students before teaching and encourage them to assess their own learning. Build your class around learning activities which give your students opportunities to practice the cognitive, affective, and psychomotor skills needed to provide care as an ETT. The SEREMS ETT Instructor Guide is one source of scenarios and other learning activities designed for the ETT class. As your students engage in learning activities, their deliberate practice of skills with your immediate and thoughtful feedback will help them achieve competence. The suggested time required to teach each subject is a guideline; your students' demonstration of competence is the goal. However, current Alaska regulation 7 AAC 26.450 requires a minimum of 40 hours of instruction in the initial ETT class.

While all modules are required to be eligible for ETT registration, there are optional objectives within some modules. These are formatted in italics. Most of them are scenario-based psychomotor objectives for subjects such as oxygen administration, assisting with childbirth, and avalanche rescue which either may not be applicable to every setting in which ETTs provide care, or for which equipment is not universally available.

Objectives formatted in bold are meant to be demonstrated through scenarios, simulations, or skills practice. Each scenario may integrate multiple objectives as the instructor deems appropriate for the students and the skill.

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Minimum Competencies of the ETT

1. EMS SYSTEMS

The ETT uses simple knowledge of the EMS system to provide safe and effective patient care appropriate to the situation. The ETT is aware of local public health resources and the role EMS personnel play in public health emergencies.

At the completion of this lesson, the ETT student will be able to:

1.1 Describe the characteristics of local emergency medical services.

1.2 Describe delivery models used by the Emergency Medical Services (EMS) systems in Alaska.

1.3 Describe the role of medical direction.

1.4 Discuss EMS legislation, policies, and procedures.

1.5 Recall the requirements to renew ETT registration.

1.6 Give examples of ways the ETT can improve quality of care.

1.7 Explain the effect research has on ETT care.

1.8 Describe the role of public health.

2. LEGAL AND ETHICAL ISSUES

The ETT uses simple knowledge of ethics and medical/legal issues within EMS to provide safe and effective patient care appropriate to the situation.

At the completion of this lesson, the ETT student will be able to:

2.1 Discuss consent and methods of obtaining consent.

2.2 Explain the difference between expressed and implied consent.

2.3 Recognize the rights of the patient.

2.4 Explain the importance, necessity and legality of patient confidentiality.

2.5 Discuss abandonment, negligence, and assault and their implications to the ETT.

2.6 Discuss the injuries and suspicions which must be reported in Alaska.

2.7 Discuss the term “advance directive”.

2.8 Differentiate the roles and responsibilities of the ETT from other prehospital care providers.

2.9 Accept and uphold the responsibilities of an ETT in accordance with the standards of an EMS professional.

2.10 Explain the rationale for maintaining a professional appearance when responding to calls.

2.11 Describe the importance of treating patients equally regardless of cultural, gender, age, sexual orientation, race, socioeconomic model.

2.12 Demonstrate appropriate actions in a given scenario involving patient refusal.

2.13 Demonstrate appropriate actions to assist in the preservation of a crime scene.

2.14 Demonstrate appropriate actions in a given scenario involving a patient who is identified as being enrolled in Comfort One.

2.15 Demonstrate ethical decision-making that places the interests of the patient foremost.

3. THE WELL-BEING OF THE ETT

The ETT uses simple knowledge of the safety and well-being of the ETT to provide safe and effective patient care appropriate to the situation.

At the completion of this lesson, the ETT student will be able to:

3.1 Discuss common hazards in the ETT's work environment.

3.2 Describe the steps the ETT should take for personal protection from airborne and blood borne pathogens.

3.3 Discuss the importance of standard precautions.

3.4 Explain the importance for serving as an advocate for the use of appropriate protective equipment.

3.5 Describe techniques to clean and disinfect equipment and work areas.

3.6 List possible emotional reactions the ETT may experience when faced with trauma, illness, death and dying.

3.7 Discuss the additional challenges that an ETT may experience when caring for a patient who is personally known to the ETT.

3.8 Recognize behaviors in oneself and others that are signs of stress.

3.9 Describe actions to take to increase personal resilience.

3.10 Explain the importance of understanding the response to death and dying.

3.11 Describe approaches to maintaining patient and responder safety during lifting and moving.

3.12 Demonstrate safe lifting techniques.

4. STRUCTURE AND FUNCTION OF THE HUMAN BODY

The ETT uses simple knowledge of the anatomy and function of the upper airway, heart, vessels, blood, lungs, skin, muscles, and bones as the foundation of safe and effective patient care. The ETT uses simple medical and anatomical term and simple knowledge of age-related differences to assess and care for patients.

