When every second counts... when the situation is at its worst... when there’s an accident or medical emergency – that’s when Emergency Medical Technicians (EMTs) are at their best. EMTs are first responders, assessing dangerous situations and stabilizing the sick or injured – all while maintaining patience, understanding and compassion.

The EMT pathway at the Public Service Leadership Academy at Fowler is designed to train students to function independently in a medical emergency and be capable of providing pre-hospital care at the scene or in transportation.

Upon successful completion of the training program, students will:
- Be proficient in Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR)
- Know how to recognize and treat life-threatening emergencies
- Understand the basics for handling cardiac and respiratory arrest, heart attacks, seizures and diabetic emergencies
- Realize how to manage traumatic injuries such as fall, fractures, lacerations and burns
- Have hands-on experience in conducting patient assessment, history, and vital signs

CAREER OPPORTUNITIES:
Emergency Medical Technician, Paramedic
### Course of Study Emergency Medical Technician

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSLA Exploratory (1 Credit CTE)</td>
<td>Emergency Medical Technician 100 EMT100 (1 Credit CTE) EMT CTE Integrated Health CHE100 (1 Credit CTE)</td>
<td>Emergency Medical Technician 200 EMT200 (2 Credits CTE) EMT CTE Integrated Science CHE300 (1 Credit)</td>
<td>Emergency Medical Technician 300 EMT300 (2 Credits CTE) EMT CTE Integrated ELA CHE400 (1 Credit)</td>
</tr>
</tbody>
</table>

### DISTRICT REQUIREMENTS

- Students must pass CTE EMT 100, 200 and 300 to challenge the course approved technical assessment.

- All students in 9th grade will receive Career and Financial Management and CTE Exploratory classes.

- Student will have earned the 12th grade integrated ELA credit and the CTE Integrated Science credit upon successful completion of the EMT Level 100, 200 and 300.

- Student will receive the CTE Endorsement upon successful completion of the CTE EMT 100, 200 and 300 and must pass the prescribed technical assessment and complete a commencement level project.

- Students are eligible for .5 Credits of Health.
Course Syllabus **Emergency Medical Technician 200**

**COURSE DESCRIPTION**
This course is designed to help the aspiring First Responders gain the knowledge, skills and attitudes necessary to be a competent, productive and valuable member of the emergency medical services team. The field of pre-hospital emergency medical care (EMT) is an evolving profession in which the reality of life and death is confronted at a moment’s notice. The role of the EMT has developed from basic first aid to a sophisticated provider of on-scene medical services. Students will receive instruction in both large and small group settings on the knowledge and skills necessary to be a First Responder.

**COURSE OBJECTIVES**
1. Students will take part in exploring the job functions and key skills needed to be an Emergency Medical Technician.
2. Students will be able to discuss the role of the EMT in the health care system.
3. Students will identify the credentials needed to fulfill this role.
4. Students will be able to perform a patient assessment for both medical and trauma patients, per NYS EMT-Basic protocols.
5. Students will successfully complete Incident Command System (ICS) Certification.
6. Students will apply correct medical terminology to complete patient care reports.

**INTEGRATED ACADEMICS**
- .5 Health Credit (CHE100)

**EQUIPMENT AND SUPPLIES**
- TBD

**TEXTBOOK**
(Textbook used for coursework.)

**GRADING**
- 20% Tests
- 15% Quizzes
- 15% Classwork
- 10% Homework
- 20% Participation
- 20% PT Lab Grade

**ADDITIONAL COURSE POLICIES**
- Students must have a standard sports physical for entry into the course.
- Students are required to follow all classroom and lab safety rules.
- Students must participate in weekly Physical Training Drills.

