

# Mission Trails Regional Occupational Program

Submitted 11/05/08

## COURSE OUTLINE

COURSE TITLE: FIRST RESPONDER

CBEDS TITLE: THERAPEUTIC SERVICES

CBEDS NO: 4260

### JOB TITLE

First Responder

### Course Description:

This course prepares students in entry level skills as First Responders—emergency personnel who provide immediate care to an ill or injured person and assist emergency medical service (EMS) providers. Included are an overview of EMS, CPR, first aid, patient assessment, legal and ethical issues, and triage and emergency responsibilities.

As part of instruction, this course reinforces skills in reading, writing, speaking, listening, and mathematics and requires their application in workplace situations. Integrated throughout the course are career preparation standards, which include communication, ethics, interpersonal/team skills, critical thinking and problem solving, safety, technology, and other employment skills. Students are given opportunities to demonstrate personal qualities, including responsibility, self-confidence, and self-management.

Completion of this class is a prerequisite for the EMT class and also provides a strong background for those interested in lifeguard positions, fire service, and a variety of health-related fields.

Students will train for 90 classroom/laboratory hours.

# Mission Trails Regional Occupational Program

## FIRST RESPONDER COURSE OUTLINE

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for a First Responder.

Hours  
Classroom  
Laboratory

***Additional hours for Career Preparation Standards are integrated into instruction in content area standards.***

- |    |   |    |
|----|---|----|
| I. | CAREER PREPARATION STANDARDS  | 19 |
|    | A. Understand how personal skill development—including positive attitude, honesty, self-confidence, work ethic, time management, and other positive traits—affects employability. |    |
|    | 1. Define professional responsibilities, including punctual attendance, initiative, responsibility, and appropriate dress.  |    |
|    | 2. Identify ethical/legal roles and responsibilities, including confidentiality, non-disclosure, and consent.   |    |
|    | 3. Define emergency care and the professional role of the first responder.  |    |
|    | 4. Identify personal responsibilities for the job of first responder.   |    |
|    | 5. Identify criteria for course completion.   |    |
|    | 6. Define Emergency Medical Services.   |    |
|    | 7. Explain the need for all health care workers to understand and adhere to federal HIPAA regulations.  |    |
|    | B. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.   |    |
|    | 1. List the EMS team members who interface with the first responder.  |    |
|    | 2. Describe the responsibility of the local EMS agency.   |    |
|    | 3. Demonstrate effective team skills, and understand the importance of teamwork in emergency services.  |    |
|    | 4. Explain chain of command in EMS.   |    |
|    | 5. Understand laws forbidding sexual harassment and discrimination in the workplace.  |    |

- C. Understand the importance of good basic skills, critical-thinking, and problem-solving skills in the workplace.
1. Recognize the importance of good reading, writing, and math skills in the health care professions, and implement a plan for self-improvement as needed.
  2. Apply appropriate estimation, measurement, and calculation skills on the job.
  3. Read, write, give and follow directions.
  4. Spell and pronounce medical terms.
  5. Recognize and correctly use JCAHO-approved abbreviations.
  6. Interpret labels, patient health information (PHI), and other documents.
  7. Apply critical-thinking and problem-solving skills on the job.
  8. Use appropriate reference materials.
  9. Recognize problem situations and apply problem-solving steps needed for troubleshooting.
- D. Understand principles of effective communication.
1. Define communication.
  2. Communicate effectively, orally and in writing, with co-workers and patients.
  3. Demonstrate knowledge of charting procedures.
  4. Explain nonverbal communication, and positively communicate with others through body language.
  5. Describe observation techniques.
  6. Handle patient inquiries and objections.
  7. Understand principles of behavioral management, especially reinforcement.
  8. Use effective telephone and radio communication skills.
  9. Understand that cell phones should not be used for personal calls during working hours.
  10. State the components of an emergency communication system.
- E. Understand occupational safety issues, including ergonomics, body mechanics, infection control, and the avoidance of physical hazards.
1. Understand the role of OSHA in reinforcing safety standards.
  2. Define and use standard precautions.
  3. Identify JCAHO safety standards.
  4. Follow hazardous material protocol.
  5. Observe scene safety practices.