At the completion of this lesson, the ETT student will be able to:

4.1 Describe the basic anatomy and function of the following major body systems: respiratory, circulatory, musculoskeletal, and nervous.

4.2 Define the following anatomical terms: anterior, posterior, midline, medial, lateral, inferior, superior, distal, proximal, and patient-oriented directions.

4.3 Explain the differences in structure, function, and development in pediatrics, adults, and geriatrics.

4.4 Use medical terminology appropriate to the situation.

5. AIRWAY/RESPIRATION

The ETT applies knowledge of general anatomy and function to assure a patent airway, adequate ventilation, and respiration for patients of all ages.

At the completion of this lesson, the ETT student will be able to:

5.1 Name and label the major structures of the respiratory system on a diagram.

5.2 List the signs of inadequate breathing.

5.3 List the signs of adequate breathing.

5.4 Relate mechanism of injury to opening the airway.

5.5 Describe how ventilating an infant or child is different from an adult.

5.6 State the need to have suction ready for immediate use.

5.7 Describe the techniques of suctioning.

5.8 Describe ventilating a patient with a bag-valve-mask.

5.9 Describe the signs of adequate ventilation using the bag-valve-mask.

5.10 Describe the signs of inadequate ventilation using the bag-valve-mask.

5.11 Explain the significance of injury to the respiratory system and structures.

5.12 Describe how to measure and insert an oropharyngeal (oral) airway.

5.13 Describe how to measure and insert a nasopharyngeal (nasal) airway.

5.14 List possible causes of respiratory compromise.

5.15 List ways the ETT can correct respiratory compromise.

5.16 Define the components of an oxygen delivery system.

5.17 List the indications for providing oxygen.

5.18 Demonstrate the head-tilt, chin-lift method of opening the airway.

5.19 Demonstrate the jaw thrust method of opening the airway.

5.20 Demonstrate ventilation of an adult patient.

5.21 Demonstrate ventilation of an infant and child patient.

5.22 Demonstrate management of a foreign body airway obstruction in a responsive adult, child, and infant.

5.23 Demonstrate management of a foreign body airway obstruction in an unresponsive adult, child, and infant.

5.24 Demonstrate the techniques of suctioning.

5.25 Demonstrate measurement and insertion of an oropharyngeal (oral) airway.

5.26 Demonstrate measurement and insertion of a nasopharyngeal (nasal) airway.

5.27 Demonstrate appropriate care for a patient with respiratory compromise in a given scenario.

5.28 Demonstrate the correct operation of oxygen tanks and regulators.

5.29 Demonstrate the process of initiating, administering and discontinuing oxygen.

5.30 Demonstrate the use of a non-rebreather face mask and state the flow requirements needed for its use.

5.31 Demonstrate the use of a nasal cannula and state the flow requirements needed for its use.

6. SHOCK AND RESUSCITATION

The ETT uses assessment findings to recognize and manage shock and cardiac arrest.

At the completion of this lesson, the ETT student will be able to:

6.1 Describe shock and explain why it occurs.

6.2 Discuss the changes in signs and symptoms as shock progresses.

6.3 List the types of shock.

6.4 Given a simulated patient in cardiac arrest, demonstrate appropriate care and teamwork.

6.5 Demonstrate the care of a simulated patient showing signs and symptoms of each of these types of shock:

6.5.1 Volume

6.5.2 Cardiac

6.5.3 Vascular

6.5.4 Anaphylactic

6.5.5 Septic

6.6 Neurogenic

7. PATIENT ASSESSMENT

The ETT uses scene information and simple patient assessment findings to identify and manage immediate life threats and injuries and to provide safe and effective care appropriate to the situation.

At the completion of this lesson, the ETT student will be able to:

7.1 Describe the impact of the environment on patient care.

7.2 List the components of the scene size up.

7.3 Demonstrate ongoing awareness of developing situations during scene operations.

7.4 Recognize indications of violence and maintain personal safety.

7.5 Determine mechanism of injury of a simulated trauma patient.

7.6 Determine nature of illness of a simulated medical patient.

7.7 Given a scenario, select appropriate personal protective equipment.

7.8 Given a scenario, demonstrate application of strategies to reduce threats of violence to self, crew, patient(s), and/or bystander(s).