---

**Course Calendar** **Emergency Medical Technician 200**

<table>
<thead>
<tr>
<th>QUARTER</th>
<th>UNITS OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Emergency Medical Services (EMS)</td>
</tr>
<tr>
<td></td>
<td>Workplace Safety and Wellness</td>
</tr>
<tr>
<td></td>
<td>Safety, Legal, and Ethical Issues</td>
</tr>
<tr>
<td></td>
<td>Drill &amp; Ceremony</td>
</tr>
<tr>
<td></td>
<td>Medical Terminology</td>
</tr>
<tr>
<td>2</td>
<td>Illness &amp; Injury</td>
</tr>
<tr>
<td></td>
<td>Bleeding &amp; Soft Tissue Injury</td>
</tr>
<tr>
<td>3</td>
<td>Injuries to Muscles &amp; Bones</td>
</tr>
<tr>
<td></td>
<td>Drill &amp; Ceremony</td>
</tr>
<tr>
<td>4</td>
<td>Medical Terminology</td>
</tr>
</tbody>
</table>
**Scope and Sequence** Emergency Medical Technician 200

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Unit of Study</th>
<th>Key Questions</th>
<th>Key Learning Targets (Students will know and be able to)</th>
<th>Assessment Evidence of Learning</th>
<th>Related Standards</th>
<th>CCLS Literacy, Math, Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEKS 1-4</td>
<td>Intro to EMS System (Introduction &amp; Review)</td>
<td>• What are the roles and careers associated with Emergency Medical Service? • What are the names and functions of key equipment found on an ambulance?</td>
<td>• Explain the various specialty health care facilities and how EMTs interact with them • Define the role of the EMT in the relationship to other Health Care Providers • Explain how the Emergency Medical Services work in Onondaga County and how the EMT is interwoven into the system • Understand the role of the 911 call center in the county • Participate in professional visits from local EMS providers • Prepare for and participate in field trips to local EMS providers • Improve fitness levels and work as a member of a cohesive unit/team • Recognize the importance of understanding when and how to use medical terminology • Interpret medical words using knowledge of prefixes and suffixes and root words • Accurately apply the use of acronyms, abbreviations and medical terminology to document patient information • Identify a current event related to the EMT medical field</td>
<td>• Interviews with and written report on various health care providers and their relevance to EMT. • Team project on presenting surrounding area’s Emergency Medical Services systems. • Written reflection on visits to EMS sites. • Participation in weekly drill and physical fitness training. • Daily use of commonly used medical prefixes and suffixes. • Monthly quizzes on specific groups of medical prefixes and suffixes. • Completion of medical documentation using proper medical terminology. • Current event form will be completed. • Presentation of material monthly.</td>
<td>Career Ready Practice CRP 1, 2, 4 Cluster Standards LW 5 Pathway Standards LW –EFM 1</td>
<td>Literacy RST.11-12. 1, 3 WHST.11-12. 2, 4, 6 Math Science</td>
</tr>
<tr>
<td>WEEKS 1-40</td>
<td>Drill and Ceremony (D&amp;C) and Physical Training (PT)</td>
<td>• How do EMTs interact with various health care systems and providers? • How does our Emergency Medical Services System work in our area? • What professional organizations in the Syracuse area employ EMTs? • What are the physical requirements for an EMT?</td>
<td>• Interviews with and written report on various health care providers and their relevance to EMT. • Team project on presenting surrounding area’s Emergency Medical Services systems. • Written reflection on visits to EMS sites. • Participation in weekly drill and physical fitness training. • Daily use of commonly used medical prefixes and suffixes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEKS 1-40</td>
<td>Medical Terminology</td>
<td>• How do you break medical words into prefixes and suffixes? • How do you use medical terms appropriately?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Syracuse City School District
Career and Technical Education Program
### Time Frame

**WEEKS 5-7**  
**Patient Interaction & Communication & Legal/Ethical Issues**

### Key Questions
- What are the essential ethical behaviors for EMT personnel?  
- What is an ethical decision?  
- What does “duty to act” mean as an EMT?  
- What is the responsibility of the EMT “on duty” and “off duty”?  
- What is “scope of practice” and how does it impact EMS workers?  
- What is a patient’s right to confidentiality under HIPAA in emergency events?  
- How do legal and ethical issues impact the EMT–Basic?  
- What guidelines should EMTs follow to protect themselves from legal action?  
- What is the impact of the Good Samaritan Act on EMTs?