6. Demonstrate moving patients safely.
  7. Demonstrate lifting patients safely
  8. Demonstrate patient comfort and support devices.
  9. Observe electrical safety standards.
  10. Identify hazards of, and reporting procedures for, needle sticks and exposure to bodily fluids.
  11. Identify hazardous material common to the work environment.
  12. Observe oxygen safety standards.
  13. Distinguish between “sterile” and “clean.”
  14. Discuss the importance of maintaining sterile equipment and supplies as appropriate.
- F. Understand career paths and strategies for obtaining employment.
1. Identify career paths within the health care industry and specifically within EMS.
  2. Explain the process for certification.
  3. Fill out application forms completely and correctly.
  4. Prepare a resume.
  5. Apply effective job search skills, including locating employment information.
  6. Identify effective interviewing techniques.
  7. Participate in a mock interview.
  8. Understand recertification requirements.
- G. Understand and adapt to changing technology.
1. Understand the importance of lifelong learning in adapting to changing technology.
  2. Correctly use and care for all supplies and equipment.
  3. Understand the importance of computers in patient care and record keeping.
  4. Demonstrate basic computer knowledge, function, and skills as required by individual facilities.
  5. Use communication technology.

II. INTRODUCTION TO EMERGENCY MEDICAL SERVICES (EMS) SYSTEMS

3

- A. Identify components of the emergency medical services system, and explain how they work together.
- B. Explain the role of the first responder.
- C. Identify job titles and levels of responsibility within the EMS.
- D. Identify career pathways within the field.
- E. Define quality improvement and medical oversight.
- F. Recognize the emotional issues attached to being a caregiver in an emergency situation.

- G. Identify stress management techniques.
  - H. Define Critical Incident Stress Debriefing (CISD).
  - I. Identify considerations in assessing scene safety.
  - J. Define body substance isolation and explain procedures taken when initiating care of a victim.
- III. LEGAL AND ETHICAL ISSUES 4
- A. Define scope of practice and state scope of practice or first responders.
  - B. Identify ethical responsibilities of emergency care providers, including confidentiality and abuse reporting.
  - C. Identify and explain legal issues for emergency care providers, including the following:
    - 1. Explain consent for treatment.
    - 2. Discuss parameters for advance directives/do not resuscitate orders.
    - 3. Explain refusal of treatment and the first responder's procedure in response.
    - 4. Explain duty to act.
    - 5. Distinguish between abandonment and negligence.
    - 6. Identify signs of elder abuse, including fiduciary abuse, and explain how to report it.
    - 7. Understand the "Safe Surrender" law and EMT responsibilities in infant safe surrender.
    - 8. Explain issues of confidentiality.
    - 9. Explain the importance of thorough and accurate documentation.
  - D. Identify signs of assault and battery.
  - E. Identify situations where medical identification insignia may be used.
  - F. Preserve crime scene and evidence.
  - G. Maintain proper documentation.
- IV. THE HUMAN BODY 5
- A. Identify major function and organs of the musculoskeletal system.
  - B. Identify major function and organs of the respiratory system.
  - C. Identify major function and organs of the circulatory system.
  - D. Identify major function and organs of the nervous system.
  - E. Identify major function and organs of the integumentary system.
  - F. Identify major function and organs of the digestive system.
  - G. Use medical terms and JCAHO-approved abbreviations correctly.
  - H. Use body directional terms correctly.
- V. SAFETY AND BODY MECHANICS 4
- A. Identify the role of the first responder when lifting and moving patients.
  - B. Identify hazards associated with lifting and moving patients.

- C. Name the rules of proper body mechanics.
  - D. Identify and demonstrate different lifting techniques.
  - E. Identify and demonstrate principles of moving patients.
  - F. Distinguish equipment used in moving patients.
- VI. AIRWAY 6
- A. Distinguish major structures and function of the respiratory system and symptoms of distress.
  - B. Perform an initial assessment, including the presence or absence of respiration.
  - C. Take vital signs: blood pressure, pulse, temperature, and respiration.
  - D. Assess patient pain.
  - E. Explain how to open and maintain an open airway.
  - F. Demonstrate airway adjuncts and related devices, such as airways, barrier shields, suction, and resuscitation masks.
  - G. Demonstrate techniques for removing a foreign body airway obstruction.
  - H. Perform rescue breathing.
- VII. PATIENT ASSESSMENT 11
- A. Evaluate the scene.
    - 1. potential hazards
    - 2. number of patients
    - 3. need for additional help
    - 4. mechanism of injury or nature of illness
  - B. Perform an initial assessment, including determining responsiveness and assessing the airway, breathing, and circulation (ABC).
  - C. Identify techniques to prioritize patient care.
  - D. Perform a physical or secondary assessment.
  - E. Obtain a history from the patient or family.
  - F. Maintain ongoing assessment.
  - G. Explain purpose and components of treatment plan.
  - H. Apply principles of asepsis, mechanics, and protective safety measures.
- VIII. CIRCULATION/CPR 8
- A. Distinguish major structures and function of the circulatory system and symptoms of distress.
  - B. Identify steps in cardio-pulmonary resuscitation (CPR), and distinguish differences between treatment of adults and children or infants.
  - C. Demonstrate CPR for an adult victim.
  - D. Demonstrate CPR for a child or infant.
  - E. Identify common cardiac emergencies.
  - F. Demonstrate correct use of AED.