7.9 Given a scenario, request appropriate additional or specialized resources needed.

7.10 Discuss the primary assessment:

- 7.10.1 Reasons for forming a general impression of a patient
- 7.10.2 Assessing mental status using the AVPU mnemonic
- 7.10.3 Assessing the airway
- 7.10.4 Assessing the breathing status as adequate or inadequate
- 7.10.5 Feeling a pulse in an adult, child, and infant
- 7.10.6 Examining for external bleeding
- 7.10.7 Assessing skin color, temperature, and condition
- 7.10.8 Prioritizing a patient for care and transport

7.11 Describe measuring and recording breathing, pulse, and blood pressure by auscultation and palpation.

7.12 Describe differences in assessing vital signs in adults and children.

7.13 Discuss the history and physical exam:

- 7.13.1 Focused versus Detailed exam
- 7.13.2 Using SAMPLE and OPQRST memory aids
- 7.13.3 Additional questions that may be asked during the physical exam

7.14 Differentiate between signs and symptoms.

7.15 Discuss the on-going assessment.

7.16 Describe the ETT hand-off report.

7.17 Discuss the importance of documentation.

7.18 Demonstrate a caring attitude towards any patient with illness or injury who requests emergency medical services.

7.19 Place the interest of the patient as the foremost consideration when making patient care decisions.

7.20 Participate willingly in the care of all patients.

7.21 Given a scenario, demonstrate behaviors required to recognize and avoid hazards during response, patient care, and transport.

7.22 Given a scenario, demonstrate a successful scene size up.

7.23 Given a scenario, demonstrate recognition and mitigation of an evolving hazardous situation during patient care.

7.24 Demonstrate the primary assessment:

7.25 Immediate recognition and treatment of a life threat.

7.26 Focused and detailed physical exam.

7.27 SAMPLE and OPQRST history.

7.28 Measuring and recording vital signs:

- **7.28.1 Breathing**
- **7.28.2 Pulse**
- **7.28.3 Blood pressure by auscultation and palpation**

7.29 Demonstrate the on-going assessment.

7.30 Given a scenario, use assessment findings to identify interventions necessary to preserve life.

7.31 Demonstrate a verbal report given to:

- **7.31.1 Transfer care to another EMS provider or receiving facility (hand-off report)**
- **7.31.2 Update a receiving facility or medical control on patient status (radio report)**

7.32 Document organized, accurate, and relevant patient information, either in writing or entered into an electronic patient care records management system.

8. MEDICAL EMERGENCIES

The ETT uses assessment findings of a patient with a medical emergency to recognize and manage life threats and provide safe and effective patient care appropriate to the situation.

At the completion of this lesson, the ETT student will be able to:

8.1 Describe the steps in providing emergency medical care to a patient with:

- 8.1.1 A general medical complaint
- 8.1.2 Chest pain / cardiovascular emergency
- 8.1.3 Shortness of breath / respiratory emergency
- 8.1.4 Altered mental status
- 8.1.5 Seizures
- 8.1.6 Stroke
- 8.1.7 A diabetic emergency
- 8.1.8 Overdose and alcohol abuse
- 8.1.9 A behavioral emergency
- 8.1.10 Abdominal / gastrointestinal emergency
- 8.1.11 Non-traumatic bleeding
- 8.1.12 Genitourinary/ renal emergency

8.2 Recognize signs and symptoms of respiratory distress, failure, and arrest.

8.3 Discuss common factors that might influence a patient's behavior.

8.4 Given a scenario, demonstrate management of a respiratory emergency.

8.5 Given a scenario, demonstrate management of a patient with an altered mental status.

8.6 Given a scenario involving a medical emergency in this section, demonstrate appropriate patient care and transport.

9. TRAUMA

The ETT uses assessment findings for an acutely injured patient to recognize and manage life threats and provide safe and effective care appropriate to the situation.

At the completion of this lesson, the ETT student will be able to:

9.1 Relate mechanism of injury to potential injuries of the head and spine.

9.2 Describe the signs and symptoms of a head injury.

9.3 Describe the emergency medical care for head injuries.

9.4 Review the function of the circulatory system.

9.5 Differentiate between severe, moderate, and minor bleeding.

9.6 List the signs and symptoms of internal bleeding.

9.7 Describe the care of a patient with internal bleeding.

9.8 Describe the emergency medical care of a patient with:

- 9.8.1 An open chest wound
- 9.8.2 A penetrating chest injury
- 9.8.3 An open wound to the abdomen
- 9.8.4 An impaled object
- 9.8.5 An amputation
- 9.8.6 Burns (chemical, thermal, or electrical)

9.9 Review the function of the musculoskeletal system.

9.10 Define fracture and dislocation.

9.11 List signs and symptoms of an open and closed fracture.

9.12 Discuss care for a patient with an injured extremity.

9.13 Describe the care of a patient with a pelvic injury.

9.14 Describe appropriate trauma care for an injured pregnant patient.

9.15 Demonstrate opening the airway in a patient with a suspected spinal cord injury.

9.16 Demonstrate evaluating a responsive patient with a suspected spinal cord injury.

9.17 Demonstrate stabilization of the cervical spine.

9.18 Demonstrate timely and effective methods of controlling external bleeding.

9.19 Given scenarios involving injuries in this section, demonstrate appropriate patient care and transport.

9.20 Demonstrate the emergency care of a patient with a possible fracture.

9.21 Demonstrate the care of a patient with internal bleeding.

9.22 Demonstrate supine and side-lying spinal alignment in a vacuum mattress. **Optional*

9.23 Demonstrate supine spinal alignment on a long backboard (extrication board).

9.24 Given a scenario, provide appropriate trauma care for an injured pediatric patient.

9.25 Given a scenario, provide appropriate trauma care for an injured geriatric patient.

10. ENVIRONMENTAL EMERGENCIES

The ETT uses assessment findings for a patient exposed to an environmental emergency to recognize and manage life threats and provide safe and effective care appropriate to the situations.

At the completion of this lesson the ETT student will be able to:

10.1 Describe the assessment and treatment of patients with:

- 10.1.1 Mild hypothermia
- 10.1.2 Severe hypothermia
- 10.1.3 Cold water near drowning
- 10.1.4 Frostbite
- 10.1.5 Avalanche * Optional for areas with low avalanche risk
- 10.1.6 Heat exhaustion
- 10.1.7 Heat stroke

10.2 Demonstrate assessment and treatment of patients with:

- **10.2.1 Mild hypothermia**
- **10.2.2 Severe hypothermia**
- **10.2.3 Cold-water near drowning**
- **10.2.4 Frostbite**
- **10.2.5 Avalanche * Optional for areas with low avalanche risk**
- **10.2.6 Heat exhaustion**
- **10.2.7 Heat stroke**

11. SPECIAL POPULATIONS

The ETT uses simple assessment findings for a patient with special needs to recognize and manage life threats and provide safe and effective care appropriate to the situation.

At the completion of this lesson, the ETT student will be able to:

11.1 Recognize and report abuse and neglect of

- 11.1.1 A child
- 11.1.2 An elder or other vulnerable adult

11.2 State assessment, treatment, and transportation considerations for a bariatric patient.

11.3 Identify the major airway differences in infants and children.

11.4 Discuss assessment and treatment considerations for a child.

11.5 Discuss considerations for transporting infants and children

11.6 Given a pediatric scenario, apply the Pediatric Assessment Triangle to determine severity of problem, nature of problem, and urgency of action.

11.7 Given a pediatric scenario, demonstrate appropriate treatment.

12. PREGNANCY AND CHILDBIRTH

The ETT uses simple assessment findings for a patient with special needs to recognize and manage life threats and provide safe and effective care appropriate to the situation.

At the completion of this lesson, the ETT student will be able to:

12.1 Identify the following structures:

12.1.1 Uterus, birth canal, placenta, umbilical cord, and amniotic sac

12.2 Describe appropriate care for a pregnant patient with vaginal bleeding.

12.3 State the indications of an imminent delivery.

12.4 Explain the steps in preparing for childbirth.

12.5 State the steps to assist in the delivery.

12.6 Discuss the steps in the emergency care of the mother post-delivery.

12.7 Discuss the steps in caring for a newborn.

12.8 Recognize and manage resuscitation of a newborn:

12.9 Demonstrate the steps to assist in a normal delivery.

12.10 Demonstrate the care of the newborn.

12.11 Demonstrate the post-delivery care of the mother.

13. EMS OPERATIONS

The ETT uses knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

At the completion of this lesson, the ETT student will be able to:

13.1 Describe risks and responsibilities of emergency response in the ETT's local system.

13.2 Establish and work within the incident management system.

13.3 Discuss approaches to providing safe and appropriate care with limited resources.

13.4 Discuss the medical and non-medical equipment needed to respond to a call in the ETT's local system.

13.5 Explain the rationale for having the equipment and/or transport unit prepared to respond.

13.6 State the role of the ETT at the scene of a hazardous materials situation.

13.7 Summarize the components of basic triage.

13.8 Given a scenario of a mass casualty incident, perform triage.

13.9 Explain safe air medical operations. *Optional

13.10 Discuss procedures for utilizing air medical response. *Optional

13.11 Describe the use of simple hand tools. *Optional

13.12 List the phases of a pre-hospital call. *Optional

13.13 Discuss the role of the ETT in extrication. *Optional

13.14 List various methods of gaining access to the patient. *Optional

13.15 List the personal protective equipment necessary for each of the following situations: *Optional

- 13.15.1 Hazardous materials
- 13.15.2 Rescue operations
- 13.15.3 Violent scenes
- 13.15.4 Crime scenes
- 13.15.5 Electricity
- 13.15.6 Water and ice