### Key Learning Targets
- List and describe the essential moral/ethical behaviors for EMTs  
- Discussion of basic legal responsibilities of EMTs, including “duty to act,” “scope of practice,” “medical direction,” “patient consent,” “patient refusal or withdrawal of treatment,” “advanced directives – DNR”  
- Distinguish on duty vs off duty responsibilities/obligations of the EMT  
- Explain what current legal and ethical issues are relevant to an EMT–Basic  
- Analyze HIPAA regulations, Patients’ Rights, and the American with Disabilities Act and their relevance to the EMT position  
- Predict how ethical decisions might strike at core human values as part of the EMT–Basic position

### Assessment Evidence of Learning
- Case studies.  
- Situational role plays.  
- Reaction papers to legal and ethical cases.  
- Written summary and presentation on research of current legal issues in the medical field.  
- Written assignment on HIPAA Case Violation.  
- Written statement of ethical behavior.  
- Quiz on Good Samaritan Act.  
- Article summary of EMT legal issues.

### Related Standards
- **Career Ready Practice**  
  - CRP 1, 2, 4, 8, 9  
- **Cluster Standards**  
  - LW 4  
- **Pathway Standards**  
  - LW-EFM 1, 4, 7  
- **Industry Standards**  
  - Math  
  - Science  
- **CCLS Literacy, Math, Science**  
  - RST.11-12. 1  
  - WHST.11-12. 2, 4, 6
# Scope and Sequence Emergency Medical Technician 200

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Key Questions</th>
<th>Key Learning Targets</th>
<th>Assessment Evidence of Learning</th>
<th>Related Standards</th>
<th>CCLS Literacy, Math, Science</th>
</tr>
</thead>
</table>
| **Weeks 8-11**  
Workplace Safety and Wellness  
• What is the chain of infection and how does it work?  
• What are the universal precautions needed by the EMT?  
• What infectious diseases should EMT’s be concerned of contracting due to patient contact?  
• What are the special emotional aspects involved when dealing with emergencies?  
• Explain standard precautions and why the EMT must always follow the rules associated with blood borne pathogens  
• Understand the chain of infection and the steps to prevent and/or deal with an exposure  
• Understand how immunity to infectious diseases is acquired  
• Understand the emotional aspects of emergency care  
• Explain patient safety and the role the EMT has in patient safety  
• Understand the responsibilities of record keeping and data collection as an EMT–Basic  
• Examine the Good Samaritan Act and how it affects the EMT in providing medical services in the community.  |  
• Quiz.  
• Research and presentation on a specific disease with emphasis on the chain of infection.  
• Demonstration of proper handwashing techniques.  
• Demonstration of proper gloving and degloving techniques, to include sterile gloves.  
• Successful completion of OSHA training.  
• Ten Week Assessment.  |  
• Current topic in EMS.  |  |  |  

| WEEKS 12-14  
Lifting and Movement  
• What are the different pieces of equipment that can be used to move a patient?  
• How are the pieces of equipment used with a patient?  
• What are lifting techniques used to move a patient by an EMT without equipment?  
• Differentiate the different pieces of equipment used in moving a patient. This includes gurney, stairchair, backboard, Stokes stretcher.  
• Examine how to properly use each piece of equipment  
• Understand the different drag and lifting techniques used to move a patient  |  
• Demonstration of proper usage of gurney, Stokes stretcher, backboard, and stair-chair.  
• Demonstrate appropriate dragging techniques for specific situations.  |  |  |  

Career Ready Practice  
CRP 1, 2, 4, 8, 9  
Cluster Standards  
LW 2  
Pathway Standards  
LW-EFM 1, 5  
Industry Standards  
Literacy  
RST.11-12. 1, 3  
WHST.11-12. 2, 4, 6  
Math  
Science
### Scope and Sequence

**Emergency Medical Technician 200**

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Key Questions</th>
<th>Key Learning Targets</th>
<th>Assessment Evidence of Learning</th>
<th>Related Standards</th>
<th>CCLS Literacy, Math, Science</th>
</tr>
</thead>
</table>
| WEEKS 15-17 | • What is the anatomy and physiology of the respiratory system, to include airway?  
• What are the different types of airways used by an EMT?  
• What is the purpose of a suction unit?  
• How does an EMT open an airway?  
• What barriers can be used to keep EMT's safe of infectious disease?  
• Identify protocols for a choking patient.  
• What are the treatments for respiratory distress | • Understand the anatomy and physiology of the respiratory system  
• Differentiate amongst types of airways (NPA/OPA), how to use each, and reasons to use each  
• Able to open and maintain a patient's airway  
• Resuscitate a patient through airway, to include usage of barrier devices  
• Management of foreign body airway obstruction  
• Identification of breathing distress and treatment | • Quiz on anatomy and physiology  
• Demonstrate the use of OPA and NPA  
• Demonstrate the protocol for EMT treatment of a choking adult/child patient and choking infant  
• Research and present a topic of special consideration when dealing with the airway  
• Guest speaker on airway disease and airway management  
• Quiz on distress and treatment  
• Pig lung dissection | Career Ready Practice CRP 1, 2, 4, 8, 9  
Cluster Standards LW 2, 3  
Pathway Standards LW-EFM 1, 5  
Industry Standards | Literacy RST.11-12. 1, 3  
Math  
Science |
| WEEKS 18-21 | • What is included in the initial impression?  
• How do you determine if the scene is safe in order to treat a patient?  
• Identify how an EMT would check the patients level of response  
• How do you assess airway, breathing, and circulation?  
• How can the skin be used in assessment. | • Identify key aspects of a general impression  
• Differentiate amongst a safe vs unsafe environment and protocols for both  
• Identify how to check a patient's level of response  
• Identify breathing rate and quality  
• Identify breathing distress and treatment  
• Identify pulse rate and rhythm  
• Identify the key factors, while looking at the patient's skin | • Demonstrate a complete sequence of a general impression for specific scenarios.  
• Dissection of pig heart. | Career Ready Practice CRP 1, 2, 4, 8, 9  
Cluster Standards LW 2, 3  
Pathway Standards LW-EFM 1  
Industry Standards | Literacy RST.11-12. 1, 3  
Math  
Science |
# Scope and Sequence
## Emergency Medical Technician 200

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Unit of Study</th>
<th>Key Questions</th>
<th>Key Learning Targets</th>
<th>Assessment</th>
<th>Related Standards</th>
<th>CCLS Literacy, Math, Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEKS 22-24</td>
<td>Illness and Injury</td>
<td>• How do you manage general medical complaint?</td>
<td>• Recognition and management of general medical complaints, seizures, altered mental status, behavioral emergencies, psychological crisis and typical patient situations</td>
<td>• Demonstrate knowledge through scenarios/simulations</td>
<td>Career Ready Practice CRP 1, 2, 4, 8, 9 Cluster Standards LW 3</td>
<td>Literacy RST.11-12. 1, 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• First Aid Quiz</td>
<td>Pathway Standards LW-EFM 1, 2, 9</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Industry Standards</td>
<td>Science</td>
</tr>
<tr>
<td>WEEKS 25-27</td>
<td>Bleeding and Soft Tissue Injury</td>
<td>• What is the difference between treating arterial bleeds and venous bleeds?</td>
<td>• Identification of Anatomy and Physiology of the Cardiovascular System • Distinguish different types of wounds and how to treat them • Identify a life threatening bleed and appropriate treatment</td>
<td>• Foldable on key types of wounds • Teacher demonstration of bleeding (arterial/venous), to include tourniquet and hemostatic agent • Quiz/student demonstration of proper use of tourniquet • Student ran blood drive</td>
<td>Career Ready Practice CRP 1, 2, 4, 8, 9, 11 Cluster Standards LW 3</td>
<td>Literacy RST.11-12. 1, 3, WHST.11-12. 2, 4, 6, 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What is a soft tissue injury and how can you differentiate amongst them?</td>
<td></td>
<td></td>
<td>Pathway Standards LW-EFM 1, 2, 9</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Industry Standards</td>
<td>Science</td>
</tr>
<tr>
<td>WEEKS 28-32</td>
<td>Injuries to Muscles and Bones</td>
<td>• What are the functions of the skeletal and muscular systems?</td>
<td>• Identification of key anatomy and physiology of the muscular and skeletal system • Identify how the muscular and skeletal system work together to provide movement • Demonstrate proper treatment of sprains, strains, and fracture. • Management of head and spine injuries</td>
<td>• Chicken lab, demonstrating key anatomical structures • Quiz on bone identification • Student demonstration of femur fracture management</td>
<td>Career Ready Practice CRP 1, 2, 4, 8, 9 Cluster Standards LW 3</td>
<td>Literacy RST.11-12. 1, 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What are the treatments for sprains, strains and fractures?</td>
<td></td>
<td></td>
<td>Pathway Standards LW-EFM 1, 2, 9</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Are there special treatments for a femur fracture?</td>
<td></td>
<td></td>
<td>Industry Standards</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How is a head/spine injury treated?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SYRACUSE CITY SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION PROGRAM
## Scope and Sequence  
**Emergency Medical Technician 200**