- IX. ILLNESS AND INJURY
- A. Identify common medical emergencies and complaints and symptoms associated with each.
  - B. Discuss general considerations for bleeding and soft tissue injuries.
  - C. Explain procedures within scope of practice and how they relate to the treatment plan.
  - D. Distinguish major structures and function of the musculoskeletal system and symptoms of distress.
  - E. Identify common injuries to bones and joints, and demonstrate procedures within scope of practice.
  - F. Identify common spinal injuries.
  - G. Identify injuries to the brain and skull.
  - H. Demonstrate procedures within scope of practice.
    - 1. stabilization and immobilization
    - 2. airway
    - 3. ongoing assessment

- X. CHILDBIRTH AND CHILDREN 12
- A. Distinguish major structures and function of the reproductive system and common emergency situations.
  - B. Identify common pregnancy complications.
  - C. Identify stages of labor.
  - D. Simulate an emergency delivery.
  - E. Describe the initial care given to a newborn infant.
  - F. Demonstrate post-delivery care of the mother.
  - G. Demonstrate an understanding of anatomical and physiological concerns when working with infants and children.
  - H. Understand the relationship between developmental stages of children and their behavior, and respond to behavior appropriately.
  - I. Distinguish common pediatric conditions.
  - J. Establish an airway in an infant or child manikin.
  - K. Perform an assessment of the child or infant.
  - L. List common causes of trauma in children and infants.
  - M. Discuss child abuse and neglect.
  - N. Identify child abuse indicators and reporting requirements.

- XI. TRIAGE AND DISASTER MANAGEMENT 3
- A. Define "triage."
  - B. Describe the START triage system and explain when it is implemented.
  - C. Define multi-casualty incident (MCI) and discuss the EMT's role in an MCI situation.
  - D. Define disaster and disaster plan.

Hours  
Classroom  
Laboratory

- E. Describe the impact of a disaster on EMS personnel and What can be done to reduce this impact.

XII. EMS OPERATIONS

3

- A. Explain the chain of communication within EMS, from a call to 911 to the arrival of a response team at the scene.
- B. List the phases of response in an emergency.
- C. Discuss situations where air medical evacuation would be considered.
- D. State the fundamentals of extrication.
- E. Describe the procedure for handling hazardous materials.
- F. Describe the procedure for handling a mass casualty incident.

TOTAL HOURS

90

- 9 COURSE OUTLINE:  
 b) CAREER PERFORMANCE STANDARDS  
 i) EXPECTED STUDENT OUTCOMES  
 ii) HOURS OF INSTRUCTION

COURSE OUTLINE

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<p>1. <b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>▪ Classroom policies &amp; procedures</li> <li>▪ Ethics               <ul style="list-style-type: none"> <li>→ Work</li> <li>→ Business</li> </ul> </li> <li>▪ Sexual harassment laws</li> <li>▪ Personal skills, including positive attitude, self-confident, honesty, perseverance &amp; self-discipline</li> <li>▪ Professional appearance</li> <li>▪ Time management</li> <li>▪ Lifelong learning</li> </ul>	<p>1. <b>Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, &amp; other positive traits affect employability.</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate and understand classroom policies &amp; procedures</li> <li>▪ Define work and business ethics &amp; demonstrate the importance of ethical standards &amp; social responsibilities in the business environment.</li> <li>▪ Discuss the laws applicable to sexual harassment &amp; discuss tactics for handling harassment situations.</li> <li>▪ Demonstrate personal skills in class and/or business environment:               <ul style="list-style-type: none"> <li>→ Positive attitude</li> <li>→ Self-confidence</li> <li>→ Honesty</li> <li>→ Perseverance</li> <li>→ Self-discipline</li> </ul> </li> <li>▪ Demonstrate and model personal hygiene and acceptable professional attire</li> <li>▪ Prioritize tasks and meet deadlines</li> <li>▪ Explain the importance of lifelong learning</li> </ul>	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<p><b>Instruction will include:</b></p> <p>2. <b>Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>▪ Group dynamics</li> <li>▪ Conflict resolution and negotiation</li> <li>▪ Team work</li> <li>▪ Etiquette across gender and cultural groups</li> </ul> <p>3. <b>Thinking and Problem-Solving Skills</b></p> <ul style="list-style-type: none"> <li>▪ Critical and creative thinking skills</li> <li>▪ Logical reasoning and problem-solving skills</li> <li>▪ Numerical estimation, measurement, and calculation</li> <li>▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions</li> </ul>	<p><b>Student will be able to:</b></p> <p>2. <b>Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and explain the key concepts of group dynamics</li> <li>▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment</li> <li>▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles</li> <li>▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups</li> </ul> <p>3. <b>Understand the importance of critical thinking and problem-solving skills in the workplace.</b></p> <ul style="list-style-type: none"> <li>▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed</li> <li>▪ Demonstrate logical reasoning and problem solving skills in a work environment</li> <li>▪ Apply numerical estimation, measurement and calculation skills to business applications including the following: <ul style="list-style-type: none"> <li>→ Whole number math</li> <li>→ Decimals &amp; fractions</li> <li>→ Counting &amp; monetary functions</li> <li>→ Use of tables &amp; graphs</li> </ul> </li> <li>▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions</li> </ul>	<p>Integrated in content area skills</p> <p>Integrated in content area skills</p>