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Unit of Study</th>
<th>Key Questions</th>
<th>Key Learning Targets</th>
<th>Assessment Evidence of Learning</th>
<th>Related Standards</th>
<th>CCLS Literacy, Math, Science</th>
</tr>
</thead>
</table>
| WEEKS 33-34| Children and Childbirth | • What occurs inside the body when a woman is pregnant?  
• If presented with an imminent delivery, what is the role of the EMT?  
• Do you treat a baby/child differently when treating?  
• What are an EMT's responsibility when there is suspected child abuse? | • Identify anatomical and physiological changes that occur during pregnancy  
• Demonstrate proper delivery and newborn care  
• Special circumstances with a delivery  
• Special considerations when dealing with a child  
• Identify key actions and notification requirements, if there is a case of suspected child abuse | • Student demonstration of proper newborn delivery  
• Guest speaker  
• Field trip Hospital labor and delivery/NICU  
• Quiz | Career Ready Practice  
CRP 1, 2, 4, 8, 9  
Cluster Standards  
LW 3  
Pathway Standards  
LW-EFM 1, 2, 9 | Literacy  
RST.11-12. 1, 3 |
| WEEKS 35-37| EMS Operations | • Should an EMT be knowledgeable about hazmat and decontamination?  
• What do you do if there are multiple patients? | • Identify hazmat risks and resources to assist  
• Recognize the need for decontamination  
• Identify levels of triage and how to differentiate amongst those levels  
• Identify protocols for mass casualty Incidents  
• Recognize what Incident command is and how it works | • FEMA Incident Command Course completion  
• Assessment on proper use of triage tags | Career Ready Practice  
CRP 1, 2, 4, 8, 9  
Cluster Standards  
LW 2, 3  
Pathway Standards  
LW-EFM 1, 2, 5, 9, 11, 12 | Literacy  
RST.11-12. 1, 3 |
## Scope and Sequence Emergency Medical Technician 200

<table>
<thead>
<tr>
<th>Time Frame Unit of Study</th>
<th>Key Questions</th>
<th>Assessment Evidence of Learning</th>
<th>Related Standards</th>
<th>CCLS Literacy, Math, Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEKS 38-39 Review</td>
<td>• Comprehensive review for testing.</td>
<td>• Scenario practice • Word wall with medical terminology. • Jeopardy • Practice final with corrections • Students generated questions for review</td>
<td>Career Ready Practice CRP 1, 2, 4, 8, 9 Cluster Standards Pathway Standards LW-EFM 1, 2, 4, 9, 10, 12</td>
<td>Literacy RST.11-12. 1, 3 WHST.11-12. 2, 4, 6 Math Science</td>
</tr>
<tr>
<td>WEEK 40 Final Exam</td>
<td>• Final testing • EMT knowledge test • Practical Exam: Station testing • Medical terminology.</td>
<td></td>
<td>Career Ready Practice CRP 2, 4 Cluster Standards Pathway Standards Standards Industry Standards</td>
<td>Literacy Math Science</td>
</tr>
</tbody>
</table>

---

**WEEK 38-39 Review**
- Comprehensive review for testing.
- Scenario practice
- Word wall with medical terminology.
- Jeopardy
- Practice final with corrections
- Students generated questions for review

**WEEK 40 Final Exam**
- Final testing
- EMT knowledge test
- Practical Exam: Station testing
- Medical terminology.