<b>CAREER PERFORMANCE STANDARDS</b>	<b>EXPECTED STUDENT OUTCOMES</b>	<b>HOURS</b>
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<p><b>4. Communication Skills</b></p> <ul style="list-style-type: none"> <li>▪ Written communications</li> <li>▪ Verbal and Nonverbal communications</li> <li>▪ Active and effective listening</li> <li>▪ Proper etiquette in business communications</li> <li>▪ Writing and editing skills</li> <li>▪ Use of reference material and handbooks</li> <li>▪ Oral presentations</li> </ul>	<p><b>4. Understand principles of effective communication.</b></p> <ul style="list-style-type: none"> <li>▪ Read and implement written instructions, technical manuals, written communication, and reference books</li> <li>▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods</li> <li>▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback</li> <li>▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones)</li> <li>▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> <li>→ Use correct grammar, punctuation, capitalization, vocabulary and spelling</li> <li>→ Write, proofread and edit</li> <li>→ Select and use appropriate forms of communication</li> </ul> </li> <li>▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks</li> </ul>	<p><b>Integrated in content area skills</b></p>
<p><b>5. Occupational Safety</b></p> <ul style="list-style-type: none"> <li>▪ Good safety practices</li> </ul>	<p><b>5. Understand occupational safety issues, including avoidance of physical hazards</b></p> <ul style="list-style-type: none"> <li>▪ Model and implement good safety practices including: <ul style="list-style-type: none"> <li>→ Avoidance and reporting of physical hazards in the work environment</li> <li>→ Safe operation of equipment</li> <li>→ Proper handling of hazardous materials</li> </ul> </li> </ul>	<p><b>Integrated in content area skills</b></p>

<b>CAREER PERFORMANCE STANDARDS</b>	<b>EXPECTED STUDENT OUTCOMES</b>	<b>HOURS</b>
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<p><b>6. Employment Literacy</b></p> <ul style="list-style-type: none"> <li>▪ Expand awareness of career opportunities</li> <li>▪ Set employment goals and objectives</li> <li>▪ Aptitudes, personal characteristics and interests</li> <li>▪ Develop portfolio to C-TAP standards</li> <li>▪ Develop interviewing techniques</li> </ul>	<p><b>6. Understand career paths and strategies for obtaining employment.</b></p> <ul style="list-style-type: none"> <li>▪ Explore career opportunities and develop a career plan</li> <li>▪ Identify steps for setting goals and writing personal goals and objectives</li> <li>▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities</li> <li>▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> <li>→ Letter of Introduction</li> <li>→ Cover letter</li> <li>→ Resume</li> <li>→ Thank you letter</li> <li>→ Job application</li> <li>→ Licenses, Certificates and Awards</li> <li>→ Transcripts</li> <li>→ Letters of Recommendation</li> <li>→ Work Samples</li> </ul> </li> </ul>	<p><b>Integrated in content area skills</b></p>
<p><b>7. Technology Literacy</b></p> <ul style="list-style-type: none"> <li>▪ Apply Industry specific technology</li> <li>▪ Use Industry specific software</li> <li>▪ Demonstrate Keyboarding</li> <li>▪ Accessing information</li> <li>▪ Lifelong enhancement of technology skills</li> </ul>	<p><b>7. Understand and adapt to changing technology.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and demonstrate use of appropriate technology</li> <li>▪ Identify and use industry specific software</li> <li>▪ Demonstrate proficiency in alphanumeric keyboarding</li> <li>▪ Input and retrieve information</li> <li>▪ Understand the importance of lifelong learning in adapting to changing technology</li> </ul>	<p><b>Integrated in content area skills</b></p>

10. ADDITIONAL RECOMMENDED /OPTIONAL ITEMS

ARTICULATION:

VOCATIONAL CREDIT:

ACADEMIC CREDIT:

INSTRUCTIONAL STRATEGIES:

INSTRUCTIONAL MATERIALS:

CERTIFICATES: