



## CTE Approval Self-Study Report

# Emergency Medical Technician

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## Self-study

*Self-study is the first step in the career and technical education approval process. The self-study review is required for all existing programs and new programs seeking approval. Its purpose is to bring together partners to review the CTE program, propose relevant modifications, and evaluate the degree to which the program meets the policy requirements approved by the Board of Regents on February 6, 2001.*

Self-study review will include:

Curriculum review

Benchmarks for student performance and student assessment

Teacher certification and highly-qualified status of instructional staff

Work-based learning opportunities

Teacher and student schedules

Resources, including staff, facilities, and equipment

Accessibility for all students

Work skills employability profile

Professional development plans

Projected number of students to be served

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

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## EMTs and Paramedics

EMTs and paramedics transport patients to medical facilities.

Quick Facts: EMTs and Paramedics	
2015 Median Pay	\$31,980 per year \$15.38 per hour
Typical Entry-Level Education	Postsecondary non-degree award
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2014	241,200
Job Outlook, 2014-24	24% (Much faster than average)
Employment Change, 2014-24	58,500

### What EMTs and Paramedics Do

Emergency medical technicians (EMTs) and paramedics care for the sick or injured in emergency medical settings. People's lives often depend on the quick reaction and competent care provided by these workers. EMTs and paramedics respond to emergency calls, performing medical services and transporting patients to medical facilities.

### Work Environment

Most EMTs and paramedics work full time. Their work is physically strenuous and can be stressful, sometimes involving life-or-death situations.

### How to Become an EMT or Paramedic

All emergency medical technicians (EMTs) and paramedics must complete a postsecondary educational program. All states require EMTs and paramedics to be licensed; requirements vary by state.

### Pay

The median annual wage for EMTs and paramedics was \$31,980 in May 2015.

### Job Outlook

Employment of emergency medical technicians (EMTs) and paramedics is projected to grow 24 percent from 2014 to 2024, much faster than the average for all occupations. Emergencies, such as car crashes, natural disasters, and acts of violence, will continue to create demand for EMTs and paramedics.

### Related Occupations

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24	
				Percent	Numeric
Physician assistants	29-1071	94,400	123,200	30	28,700
Registered nurses	29-1141	2,751,000	3,190,300	16	439,300
Firefighters	33-2011	327,300	344,700	5	17,400

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, EMTs and Paramedics, on the Internet at <https://www.bls.gov/ooh/healthcare/ems-and-paramedics.htm> (visited February 13, 2017).

## New York Employment Demand Profile: EMT

Source: Labor Insight Jobs (Burning Glass Technologies), Summary Demand and Requirements Table by Occupation, New York state data, Mar. 01, 2016 - Feb. 28, 2017, Monday, March 6, 2017

Category:		Demand and Employment				Salary		Education level based on posting requirements (*excluding NA)					Education level of employed individuals		
Source:		Burning Glass	BLS/OES, 2015			Burning Glass	BLS/OES, 2015	Burning Glass					ACS, 2014		
SOC Code (ONET-6)	Occupation Title	Number of Job Postings	Number Employed	% Change in Employment, 2014-2015	Projected Statewide Change in Employment, 2016-2026	Mean Advertised Salary	Mean Salary	% Requiring high school*	% Requiring Post- Secondary or Associate's Degree*	% Requiring Bachelor's Degree*	% Requiring Graduate or Professional Degree*	% with Unspecified Education	% with a H.S. diploma or less	% with Some College or an Assoc.	% with a Bachelor's or higher
29-1141	Registered Nurses	57,668	171,880	1%	17.1%	\$71,665	\$78,950	2%	51%	56%	13%	19%	1%	42%	57%
29-1071	Physician Assistants	4,742	11,760	12%	27.1%	\$83,459	\$102,020	7%	0%	4%	89%	86%	5%	19%	76%
29-2041	Emergency Medical Technicians and Paramedics	1,449	14,250	-7%	29.1%	\$83,460	\$38,940	58%	51%	0%	0%	80%	16%	69%	16%
33-2011	Firefighters	63	10,970	-9%	6.3%	\$47,958	\$66,930	93%	0%	26%	4%	57%	18%	63%	19%

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## A. Curriculum Review

*The curriculum review is a step in the self-study process. It is an opportunity for members of the self-study team to evaluate the proposed curriculum for completeness in terms of the knowledge, skills, and competencies required in the program field. The team reviews the curriculum to ensure that course content in the career and technical education program meets State Education Department regulations, contributes to achievement of state and industry standards, and prepares students for successful completion of a technical assessment. Approved curriculum content is nonduplicative, challenging, organized along a continuum of difficulty, and free of bias.*

*CTE program approval does not constitute Department approval or endorsement of proprietary curriculum or related curriculum products. Program approval indicates only that a school district or BOCES has provided the Department with assurances that the curriculum review has been completed.*

### Process

- The school district or BOCES identifies the faculty members and other individuals who will be involved in conducting the curriculum review
- The school district or BOCES determines the procedures used in completing the curriculum review
- Reviewers confirm that CTE program content aligns with state CDOS standards, relevant state academic standards, and related business and industry standards
- Reviewers confirm that CTE program content includes integrated or specialized units of credit
- Reviewers confirm that the CTE program meets unit of credit and other distributive requirements
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### Documentation

Documentation of the curriculum review is maintained by the school district or BOCES and is updated whenever modifications are made to the approved CTE program. Recommendations from curricular review should be included in the self-study report and reviewed by the external committee.

### Resources

New York State graduation requirements

<http://www.emsc.nysed.gov/part100/pages/1005.html>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



# Emergency Medical Technician (EMT)

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

9th Grade	10th Grade	11th Grade	12th Grade
<ul style="list-style-type: none"> <li>PSLA Exploratory (1 Credit CTE)</li> </ul>	<ul style="list-style-type: none"> <li>Emergency Medical Technician 100 EMT100 (1 Credit CTE)</li> <li>EMT CTE Integrated Health CHE100 (1 Credit CTE)</li> </ul>	<ul style="list-style-type: none"> <li>Emergency Medical Technician 200 EMT200 (2 Credits CTE)</li> <li>EMT CTE Integrated Science CHE300 (1 Credit)</li> </ul>	<ul style="list-style-type: none"> <li>Emergency Medical Technician 300 EMT300 (2 Credits CTE)</li> <li>EMT CTE Integrated ELA CHE400 (1 Credit)</li> </ul>

## 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.

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**Syracuse City School District**  
**Career and Technical Education Programs**  
**Course Syllabus**  
**EMT100: Emergency Medical Technician 100**



**Program Overview**

The EMT program is designed to help the aspiring First Responder gain the knowledge, skills, and attitudes necessary to become 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 providing basic first aid to serving as a sophisticated provider of on-scene medical services. Students may earn a regents diploma with a technical endorsement and will have the opportunity to earn up to eight college credits in Anatomy & Physiology from OCC while attending the program. Career opportunities include Emergency Medical Technician and Paramedic.

**Course Description**

This course introduces students to terminology, patient assessments, patient and EMT safety and basic knowledge of human anatomy and physiology. Additional content covers the role of emergency response personnel and an understanding and application of communication codes and dispatch practices. Students receive instruction in both large and small group settings. The course combines classroom and hands-on application of the skills required of first responders.

**Prerequisites**

None

**Course Objectives**

Students will:

1. Apply medical terminology within the context of class discussions.
2. Practice safety and comply with legal and ethical behaviors expected of the EMT.
3. Demonstrate accuracy in patient assessments.
4. Learn human body basics in illness and injury, including bleeding, soft tissue and musculoskeletal injury.
5. Practice dispatch communication protocols and codes and understand the triage process.
6. Understand the role of the EMT within the health care system and describe required credentials.
7. Obtain American Heart Association (AHA) CPR & First Aid Certification.

**Integrated Academics**

N/A

**Equipment and Supplies**

- **School will provide:** Textbooks and all other print material.
- **Student will provide:** TBD

**Textbook**

TBD

## Grading

Tests:	20%	Quizzes:	15%
Classwork:	15%	Homework:	10%
Participation:	20%	PT Lab Grade:	20%

## Additional Course Policies

Students must receive a standard sports physical for entry into the course and will participate in weekly Physical Training Drills.

Students are required to follow all classroom and lab safety rules.

## Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none"><li>• Introduction to the Emergency Medical Services (EMS)</li><li>• Workplace Safety and Wellness</li><li>• Safety, Legal, and Ethical Issues</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>
2	<ul style="list-style-type: none"><li>• CPR &amp; First Aid</li><li>• Lifting and Movement</li><li>• Airway</li><li>• Patient Assessment</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>
3	<ul style="list-style-type: none"><li>• Illness &amp; Injury</li><li>• Bleeding &amp; Soft Tissue Injury</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>
4	<ul style="list-style-type: none"><li>• Injuries to Muscles &amp; Bones</li><li>• Children &amp; Childbirth</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
		work as a member of a cohesive unit/team	equipment identification and function <ul style="list-style-type: none"> <li>• Quiz on equipment identification and function</li> <li>• Participation in weekly drill and physical fitness training</li> </ul>		
<b>Weeks 5-6</b>  <b>Intro to Emergency Medical Services</b>	<ul style="list-style-type: none"> <li>• How do EMTs interact with various health care systems and providers?</li> <li>• How does the Emergency Medical Services System work in our area?</li> <li>• What professional organizations in the Syracuse area employ EMTs?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the various specialty health care facilities and how EMTs interact with them</li> <li>• Define the role of the EMT in the working relationship with other health care providers</li> <li>• Explain how the emergency medical services work in Onondaga County and ways the EMT is interwoven into the system</li> <li>• Understand the role of the 911 call center in the county</li> <li>• Prepare for and participate in professional visits from local EMS providers</li> <li>• Prepare for and participate in field trips to local EMS providers</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with and written report on various health care providers and their relevance to EMT</li> <li>• Team project on presenting surrounding area's Emergency Medical Services systems</li> <li>• Develop formal questions to ask at the 911 call center field trip</li> <li>• Participation in the field trip</li> <li>• Written thank you letter to local service providers</li> <li>• Written reflection on visits to EMS sites</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 10, 11, 12  <b>Cluster Standards</b> LW 2, 6  <b>Pathway Standards</b> LW-EFM 1, 4, 8  <b>Industry Standards</b>	<b>Literacy</b> RST.9-10.1,2,4,9 WHST.9-10.2,7,8,9  <b>ELA</b> RI.9-10.4,7 SL.9-10.1a,4,5,6 W.9-10.2,4,7 L.9-10.1,2  <b>Math</b>   <b>Science</b>
<b>Weeks 7-9</b>  <b>Workplace Safety and Wellness</b>	<ul style="list-style-type: none"> <li>• What is meant by mode of transmission?</li> <li>• What are pathogens?</li> <li>• How is immunity to diseases acquired?</li> </ul>	<ul style="list-style-type: none"> <li>• Define the safety protocols that all EMTs must use when dealing with blood borne pathogens</li> <li>• Explain standard</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Written summary of standard precautions for EMTs</li> </ul>	<b>Career Ready Practice</b> CRP 2, 3, 4, 5, 9	<b>Literacy</b> RST.9-10.1,2,3,4 WHST.9-10.2

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
	<ul style="list-style-type: none"> <li>• What are the standard precautions needed by EMTs?</li> <li>• What are the special emotional aspects involved in dealing with emergencies?</li> <li>• How do employees deal with workplace issues regarding sexual harassment, cultural diversity, and substance abuse?</li> </ul>	<p>precautions and why the EMT must always follow protocols associated with blood borne pathogens</p> <ul style="list-style-type: none"> <li>• Understand “mode of transmission” and the protocols for preventing exposures</li> <li>• Describe protocols for following up after an exposure</li> <li>• Understand how immunity to infectious disease is acquired</li> <li>• State the steps that contribute to wellness and their importance in managing stress</li> <li>• Discuss workplace issues such of cultural diversity, sexual harassment, and substance abuse</li> <li>• Understand the emotional aspects of emergency care</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of how to put on barriers for blood-borne pathogens</li> <li>• Demonstration of proper handwashing techniques</li> <li>• Demonstration of proper gloving and de-gloving techniques</li> <li>• Research and presentations on specific diseases with emphasis on mode of transmission</li> <li>• Breakdown and comparisons of the movies “Outbreak” and “Contagion”</li> </ul>	<b>Cluster Standards</b> LW 3	<b>ELA</b> RI.9-10.4,7 W.9-10.2,4,7 SL.9-10.4,5,6
				<b>Pathway Standards</b> LW-EFM 1, 5	<b>Math</b>
				<b>Industry Standards</b>	<b>Science</b> HS-LS1-1 HS-LS1-2 HS-LS1-3
<b>Weeks 10-11</b>  <b>Safety Legal, and Ethical Issues</b>	<ul style="list-style-type: none"> <li>• How do legal and ethical issues impact the EMT-Basic?</li> <li>• What guidelines should EMTs follow to protect themselves from legal action?</li> <li>• How do HIPAA, Patient Rights and the ADA impact the EMT-Basic career field?</li> <li>• What is the impact of the Good Samaritan</li> </ul>	<ul style="list-style-type: none"> <li>• Understand personal and crew safety on the job</li> <li>• Explain patient safety and the role the EMT has in patient safety</li> <li>• Explain current legal and ethical issues relevant to an EMT-Basic</li> <li>• Understand the responsibilities of record keeping and data collection as an EMT-Basic</li> <li>• Analyze HIPAA</li> </ul>	<ul style="list-style-type: none"> <li>• Team presentation on part of the EMT requirements Rubric evaluated</li> <li>• Written assignment on HIPAA Case Violations</li> <li>• Summary of Patient Rights documents what they protect</li> <li>• Summary of research on current legal and ethical</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 5, 7, 9, 11	<b>Literacy</b> RST.9-10.1,2,4,9 WHST.9-10.2,7,8,9  <b>ELA</b> RI.9-10.4,7 W.9-10.2,4,7 SL.9-10.1a,b,d,e,2,4,5
<b>Cluster Standards</b> LW 3, 4, 5	<b>Math</b>				

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
	Act on EMTs? <ul style="list-style-type: none"> <li>What is an ethical decision?</li> </ul>	regulations, Patient Rights and the American with Disabilities Act and their relevance to the EMT position <ul style="list-style-type: none"> <li>Describe the impact of the Health Insurance Portability and Accountability Act (HIPAA) on patient privacy</li> <li>Predict how ethical decisions might strike at core human values as part of the EMT-Basic position</li> <li>Examine the Good Samaritan Act and how it affects the EMT in providing medical services in the community</li> <li>Research and discussion of cases where EMTs have been challenged under the “Good Samaritan Act”</li> </ul>	issues in the medical field <ul style="list-style-type: none"> <li>Ten Week Assessment</li> <li>Written statement of ethical behavior</li> <li>Quiz on Good Samaritan Act</li> <li>Article summary of EMT legal issues</li> </ul>	<b>Pathway Standards</b> LW-EFM 1, 4, 7  <b>Industry Standards</b>	<b>Science</b>
<b>Weeks 12-13</b>  <b>Communication and Documentation</b>	<ul style="list-style-type: none"> <li>What are the techniques of effective verbal communication?</li> <li>What are the considerations in communicating with special populations?</li> <li>How do we effectively use written communication and documentation?</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the techniques of effective verbal communication</li> <li>Explain the skills to be used for communicating with family members, bystanders, people from other agencies, and hospital personnel</li> <li>Interpreting the nonverbal-eye contact, body language</li> <li>Understand considerations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of communicating effectively with various patient situations and populations</li> <li>Demonstration of proper radio etiquette</li> <li>Team presentation on radio communication scenarios</li> </ul>	<b>Career Ready Practice</b> CRP 1. 2, 3, 4, 5, 8, 9, 12  <b>Cluster Standards</b> LW 2, 4  <b>Pathway Standards</b> LW-EFM 1, 4	<b>Literacy</b> RST.9-10.1,2,4,9  <b>ELA</b> SL.9-10.4,5,6  <b>Math</b>  <b>Science</b>

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
		<ul style="list-style-type: none"> <li>in communicating with special populations</li> <li>Describe the use of written communication and documentation</li> <li>Explain the legal implications of the patient care report</li> <li>Describe the use of radio communications service</li> </ul>	<ul style="list-style-type: none"> <li>Quiz on legal aspects of patient care reports</li> </ul>	<b>Industry Standards</b>	
<b>Weeks 14-15</b> <b>CPR</b>	<ul style="list-style-type: none"> <li>Why is CPR certification needed for a career as an EMT?</li> </ul>	<ul style="list-style-type: none"> <li>Perform and certify to American Heart Association (AHA) CPR &amp; First Aid Standards</li> </ul>	<ul style="list-style-type: none"> <li>Test for American Heart Association (AHA) Heartsaver CPR/First Aid Certification</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 3, 4, 8, 9, 12	<b>Literacy</b> RST.9-10.1,2,3,4,9 WHST.9-10.2,7,8,9
				<b>Cluster Standards</b> LW 2	<b>ELA</b> RI.9-10.4 SL.9-10.1,2,4,6
				<b>Pathway Standards</b> LW-EFM 1, 5, 10	<b>Math</b>
				<b>Industry Standards</b>	<b>Science</b> HS-LS1-1,2,3
<b>Weeks 16-19</b> <b>Introduction to Body Systems</b>	<ul style="list-style-type: none"> <li>Why would an EMT use anatomic terms?</li> <li>What is anatomy and physiology?</li> <li>What is the anatomy and physiology of each body system?</li> </ul>	<ul style="list-style-type: none"> <li>Understand the body's topographic anatomy, including the anatomic position and the planes of the body</li> </ul>	<ul style="list-style-type: none"> <li>Application of anatomical terms</li> <li>Quiz</li> <li>Team vocabulary foldable</li> <li>Quiz on each body system</li> <li>Team presentation on a body system and associated disease</li> </ul>	<b>Career Ready Practice</b> CRP 2, 11, 12	<b>Literacy</b> RST.9-10.1,4,7 WHST.9-10.4,6
				<b>Cluster Standards</b>	<b>ELA</b> RI.9-10.4 W.9-10.2,4,7 SL.9-10.1a,4,6
				<b>Pathway Standards</b> LW-EFM 1	<b>Math</b>
				<b>Industry Standards</b>	<b>Science</b> HS-LS1-1,2,3,4,8

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Weeks 20-22</b>  <b>EMS Operations</b>  <b>Lifting and Moving Patients</b>	<ul style="list-style-type: none"> <li>What types of medical devices and equipment is the EMT responsible for?</li> <li>What are the skills needed to use and operate the equipment?</li> </ul>	<ul style="list-style-type: none"> <li>List and describe the types of equipment carried on an ambulance</li> <li>Demonstrate the appropriate use of equipment used by EMTs</li> <li>Demonstrate lifting and transporting patients safely</li> </ul>	<ul style="list-style-type: none"> <li>Group presentation on EMT equipment, including function, how it used and other relevant information</li> <li>Flow chart that shows the skills an EMT must have in using the medical equipment</li> <li>Rank order the most to least used equipment in the job of the EMT</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 8, 11	<b>Literacy</b> RST.9-10.1,2,3,4,7 WHST.9-10.2,7,8,9
				<b>Cluster Standards</b> LW 3, 4	<b>ELA</b> RI.9-10.4 W.9-10.2,4,7 SL.9-10.1a,b,d,e,4,6
				<b>Pathway Standards</b> LW-EFM 1, 5, 10	<b>Math</b>
				<b>Industry Standards</b>	<b>Science</b>
<b>Weeks 23-25</b>  <b>Patient Assessment</b>	<ul style="list-style-type: none"> <li>How is the medical condition of a patient assessed?</li> <li>What skills are necessary to perform patient assessments?</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the EMT-Basic approaches the process of patient evaluation</li> <li>Analyze how patient evaluation impacts the decisions made on patient treatment</li> <li>Demonstrate steps in the patient assessment process</li> </ul>	<ul style="list-style-type: none"> <li>Group data collection on patient medical conditions</li> <li>Written summary of patient assessment procedure</li> <li>Role playing exercise between EMT and Patient Rubric scored</li> </ul>	<b>Career Ready Practice</b> CRP 2, 4, 8, 11, 12	<b>Literacy</b> RST.9-10.1,2,3,4,7 WHST.9-10.2
				<b>Cluster Standards</b> LW 4, 5	<b>ELA</b> RI.9-10.4 W.9-10.2,4,6,7 SL.9-10.4,6 L.9-10.6
				<b>Pathway Standards</b> LW-EFM 1, 3, 7	<b>Math</b>
				<b>Industry Standards</b>	<b>Science</b> HS-LS1-3
<b>Week 26-27</b>  <b>Airway Management</b>	<ul style="list-style-type: none"> <li>What is the function of the human respiratory system?</li> <li>What are the components of the human respiratory system?</li> </ul>	<ul style="list-style-type: none"> <li>List the components of the human respiratory system and explain their function within the human body</li> <li>Analyze typical issues with patients involving the human airway</li> </ul>	<ul style="list-style-type: none"> <li>Ten Week Assessment</li> <li>Quiz on function of human respiratory system</li> <li>Written summary of airway</li> </ul>	<b>Career Ready Practice</b> CRP 2, 3, 4, 8, 11	<b>Literacy</b> RST.9-10.1,2,3,4 WHST.9-10.2
				<b>Cluster Standards</b> LW 3, 4	<b>ELA</b> RI.9-10.4 W.9-10.2,4

<b>Time Frame Unit of Study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to)</b>	<b>Assessment Evidence of Learning</b>	<b>Related Standards</b>	<b>CCLS Literacy, Math, Science</b>
	<ul style="list-style-type: none"> <li>How do EMTs treat inadequate breathing?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate airway management techniques</li> </ul>	<ul style="list-style-type: none"> <li>management techniques</li> <li>Demonstration of airway management techniques</li> </ul>	<b>Pathway Standards</b> LW-EFM 1, 2, 3, 9, 10  <b>Industry Standards</b>	<b>Math</b>  <b>Science</b> HS-LS1-1 HS-LS1-2
<b>Weeks 28-32</b>  <b>Soft Tissue Injury/ Skeleton/Muscle Injuries</b>	<ul style="list-style-type: none"> <li>What are soft tissue and musculoskeletal injuries to the body?</li> <li>How does an EMT treat a patient with a soft tissue injury?</li> </ul>	<ul style="list-style-type: none"> <li>Examine soft tissue and musculoskeletal injuries</li> <li>Explain treatments used for soft tissue or musculoskeletal injury</li> <li>Identification of bones</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Research report with graphic display on soft tissue injuries and musculoskeletal problems from most frequent to least common</li> <li>Rank order and graph most severe to least dangerous soft tissue and musculoskeletal injuries</li> <li>Bone identification activity</li> </ul>	<b>Career Ready Practice</b> CRP 2, 3, 4, 8, 11, 12  <b>Cluster Standards</b> LW 3, 4  <b>Pathway Standards</b> LW-EFM 1, 2, 13  <b>Industry Standards</b>	<b>Literacy</b> RST.9-10.1,2,3,4,9 WHST.9-10.2,7,8,9  <b>ELA</b> RI.9-10.2,4 W.9-10.2,4,6,7 SL.9-10.1a,6  <b>Math</b>  <b>Science</b> HS-LS1-1,2
<b>Weeks 33-35</b>  <b>Heat Stroke and Hypothermia</b>	<ul style="list-style-type: none"> <li>How does an EMT treat a patient who is showing signs of heat stroke?</li> <li>What are the warning signs for hypothermia?</li> </ul>	<ul style="list-style-type: none"> <li>Examine the causes of heat stroke and hypothermia</li> <li>Discuss the treatments to treat a patient having a heat stroke or suffering from hypothermia</li> <li>Discuss the patient outcomes if the patient is not treated for heat stroke and hypothermia</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Simulation activities on heat stroke and hypothermia, including identification of signs and symptoms and treatment options</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 8, 9  <b>Cluster Standards</b> LW 3, 4  <b>Pathway Standards</b> LW-EFM 1, 2, 13  <b>Industry Standards</b>	<b>Literacy</b> RST.9-10.1,2,4,9 WHST.9-10.2,7,8,9  <b>ELA</b> RI.9-10.1,4 SL.9-10.1a,b,d  <b>Math</b>  <b>Science</b> HS-LS1-1
<b>Weeks 36-37</b>  <b>Shock</b>	<ul style="list-style-type: none"> <li>What are the symptoms of shock in a patient?</li> </ul>	<ul style="list-style-type: none"> <li>Define the symptoms of shock</li> <li>Explain the treatments</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Short research paper on shock,</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 6, 8, 11, 12	<b>Literacy</b> RST.9-10.1,2,3,4,9 WHST.9-10.2,7,8,9

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
	<ul style="list-style-type: none"> <li>How does an EMT treat a patient who is going into shock?</li> <li>What are the symptoms of a patient with anaphylactic shock, asthma or in diabetic shock?</li> <li>How does an EMT treat a patient in anaphylactic shock?</li> </ul>	<ul style="list-style-type: none"> <li>used for a patient who has gone into shock</li> <li>Understand the outcomes for a patient in shock who is not treated</li> <li>Examine the causes of anaphylactic shock, asthma and diabetic shock</li> <li>Discuss the treatments used for treating anaphylactic shock, asthma and diabetic shock</li> <li>Discuss outcomes of the patient not treated for anaphylactic shock, asthma or diabetic shock</li> </ul>	<ul style="list-style-type: none"> <li>anaphylactic shock, asthma, diabetic shock</li> </ul>	<b>Cluster Standards</b> LW 3, 4	<b>ELA</b> RI.9-10.1,4 W.9-10.2,4,6,7 SL.9-10.1a,b,6
				<b>Pathway Standards</b> LW-EFM 1, 2, 13	<b>Math</b>
				<b>Industry Standards</b>	<b>Science</b> HS-LS1-1 HS-LS1-2
<b>Weeks 38-39</b> <b>Triage</b>	<ul style="list-style-type: none"> <li>What and when would you need to establish a Triage Center?</li> <li>How does a Triage Center work?</li> <li>Where in our community have Triage Centers been used?</li> </ul>	<ul style="list-style-type: none"> <li>Analyze when and why a Triage Center would be established</li> <li>Describe how a Triage Center works</li> <li>Construct a Triage Center, assigning roles and responsibilities to class members</li> </ul>	<ul style="list-style-type: none"> <li>Written summary of the triage process, giving examples in history where they were used</li> <li>Student creation of a triage center, assigning roles and responsibilities</li> <li>Role play emergency scenarios using student developed triage centers Rubric evaluated</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 5, 6, 8, 9, 11, 12	<b>Literacy</b> RST.9-10.1,2,3,4 WHST.9-10.2,7,8,9
				<b>Cluster Standards</b> LW 1, 2, 4	<b>ELA</b> W.9-10.2,4,6 SL.9-10.1a,b,d,e,6
				<b>Pathway Standards</b> LW-EFM 1, 4, 10	<b>Math</b>
				<b>Industry Standards</b>	<b>Science</b>
<b>Week 40</b> <b>Final Exam</b>	<ul style="list-style-type: none"> <li>Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>Course Review and Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>Final Exam</li> </ul>	<b>Career Ready Practice</b>	<b>Literacy</b>
				<b>Cluster Standards</b>	<b>ELA</b>
				<b>Pathway Standards</b>	<b>Math</b>
				<b>Industry Standards</b>	<b>Science</b>

**Syracuse City School District**  
**Career and Technical Education Programs**  
**Course Syllabus**  
**EMT200: Emergency Medical Technician 200**



**Program Overview**

The EMT program is designed to help the aspiring First Responder gain the knowledge, skills, and attitudes necessary to become 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 providing basic first aid to serving as a sophisticated provider of on-scene medical services. All students are expected to participate in fitness training throughout the program, as physical fitness is essential to safe performance in the field.

Students may earn a regents diploma with a technical endorsement and will have the opportunity to earn up to eight college credits in Anatomy & Physiology from OCC while attending the program. Career opportunities include Emergency Medical Technician and Paramedic.

**Course Description**

The course allows students to go more deeply into EMT skills through further study of medical terminology, injuries and treatments of the musculoskeletal system, including soft tissue injuries, patient lifting and movement techniques, workplace safety practices and legal/ethical issues effecting medical personnel. The course combines classroom and hands-on application of the skills required of first responders.

**Course Objectives**

Students will:

1. Understand the role of the EMT in the healthcare system and elaborate on the credentials needed to fulfill this role.
2. Improve vital sign and patient assessment skills for both medical and trauma patients, per NYS EMT-Basic protocols.
3. Obtain Incident Command System (ICS) Certifications.
4. Apply proper medical terminology to complete patient care reports.
5. Explore the job functions and key skills needed to be an Emergency Medical Technician.

**Integrated Academics**

- 1 CTE Credit based on successful completion of course.
- 1 Science Credit based on successful completion of course
- 3 Credit Medical Terminology from OCC

## Equipment and Supplies

- Textbooks and all other print material; PT Gear (2 PT T-shirts, 1 sweat suit)  
Class uniform (1 uniform pant, 1 uniform shirt, 1 pair shoes, 1 belt)
- Student will provide: *N/A*

## Textbook

TBD

## Grading

Tests:	20%	Quizzes:	15%
Classwork:	15%	Homework:	10%
Participation:	20%	PT Lab Grade:	20%

## Additional Course Policies

Students must receive 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

Quarter	Units of Study
1	<ul style="list-style-type: none"><li>• Introduction to the Emergency Medical Services (EMS)</li><li>• Workplace Safety and Wellness</li><li>• Safety, Legal, and Ethical Issues</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>
2	<ul style="list-style-type: none"><li>• Levels of EMS Certification</li><li>• Airway Management</li><li>• Vital Signs and Patient Assessment</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>
3	<ul style="list-style-type: none"><li>• Illness &amp; Injury</li><li>• Bleeding &amp; Soft Tissue Injury</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>
4	<ul style="list-style-type: none"><li>• Injuries to Muscles &amp; Bones</li><li>• Children &amp; Childbirth</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>

**Syracuse City School District  
Career and Technical Education  
Scope and Sequence  
EMT200: Emergency Medical Technician 200**



**2016-2017 \*\*\*students will sit in on a chemistry prep and A&P prep class 1 day per week (co taught with science teacher)**

<b>Time Frame Unit of study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to)</b>	<b>Assessment Evidence of Learning</b>	<b>Related Standards</b>	<b>CCLS Literacy, ELA, Math, Science</b>
<b>Weeks 1-4</b>  <b>Intro to EMS System (Introduction &amp; Review)</b>  <b>Weeks 1-40</b>  <b>Medical Terminology</b>  <b>Drill and Ceremony and Fitness Training</b>	<ul style="list-style-type: none"> <li>• How are the roles of EMTs interwoven with the local health care system?</li> <li>• Why is the correct use of medical terms important in patient care?</li> <li>• How does physical fitness apply to the work of an EMT?</li> </ul>	<ul style="list-style-type: none"> <li>• Define the role of EMTs in their service with local healthcare providers, including those in specialty facilities</li> <li>• Understand the role of the 911 call center in the county</li> <li>• Apply medical terminology to patient documentation</li> <li>• Determine baseline fitness levels</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Written reflections on health facility visits and provider interviews</li> <li>• Team presentations on area Emergency Medical Services systems</li> <li>• Application of medical terminology in verbal and written documentation</li> <li>• Participation in current event discussions</li> <li>• Participation in weekly fitness drills</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4	<b>Literacy</b> RST.11-12.1,3 WHST.11-12.2,4,6
				<b>Cluster Standards</b> LW 5	<b>ELA</b> RI.11-12.4,7 SL.11-12.1a,4,5,6 W.11-12.2,4,7 L.11-12.1,2
				<b>Pathway Standards</b> LW –EFM 1	<b>Math</b>  <b>Science</b> HS-LSI-1,2,3
<b>Weeks 5-8</b>  <b>Workplace Safety and Wellness</b>	<ul style="list-style-type: none"> <li>• What is a superbug and how are MRSA &amp; VRE potential dangers to EMS workers and patients?</li> <li>• Can you cite physical dangers for EMS</li> </ul>	<ul style="list-style-type: none"> <li>• Explore mode of transmission and examine steps to prevent exposure</li> <li>• Compare the elements of infection control plans</li> <li>• Identify common work injuries, determine causes and develop a plan for</li> </ul>	<ul style="list-style-type: none"> <li>• Research and presentation on a specific disease with emphasis on mode of transmission</li> <li>• Lab practical: lifting techniques,</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 8, 9	<b>Literacy</b> RST.11-12.1,3 WHST.11-12.2,4,6
					<b>ELA</b> RI.11-12.4,7 W.11-12.2,4,7 SL.11-12.4,5,6

<b>Time Frame Unit of study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to)</b>	<b>Assessment Evidence of Learning</b>	<b>Related Standards</b>	<b>CCLS Literacy, ELA, Math, Science</b>
<b>Weeks 1-40</b>  <b>Medical Terminology</b>  <b>Drill and Ceremony and Fitness Training</b>	workers and patients? <ul style="list-style-type: none"> <li>• What connection can you make between healthy habits and workplace safety?</li> <li>• In wellness plans, why is it important to consider emotional health?</li> </ul>	prevention <ul style="list-style-type: none"> <li>• Discuss the emotional aspects of emergency care and impact on the EMT</li> </ul>	gloving, PPE <ul style="list-style-type: none"> <li>• Blood-borne pathogen training &amp; exam</li> <li>• Situational role plays with challenging/ difficult EMS topics</li> <li>• Team infection control plans</li> <li>• Current topics in EMS.</li> </ul>	<b>Cluster Standards</b> LW 2	<b>Math</b>
				<b>Pathway Standards</b> LW-EFM 1, 5	<b>Science</b> HS-LI-1,2,3
				<b>Industry Standards</b>	
<b>Weeks 9-11</b>  <b>Legal &amp; Ethical Considerations</b>  <b>Weeks 1-40</b>  <b>Medical Terminology</b>  <b>Drill and Ceremony and Fitness Training</b>	<ul style="list-style-type: none"> <li>• What is the association between current legal and ethical standards/ issues and EMT practices?</li> <li>• Do you know your legal rights as an EMT basic?</li> <li>• Do you understand the Patient Bill of Rights and how it might influence patient care?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe essential record keeping details and data collection responsibilities of the EMT–Basic</li> <li>• Examine the Good Samaritan Act and how it affects EMT emergency practices</li> <li>• Apply HIPAA regulations and ADA policies to patient care scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Practice simulations providing care in compliance with patient rights under HIPAA and ADA</li> <li>• Analysis of Patient Bill of Rights and reaction paper on emergency care delivery</li> <li>• Quiz on HIPAA and ADA regulations</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 8, 9	<b>Literacy</b> RST.11-12.1,3 WHST.11-12.2,4,6  <b>ELA</b> RI.11-12.1,4 SL.11-12.1a,b,d
				<b>Cluster Standards</b> LW 4	<b>Math</b>
				<b>Pathway Standards</b> LW-EFM 1, 4, 7	<b>Science</b>
				<b>Industry Standards</b>	
<b>Weeks 12-14</b>  <b>Vital Signs, Patient Histories and Documentation</b>  <b>Weeks 1-40</b>  <b>Medical</b>	<ul style="list-style-type: none"> <li>• 'What are normal ranges for vital signs?</li> <li>• How are accurate vital signs related to patient care?</li> <li>• Can you predict how treatment would be impacted if vital signs are inaccurate or</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately use instruments to obtain vital signs</li> <li>• Ask for and accurately record patient histories, following a predetermined format</li> <li>• Apply medical terminology in verbal communication and patient documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Lab practice on vital signs and documentation</li> <li>• Quiz on vital sign ranges and effects of abnormal results</li> <li>• Completion of medical reports using appropriate</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 8, 9, 10	<b>Literacy</b> RST.11-12. 1, 3
				<b>Cluster Standards</b> LW 2	<b>ELA</b> W.11-12.4 SL.11-12.1,6
				<b>Pathway Standards</b> LW-EFM 1, 3, 5, 9, 10	<b>Math</b>

Time Frame Unit of study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, ELA, Math, Science
Terminology  Drill and Ceremony and Fitness Training	falsified? • Why is military time used in medical practices?		military time, terminology, abbreviations/ acronyms	Industry Standards	Science HS-LSI-1,3,8
Weeks 15-20  Incident Command System  ICS 100 & 700  Weeks 1-40  Medical Terminology  Drill and Ceremony and Fitness Training	• What is NIMS, ICS and FEMA? • How does ICS effect the duties of an EMT? • Who is required to have ICS Certification?	• Examine the purpose of ICS and its basic features • Analyze the role and functions of the Incident Commander, Command staff, general staff, operations, planning, logistics and finance/administration sections • Describe the six basic ICS facilities, identifying facilities that may be located together • Recognize facility map symbols	• Written summary of requirements to use ICS, three purposes of ICS and common incident tasks • Trifold describing the purpose of the NIMS Components including: Preparedness, Communications and Information, Resource and Command Management • Successful completion of ICS 100 & 700 certifications	Career Ready Practice CRP 1, 2, 4, 8, 9, 10  Cluster Standards LW 2  Pathway Standards LW-EFM 1, 3, 5, 9, 10  Industry Standards	Literacy RST.11-12. 1, 3  ELA RI.11-12.4 W.11-12.2,4,6  Math  Science
Weeks 21-24  Basic Anatomy & Physiology/ Body Systems  Weeks 1-40  Medical Terminology	• What is the anatomy and physiology of each body system? • How is each body system unique and how do the systems function together? • How does the EMT approach soft tissue and skeletal system injuries? • Can you predict the types of musculoskeletal	• Understand the basic anatomy and physiology of body systems • Describe the body's topographic anatomy and body planes • Explain steps in the treatment of soft tissue and skeletal injuries	• Application of anatomical terms • Body systems exam • Scavenger hunt activity • Field trip to hospital departments/morgue and/or body exhibit • Dissection lab	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  ELA SL.11-12.1,6  Math  Science HS-LSI-2,3,4,8

<b>Time Frame Unit of study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to)</b>	<b>Assessment Evidence of Learning</b>	<b>Related Standards</b>	<b>CCLS Literacy, ELA, Math, Science</b>
<b>Drill and Ceremony and Fitness Training</b>	injuries an EMT might experience in the field?				
<b>Weeks 25-27</b>  <b>Patient Assessment</b>	<ul style="list-style-type: none"> <li>• How is a patient's condition assessed?</li> <li>• How does an EMT check a patient's level of response?</li> <li>• How is airway, breathing, and circulation assessed?</li> <li>• What can the skin tell us about a patient's condition?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key aspects of a general impression.</li> <li>• Identify method to check patient level of response</li> <li>• Predict how patient evaluation impacts treatment decisions</li> <li>• Demonstrate steps in the patient assessment process</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the steps in the patient assessment process for given scenarios</li> <li>• Group data collection on patient medical conditions</li> <li>• Written summary of patient assessment procedures</li> <li>• Role play activities between EMT and patient</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 8, 9	<b>Literacy</b> RST.11-12. 1, 3
<b>Weeks 1-40</b>				<b>Cluster Standards</b> LW 2, 3	<b>ELA</b> W.11-12.4 SL.11-12.1,6
<b>Medical Terminology</b>				<b>Pathway Standards</b> LW-EFM 1	<b>Math</b>
<b>Drill and Ceremony and Fitness Training</b>				<b>Industry Standards</b>	<b>Science</b> HS-LI-1,2
<b>Weeks 28-29</b>  <b>Medical Emergency Response</b>	<ul style="list-style-type: none"> <li>• How does the EMT respond to and treat the following conditions: Head, neck and spine injuries, respiratory, cardiovascular, altered mental status, stroke, headache, seizures and syncope, acute diabetic issues and anaphylactic reactions?</li> <li>• What knowledge must the EMT know for toxicological, abdominal,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe key structures and functions of the muscular/skeletal system</li> <li>• Explain how the muscular and skeletal systems work together to provide movement</li> <li>• Demonstrate proper treatment of sprains, strains and fractures</li> <li>• Management of head and spine injuries</li> <li>• Identify and describe the reproductive and genitourinary systems, understand common diseases/ injuries and respective treatments</li> </ul>	<ul style="list-style-type: none"> <li>• Chicken lab, examining key anatomical structures</li> <li>• Quiz on bone identification</li> <li>• Anatomy &amp; Physiology Exam</li> <li>• Student demonstration of femur fracture management</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 8, 9	<b>Literacy</b> RST.11-12.1,3
<b>Weeks 1-40</b>				<b>Cluster Standards</b> LW 3	<b>ELA</b> RI.11-12.4 SL.11-12.1,6
<b>Medical Terminology</b>				<b>Pathway Standards</b> LW-EFM 1, 2, 9	<b>Math</b>
<b>Drill and Ceremony and Fitness Training</b>				<b>Industry Standards</b>	<b>Science</b> HS-LI-1,2

Time Frame Unit of study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, ELA, Math, Science
	gynecological, genitourinary and renal conditions?	<ul style="list-style-type: none"> <li>Observe and interpret the physical and mental status of patients, based on signs and symptoms</li> </ul>			
<b>Weeks 30-31</b> <b>Trauma Response</b>	<ul style="list-style-type: none"> <li>When and how would a traction splint be used?</li> <li>How does an EMT respond to a possible fracture?</li> <li>How is a patient extricated from a vehicle after an accident?</li> <li>What is an airway adjunct?</li> <li>When is NPA/OPA used as an airway adjunct?</li> </ul>	<ul style="list-style-type: none"> <li>Stabilize a femur fracture</li> <li>Splint a broken bone</li> <li>Apply backboard stabilization</li> <li>Stop bleeding with direct pressure, lifting and using pressure point and tourniquet</li> <li>Describe vehicle extrication</li> <li>Describe Oropharyngeal (oral) airways (OPAs) and nasopharyngeal (nasal) airways and identify conditions for placement of each type</li> </ul>	<ul style="list-style-type: none"> <li>Lab: traction splint application, c-spine stabilization</li> <li>Helicopter operations/protocols, including landing demonstration</li> <li>Water rescue demonstration</li> <li>Vehicle extrication demonstration</li> <li>NPA/OPA insertion and contraindications</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 8, 9  <b>Cluster Standards</b> LW 3  <b>Pathway Standards</b> LW-EFM 1, 2, 9  <b>Industry Standards</b>	<b>Literacy</b> RST.11-12.1,3  <b>ELA</b> SL.11-12.1a,b,d,6  <b>Math</b>  <b>Science</b> HS-LS1-1
<b>Weeks 1-40</b> <b>Medical Terminology</b>  <b>Drill and Ceremony and Fitness Training</b>					
<b>Week 32</b> <b>Weather Awareness Week</b>					<b>Science</b> HS-ESS2-8
<b>Weeks 33-36</b> <b>Triage</b>	<ul style="list-style-type: none"> <li>What happens at a triage center?</li> <li>How does a Triage Center operate?</li> <li>Why and when might a Triage Center be established?</li> <li>Where in our community have Triage Centers been used?</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the purpose of a Triage Center and describe its protocols and operations</li> <li>Describe the roles and responsibilities assigned at a Triage Center</li> <li>Analyze when and why a Triage Center would be established</li> </ul>	<ul style="list-style-type: none"> <li>Written summary of the triage process, citing specific examples in history where they were used-rubric rated performance</li> <li>Lab practice in assigned roles at a Triage Center</li> <li>Team Project</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 8, 9  <b>Cluster Standards</b> LW 2, 3	<b>Literacy</b> RST.11-12.1,3  <b>ELA</b> RI.11-12.4 SL.11-12.1a,b,d,6  <b>Math</b>
<b>Weeks 1-40</b>					

<b>Time Frame Unit of study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to)</b>	<b>Assessment Evidence of Learning</b>	<b>Related Standards</b>	<b>CCLS Literacy, ELA, Math, Science</b>
<b>Medical Terminology</b>  <b>Drill and Ceremony and Fitness Training</b>			Presentations: Construction of a Triage Center with assigned roles/responsibilities and protocols	<b>Pathway Standards</b> LW-EFM 1, 2, 5, 9, 11, 12 <b>Industry Standards</b>	<b>Science</b>
<b>Weeks 37-38</b>  <b>Community Outreach</b>  <b>Weeks 1-40</b>  <b>Medical Terminology</b>  <b>Drill and Ceremony and Fitness Training</b>	<ul style="list-style-type: none"> <li>• What is National Emergency Medical Services Week?</li> <li>• How do we make our school community aware of National Emergency Service Week?</li> <li>• How do we demonstrate and share awareness of the vital role/service the EMT performs in the community?</li> </ul>	<ul style="list-style-type: none"> <li>• Design and execute an EMS walk in the school exploring medical issues EMTs face on the job</li> <li>• Analyze the level of EMT skills needed in selected community settings</li> <li>• Produce information pamphlets on the role of the EMT in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in EMS school walk though</li> <li>• Peer analysis and critique of information pamphlets-rubric evaluated</li> <li>• Student research about the purpose and function at selected community sites</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 8, 9	<b>Literacy</b> RST.11-12.1,3 WHST.11-12.2,4,6  <b>ELA</b> RI.11-12.4,7 W.11-12.2,4,6 SL.11-12.1a,b,d,6
				<b>Cluster Standards</b>	<b>Math</b>
				<b>Pathway Standards</b> LW-EFM 1, 2, 4, 9, 10, 12 <b>Industry Standards</b>	<b>Science</b>
<b>Week 39</b>  <b>Comprehensive Review/Test Prep</b>  <b>Weeks 1-40</b> <b>Medical Terminology</b>  <b>Drill and Ceremony and Fitness Training</b>	<ul style="list-style-type: none"> <li>• What have we learned in this course?</li> <li>• How will we apply it to the profession?</li> </ul>	Course Review	<ul style="list-style-type: none"> <li>• EMT Basic practice test</li> <li>• Review for EMT-Basic exam</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 8, 9 <b>Cluster Standards</b>	<b>Literacy</b> RST.11-12.1,3 WHST.11-12.2,4,6  <b>ELA</b> RI.11-12.4 SL.11-12.1,6
				<b>Pathway Standards</b> LW-EFM 1, 2, 4, 9, 10, 12 <b>Industry Standards</b>	<b>Math</b>
					<b>Science</b>
<b>Week 40</b>	• Course Review	• EMT knowledge test	Final Exam	<b>Career Ready Practice</b>	<b>Literacy</b>

Time Frame Unit of study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, ELA, Math, Science
<b>Final Exam</b>  <b>Weeks 1-40</b>  <b>Medical Terminology Drill and Ceremony and Fitness Training</b>		<ul style="list-style-type: none"> <li>• Practical Exam: station testing</li> <li>• Medical terminology</li> </ul>		CRP 2, 4	<b>ELA</b>
				<b>Cluster Standards</b>	<b>Math</b>
				<b>Pathway Standards</b>	<b>Science</b>
				<b>Industry Standards</b>	

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**Syracuse City School District**  
**Career and Technical Education Programs**  
**Course Syllabus**  
**EMT300: Emergency Medical Technician 300**



**Program Overview**

The EMT program is designed to help the aspiring First Responder gain the knowledge, skills, and attitudes necessary to become 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 providing basic first aid to serving as a sophisticated provider of on-scene medical services. All students are expected to participate in fitness training throughout the program, as physical fitness is essential to safe performance in the field. Students may earn a regents diploma with a technical endorsement and will have the opportunity to earn up to eight college credits in Anatomy & Physiology from OCC while attending the program. Career opportunities include Emergency Medical Technician and Paramedic.

**Course Description**

This course advances student levels of medical terminology, emergency response skills and provides a greater understanding of HIPAA, patient rights and responsibilities and scope of practice within the Good Samaritan Act. Other topics include children and childbirth and CPR Certification. Students will perform internship experiences along with gaining college credit in Anatomy & Physiology.

**Pre-Requisites**

Completion of Emergency Medical Technician 100 and 200.

**Course Objectives**

Students will:

1. Explore the job functions and key skills needed to be an Emergency Medical Technician.
2. Be able to discuss the role of the EMT in the health care system and elaborate what credentials are needed to fulfill this role.
3. Obtain American Heart Association (AHA) healthcare provider CPR & First Aid Certification.
4. Complete job shadows and internship experiences.

**Integrated Academics**

- 1 CTE Credit based on successful completion of course.
- 1 English Credit based on successful completion of course.
- 1 Science Credit based on successful completion of course.

## Equipment and Supplies

- Textbooks and all other print material; PT Gear (2 PT T-shirts, 1 sweat suit)  
Class uniform (1 uniform pant, 1 uniform shirt, 1 pair shoes, 1 belt)
- Student will provide: *N/A*

## Textbook

*TBD*

## Grading

Tests:	20%	Quizzes:	15%
Classwork:	15%	Homework:	10%
Participation:	20%	PT Lab Grade:	20%

## Additional Course Policies

Students must receive 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

Quarter	Units of Study
1	<ul style="list-style-type: none"><li>• Intermediate Emergency Medical Services (EMS)</li><li>• Workplace Safety and Wellness</li><li>• Safety, Legal, and Ethical Issues</li><li>• Good Samaritan Act</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>
2	<ul style="list-style-type: none"><li>• CPR &amp; First Aid</li><li>• Patient Movement and Transport</li><li>• Airway Management</li><li>• Patient Assessment</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li><li>• Internship</li></ul>
3	<ul style="list-style-type: none"><li>• Illness &amp; Injury</li><li>• Bleeding &amp; Soft Tissue Injury</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li><li>• Internship</li></ul>
4	<ul style="list-style-type: none"><li>• Intermediate-Injuries to Muscles &amp; Bones</li></ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Children &amp; Childbirth</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li><li>• Internship</li></ul> |
|--|---|

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**  
**EMT 300: Emergency Medical Technician 300**



Time Frame certification Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, ELA Math, Science
<b>Weeks 1-4</b>  <b>Emergency Medical Technician</b>	<ul style="list-style-type: none"> <li>● Do you know the different certification and licensing levels for EMTs in NYS?</li> <li>● What does HIPAA stand for and what role does it play in the work of an EMT?</li> <li>● What are the physical standards for the EMT?</li> <li>● What is the essential equipment in EMT work and how does each function?</li> <li>● What is the role and responsibility of a medical director?</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate responsibilities and equipment used in the role of First Responder, EMT-Basic, EMT-Intermediate and EMT-Paramedic</li> <li>● Identify levels of certification and licensing for EMTs in NYS</li> <li>● Explain the professional attributes required for the EMT-Basic</li> <li>● Examine ambulance equipment and analyze the functions of each</li> <li>● Understand the impact of the Health Insurance Portability and Accountability Act (HIPAA) on patient privacy</li> </ul>	<ul style="list-style-type: none"> <li>● Written summaries on EMT duties and responsibilities</li> <li>● Team presentation on roles of the EMT- Rubric based evaluation</li> <li>● Group summary on standards required for EMT-Rubric based evaluation</li> <li>● Rubric of students' abilities compared with EMT requirements</li> <li>● Quiz on roles and responsibilities of an EMT-Basic</li> <li>● Word wall on professional attributes for EMTs</li> <li>● Foldable activity and team presentation on equipment identification and function</li> <li>● Quiz on equipment identification and function</li> <li>● Practical exam on proper lifting</li> </ul>	<b>Career Ready Practices</b> CRP1,4,10	<b>Literacy</b> RST.11-12.1,4,5 WHST.11-12.2, 7,8,9
				<b>Cluster Standards</b> LW2,6	<b>ELA</b> W.11-12.2,4,6 SL.11-12.1,3,4, 5,6
				<b>Pathway Standards</b> LW-EFM 1, 4	<b>Science</b>
				<b>Industry Standards</b>	

Time Frame certification Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, ELA Math, Science
			techniques <ul style="list-style-type: none"> <li>● Guest speaker- Medical Director</li> <li>● Guest Speaker- AMR</li> <li>● HIPAA training</li> </ul>		
<b>Weeks 1-40 Medical Terminology</b>  <b>Weeks 1-40 Physical Exercise and Drill</b>	What is the appropriate terminology for medical professionals? <ul style="list-style-type: none"> <li>● What study techniques can we apply for success in medical terminology?</li> <li>● How can we use medical dictionaries as a resource?</li> </ul>	<ul style="list-style-type: none"> <li>● Interpret medical prefixes, suffixes, root words and abbreviations to simplify terminology for the layperson</li> <li>● Create written medical documentation with the use of proper medical terminology</li> <li>● Communicate effectively through radio communication by using proper medical terminology and technical language</li> <li>● Use a medical dictionary to decode medical terminology and create medical words with prefix suffix and root words</li> </ul>	<ul style="list-style-type: none"> <li>● Decoding and written documentation of medical terminology daily</li> <li>● Creation of personal medical dictionary</li> <li>● Monthly Oral test on medical terminology suffixes, prefixes, and abbreviations</li> <li>● Independent medical terminology workbook</li> <li>● Radio communication case review</li> <li>● Creation of index cards or study purposes</li> </ul>	<b>Career Ready Practices</b> CRP1,2,3  <b>Cluster Standards</b>  <b>Pathway Standards</b> LW-EFM1  <b>Industry Standards</b>	<b>Literacy</b> RST.11-12.4  <b>ELA</b> W.11-12.2 SL.11-12.3 L.11-12.1,2,5,6  <b>Science</b> HS-LS-2, 3
<b>Weeks 5-8 Workplace Safety and Wellness</b>	<ul style="list-style-type: none"> <li>● What are pathogens and how are diseases transmitted?</li> <li>● How do we get immunity to diseases?</li> <li>● What are the key elements of an Infection Control Plan?</li> <li>● Why are universal precautions necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the mode of transmission and understand the steps to prevent and/or follow-up on an exposure</li> <li>● Describe how immunity to infectious disease is acquired</li> <li>● Identify and explain the safety protocols, universal precautions and blood-borne</li> </ul>	<ul style="list-style-type: none"> <li>● Quiz</li> <li>● Research and presentation on a specific disease with emphasis on the mode of transmission</li> <li>● Demonstration of proper handwashing, gloving and de-gloving techniques</li> </ul>	<b>Career Ready Practices</b> CRP1,4,5  <b>Cluster Standards</b> LW2,3	<b>Literacy</b> RST.11-12.1,2,4,7,8 WHST.11-12.2  <b>ELA</b> W.11-12.1,2,4,6 SL.11-12.1,4,5,6 L.11-12.1-6  <b>Science</b> HS-LS1-1,2,3

Time Frame certification Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, ELA Math, Science
	for EMTs? <ul style="list-style-type: none"> <li>• What are proper lifting techniques for patients?</li> <li>• How do you safely use a gurney during patient transport?</li> </ul>	pathogen procedures that all EMTs must use in their work <ul style="list-style-type: none"> <li>• Understand the emotional aspects of emergency care</li> <li>• State the steps that contribute to wellness and their importance in managing stress</li> </ul>	<ul style="list-style-type: none"> <li>• OSHA Blood-borne pathogen training with test</li> <li>• Practical test on lifting techniques</li> <li>• Develop an Infection control plan for a clinic in a specific area of the world, to include a training piece for the staff</li> <li>• Create an information clip for TV on flu prevention in schools</li> </ul>	<b>Pathway Standards</b> LW-EFM1,5,13  <b>Industry Standards</b>	
<b>Weeks 5-15</b> <b>Reading of The Unthinkable by Amanda Ripley</b>	<ul style="list-style-type: none"> <li>• How do people act in a crisis?</li> <li>• How can the brain be trained to survive in a crisis?</li> <li>• What have we learned from past crisis to help in future crisis?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how the average person reacts individually in an emergency</li> <li>• Recognize how the average person reactions as part of a group in an emergency</li> <li>• Discuss large emergencies from the past and discuss lessons learned</li> <li>• Describe ways to train your brain to react in an emergency situation</li> <li>• Participate in a book club and contribute appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter quizzes</li> <li>• Book report</li> <li>• Group book club discussions</li> <li>• Read out loud in group structure</li> <li>• Independent Reading</li> </ul>	<b>Career Ready Practices</b> CRP1,2,4,9  <b>Cluster Standards</b> LW1,2,3  <b>Pathway Standards</b> LW-EFM1,4,5  <b>Industry Standards</b>	<b>Literacy</b> RST.11-12.1,2,3,4,6  <b>ELA</b> W.11-12.2,4,6 SL.11-12.1,3,4 L.11-12.1,2,3,6  <b>Science</b>
<b>Weeks 9-12</b> <b>Safety Legal, and Ethical Issues</b>	<ul style="list-style-type: none"> <li>• How do legal and ethical issues impact the EMT–Basic?</li> <li>• What guidelines should EMTs follow to protect</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze HIPAA regulations, Patients’ Rights, and the American with Disabilities Act and their relevance to the EMT position</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of Patient Rights Documents and what they are intended to protect</li> <li>• Written assignment on</li> </ul>	<b>Career Ready Practices</b> CRP1,4,8,9	<b>Literacy</b> RST.11-12.1,2,4,5,6,8 WHST.11-12.2,7,8,9

Time Frame certification Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, ELA Math, Science
	<p>themselves from legal action?</p> <ul style="list-style-type: none"> <li>• How do HIPAA, Patient Rights and the ADA impact the EMT-Basic?</li> <li>• What is the impact of the Good Samaritan Act on EMTs?</li> <li>• What is an ethical decision?</li> <li>• When is an “Against Medical Advice” (AMA) form used and how is it documented?</li> <li>• When can't an AMA be used?</li> <li>• What is a “Do Not Resuscitate” (DNR) order?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what current legal and ethical issues are relevant to an EMT-Basic</li> <li>• Understand the responsibilities of record keeping and data collection as an EMT-Basic</li> <li>• Create a patient run report demonstrating proper legal requirements</li> <li>• Predict how ethical decisions might strike at core human values as part of the EMT-Basic position</li> <li>• Examine the Good Samaritan Act and how it affects the EMT in providing medical services in the community</li> <li>• Research cases where EMTs have been challenged under the “Good Samaritan Act”</li> </ul>	<p>HIPAA Case Violation</p> <ul style="list-style-type: none"> <li>• Summary of research on current legal issues in the medical field</li> <li>• Written statement of ethical behavior</li> <li>• Quiz on Good Samaritan Act</li> <li>• Article critique on EMT legal issues</li> <li>• Creation of template run reports</li> <li>• Ten Week Assessment</li> </ul>	<p><b>Cluster Standards</b> LW2,5</p> <hr/> <p><b>Pathway Standards</b> LW-EFM1,7</p> <hr/> <p><b>Industry Standards</b></p>	<p><b>ELA</b> W.11-12.2,4,5,6, SL.11-12.1,2,3, 4,5 L.11-12.1-6</p> <hr/> <p><b>Science</b></p>
<p><b>Week 13-15</b> <b>Vital Signs,</b> <b>Sample History,</b> <b>Military Time,</b> <b>Documentation,</b> <b>Weight/Height</b></p>	<ul style="list-style-type: none"> <li>• What are indicators of bad/abnormal vital signs and how are they recorded?</li> <li>• What are normal ranges for vital signs?</li> <li>• What are abnormal and need to be treated immediately?</li> <li>• How is SAMPLE used and what does the acronym stand for?</li> <li>• What results of SAMPLE are important to an EMT?</li> </ul>	<ul style="list-style-type: none"> <li>• Perform and record Baseline Vital Signs</li> <li>• Be able to ask for and record a SAMPLE History</li> <li>• Recognize SAMPLE from various patient reports, to include documentation of SAMPLE</li> <li>• Identify parts of equipment used and be able to read weight scale and BP readings.</li> <li>• Recognize a problem with equipment and troubleshoot for accurate readings</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Lab Practicals</li> <li>• Create an informational brochure listing “normal” ranges, for patient education</li> <li>• Develop a training unit and instruct a class on military time</li> <li>• Journal of patient run reports</li> <li>• Role playing with patient questions and proper documentation</li> </ul>	<p><b>Career Ready Practices</b> CRP1,2,4,11</p> <hr/> <p><b>Cluster Standards</b> LW4</p>	<p><b>Literacy</b> RST.11-12.4,7</p> <hr/> <p><b>ELA</b> W.11-12.2,4,5 SL.11-12.1,2,3,4 L.11-12.1-6</p>

Time Frame certification Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, ELA Math, Science
	<ul style="list-style-type: none"> <li>Why is important to have a resume?</li> <li>Who reviews resumes and how do they analyze the information?</li> <li>What does a potential employer look for when hiring an EMT?</li> </ul>	<ul style="list-style-type: none"> <li>Read and write conversion to military time</li> <li>Develop and type a resume</li> </ul>	<ul style="list-style-type: none"> <li>Resume creation and revisions</li> </ul>	<b>Pathway Standards</b> LW-EFM1,3,10,13  <b>Industry Standards</b>	<b>Science</b> HS-LS1-1,3,8
<b>Weeks 16-17 HealthCare provider CPR First Aid Review</b>	<ul style="list-style-type: none"> <li>Why is Healthcare Provider CPR certification needed for a career as an EMT?</li> </ul>	<ul style="list-style-type: none"> <li>Perform and certify in American Heart Association (AHA) CPR &amp; First Aid Standards</li> </ul>	<ul style="list-style-type: none"> <li>Certification Test for American Heart Association (AHA) Heartsaver CPR/First Aid Certification</li> </ul>	<b>Career Ready Practices</b> CRP1,2,9,11	<b>Literacy</b> RST.11-12.1,2,4,7 WHST.11-12.2,7,8,9
				<b>Cluster Standards</b> LW4	<b>ELA</b> SL.11-12.1,2,3,4 L.11-12.1,2,6
				<b>Pathway Standards</b> LW-EFM1,3,4	<b>Science</b>
				<b>Industry Standards</b>	
<b>Weeks 18-28 Anatomy and Physiology Review</b>	<ul style="list-style-type: none"> <li>Can you name the anatomical directions/ planes/cavities?</li> <li>What are the names of each bone of the body?</li> <li>What are the different types of fractures</li> <li>How do you explain basic respiratory functions to patients?</li> <li>How do you explain the basic heart functioning</li> </ul>	<ul style="list-style-type: none"> <li>Understand the body's topographic anatomy, including the anatomic position and the planes of the body.</li> <li>Compare and contrast anatomy and physiology of bones</li> <li>Recognize bone injury and analyze proper treatment</li> <li>Explain basic anatomy and physiology of the respiratory</li> </ul>	<ul style="list-style-type: none"> <li>Create an instructional video on anatomical terms</li> <li>Quiz</li> <li>Creation of Scavenger Hunt using anatomical terms</li> <li>Quiz on each body system</li> <li>Field trip to morgue/ hospital departments/or body</li> </ul>	<b>Career Ready Practices</b> CRP1,2,4,11	<b>Literacy</b> RST.11-12.1,4,7,8
				<b>Cluster Standards</b>	<b>ELA</b>
				<b>Pathway Standards</b> LW-EFM1,3	<b>Science</b> HS-LS1-1,2,3,4,8

Time Frame certification Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, ELA Math, Science
	to patients?	system <ul style="list-style-type: none"> <li>● Distinguish among airway tools (OPA, NPA, Combi) and determine the correct tool</li> <li>● Explore and analyze the anatomy and physiology of circulatory system</li> <li>● Describe path and process of blood movement throughout the body</li> <li>● Compare and contrast methods of bleeding control</li> <li>● Develop patient treatment plans for soft tissue injuries and burns</li> <li>● Calculate percentage of burns on body</li> </ul>	exhibit <ul style="list-style-type: none"> <li>● Orange dissection</li> <li>● Practical exam on splinting, including traction splint</li> <li>● Practical exam of bleeding control</li> <li>● Fetal pig dissection</li> <li>● Heart dissection</li> <li>● Lung dissection</li> <li>● Test on calculation of burn percentage on body</li> </ul>	<b>Industry Standards</b>	
<b>Weeks 24-29 Science Fair</b>	<ul style="list-style-type: none"> <li>● How do you complete a science experiment?</li> <li>● What is a hypothesis?</li> </ul>	<ul style="list-style-type: none"> <li>● Identify a patient-based experiment</li> <li>● Research data to support background information relevant to your experiment</li> <li>● Compile data and interpret results of experiment</li> <li>● Create and conduct presentation of experiment</li> </ul>	<ul style="list-style-type: none"> <li>● Create a research-based experiment for presentation at Science Fair</li> <li>● Complete Science Fair data packet</li> <li>● Class presentation</li> </ul>	<b>Career Ready Practices</b> CRP1,2,4,6,8,9,11, 12	<b>ELA</b> RST.11-12.1-5,7
				<b>Cluster Standards</b> LW2,3	<b>ELA</b> W.11-12.1,2,4,5,6,8 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,4,6
				<b>Pathway Standards</b> LW-EFM1,3,4,5	<b>Science</b> HS-LS1-1,2,3
				<b>Industry Standards</b>	

Time Frame certification Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, ELA Math, Science
<b>Weeks 29-30</b>  <b>Patient Assessment</b>	<ul style="list-style-type: none"> <li>● How are patient medical conditions assessed?</li> <li>● What does DR. ABCDE stand for?</li> <li>● What are the differences between medical and trauma assessments?</li> <li>● How does a primary assessment differ from a secondary assessment?</li> <li>● When might an EMT need to request additional resources?</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how the EMT-Basic approaches patient evaluation in the field</li> <li>● Compare/contrast medical, NOI (Medical) and trauma, MOI (Trauma) assessments in patients</li> <li>● Demonstrate EMT-Basic primary assessment</li> <li>● Analyze how patient evaluation impacts treatment decisions</li> <li>● Compare and contrast primary and secondary patient assessment protocols</li> <li>● Demonstrate steps in secondary assessment process</li> <li>● Demonstrate how to properly package patient and operate gurney</li> <li>● Analyze situation and determine need for additional resources</li> </ul>	<ul style="list-style-type: none"> <li>● medical case review with anticipated EMT-Basic protocols</li> <li>● Role playing exercises between EMT and patient-Rubric scored</li> <li>● Practical test on medical assessment</li> <li>● Practical test on trauma assessment</li> <li>● Test an assessment acronyms</li> <li>● Guest Speaker- Mercy Flight-Helo operations</li> <li>● Vocabulary reinforcement through group activity</li> </ul>	<b>Career Ready Practices</b> CRP1,2,4,8,9,11  <b>Cluster Standards</b> LW1,2  <b>Pathway Standards</b> LW-EFM1,3,4,7,9,10  <b>Industry Standards</b>	<b>Literacy</b> RST.11-2.1,2,3,4,7 WHST.11-12.2  <b>ELA</b> W.11-12.2,4,5,6, SL.11-12.1-5 L.11-12.1,2,3,4,6  <b>Science</b> HS-LS1-1,2
<b>Weeks 31-32</b>  <b>Medical Emergency Response</b>	<ul style="list-style-type: none"> <li>● How does an EMT respond to and treat respiratory, cardiovascular, altered mental status stroke, headache, seizures and syncope, acute diabetic, anaphylactic reactions?</li> <li>● What knowledge is necessary to respond to</li> </ul>	<ul style="list-style-type: none"> <li>● Develop treatment plans for each respective medical condition</li> <li>● Demonstrate administering nebulizer treatment</li> <li>● Demonstrate oxygen placement with spo2 monitoring</li> <li>● Administer appropriate EMT-Basic medications within the</li> </ul>	<ul style="list-style-type: none"> <li>● Gallery walk of treatments for medical emergencies</li> <li>● Create instructional video of a medical condition with proper EMT-Basic treatment</li> <li>● Students will develop a rubric for a condition with treatment (used</li> </ul>	<b>Career Ready Practices</b> CRP1,2,4,8,9,11  <b>Cluster Standards</b> LW1,2,3	<b>Literacy</b> RST.11-12.1,5,7  <b>ELA</b> W.11-12.2,4,6,7,10

Time Frame certification Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, ELA Math, Science
	toxicological, abdominal gynecologic, genitourinary and renal conditions? ● When is an EMT-Basic responsible for delivering a baby?	scope of practice ● Demonstrate proper protocols for childbirth, to include cutting umbilical cord	to grade a peers video) ● Practical assessment for O2 equipment and placement	<b>Pathway Standards</b> LW-EFM 1,2,3,5,9,10,13	<b>ELA</b> SL.11-12.1,3,4,5 L.11-12.1,2,3,4,5,6
<b>Week 33</b>  <b>Trauma Response</b>	● What is the goal of initial trauma assessment? ● What questions should an EMT ask in trauma assessment? ● How does a patient's age affect the EMT's approach to trauma? ● What systematic steps are taken in trauma assessment? ● When would a trauma patient	● Analyze medical situations and determine response/ treatment ● Demonstrate stabilization of a femur fracture using a traction splint ● Demonstrate the method of splinting a broken bone ● Demonstrate how to safely control bleeding with direct pressure, lifting, using pressure point and tourniquet ● Demonstrate correct method of back stabilization using a backboard and straps ● Apply the use of a KED to provide C-Spine alignment	● Skills practice and assessments ● Lab Simulations	<b>Industry Standards</b>  <b>Science</b> HS-LS1-1,3,8	
				<b>Career Ready Practices</b> CRP1,2,4,8,9,11,12	<b>Literacy</b> RST.11-12.1,2,4
				<b>Cluster Standards</b> LW1,3	<b>ELA</b> W.11-12.2,4,6 SL.11-12.1,2,3,4 L.11-12.1,5,6
				<b>Pathway Standards</b> LW-EFM1,2,3	<b>Science</b> HS-LS1-1
				<b>Industry Standards</b>	
<b>Weeks 30-36</b> <b>Job shadow</b>	● How can job shadows enhance classroom learning? ● Who will supervise you at your shadow experience? ● What is your role during a job shadow? ● What challenges might you experience during a	● Determine areas of interest through shadow experiences ● Discuss new learning in the field ● Identify areas /topics needing review or reinforcement to improve understanding ● Observe the chain of command and order of	● Participate in shift rotations at AMR ambulance service ● Complete reflective job shadow journal entries ● Share shadow experiences with class	<b>Career Ready Practices</b> CRP1,4	<b>Literacy</b> RST.11-12.1,4,8
				<b>Cluster Standards</b> LW 6	<b>ELA</b> W.11-12.2,4,5,6,10 SL.11-12.1,2,3,6 L.11-12,1,2,5,6
				<b>Pathway Standards</b> LW-EFM 1,4,8	<b>Science</b> HS-LS1-1,3

<b>Time Frame certification Unit of Study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to)</b>	<b>Assessment Evidence of Learning</b>	<b>Related Standards</b>	<b>CCLS Literacy, ELA Math, Science</b>
	job shadow?	operations in the field <ul style="list-style-type: none"> <li>• Demonstrate maturity and responsibility when interacting with medical professionals</li> </ul>		<b>Industry Standards</b>	
<b>Weeks 34-36 Triage</b>	<ul style="list-style-type: none"> <li>• When would you need to establish a Triage Center?</li> <li>• How does a Triage Center Work?</li> <li>• Where in our community have Triage Centers been used?</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze when and why a Triage Center would be established.</li> <li>• Define how a Triage Center works</li> <li>• Construct a Triage Center, assigning roles and responsibilities of class members</li> </ul>	<ul style="list-style-type: none"> <li>• Written summary of the triage process, citing historical examples of their use</li> <li>• Construct a Triage Center and role play emergency scenarios- Performance Rubric</li> <li>• Field trip and participation in a Full Scale emergency exercise</li> </ul>	<b>Career Ready Practices</b> CRP1,2,4,8,9,12	<b>Literacy</b> RST.11-12.1,2,4,8,10 WHST.11-12.2,7,8,9
				<b>Cluster Standards</b> LW1	<b>ELA</b> W.11-12.2,4,5,6 SL.11-12.1,3,6 L.11-12,1,2,4,5,6
				<b>Pathway Standards</b> LW-EFM1,4,9,11,12	<b>Science</b>
				<b>Industry Standards</b>	
<b>Weeks 37-39 Community Outreach</b>	<ul style="list-style-type: none"> <li>• What is National Emergency Medical Services Week?</li> <li>• How do we make our School Community aware of National Emergency Service Week?</li> <li>• How do we educate others in the vital role of EMTs in the community?</li> </ul>	<ul style="list-style-type: none"> <li>• Design and execute an EMS walk in the school exposing the range of medical issues faced by EMTs on the job</li> <li>• Discuss and demonstrate the skills needed to be an EMT in a community setting</li> <li>• Produce information pamphlets on the role of the EMT in the community, including required skill sets and certifications</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in the school hallway walk-through –rubric score</li> <li>• Creation of informational pamphlets for EMT's role in community- Rubric</li> <li>• Field trip to Ronald McDonald house to assist with staff and family/patient needs</li> </ul>	<b>Career Ready Practices</b> CRP1,2,4,6,8,9,12	<b>Literacy</b> RST.11-12.1,2,4,9 WHST.11-12.2,7,8,9
				<b>Cluster Standards</b> LW2,4	<b>ELA</b> W.11-12.2,4,5,6 SL.11-12.1,4,5,6 L.11-12.1-6
				<b>Pathway Standards</b> LW-EFM1,4,13	<b>Science</b>
				<b>Industry Standards</b>	
<b>Week 40</b>	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Course Review and Final Exam</li> <li>• First Responder</li> </ul>	<ul style="list-style-type: none"> <li>• First Responder Certification Testing</li> </ul>	<b>Career Ready Practices</b> CRP1,2,4,8	<b>Literacy</b> RST.11-12.1,2,4,9 WHST.11-12.2,

Time Frame certification Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, ELA Math, Science
					7,8,9
				Cluster Standards LW3	ELA
				Pathway Standards LW-EFM 1,4,5	Science
				Industry Standards	

## B. Teacher Certification

*The self-study team reviews the teacher certification and training of the school or BOCES' instructional, paraprofessional, and support staff who deliver services within the CTE program seeking approval. New York State teacher certification review should include both CTE teachers and teachers of academic content within the proposed program.*

### Process

- Reviewers confirm that all CTE teachers hold appropriate New York State teacher certification for the program in which they will teach.
- Reviewers confirm that all teachers of academic content hold appropriate New York State teacher certification for the program in which they will teach.
- Reviewers confirm the appropriate NCLB highly-qualified status for the CTE teachers in programs offering academic credit.
- Reviewers confirm that staff delivering instruction in programs where certification, licensure, or registration by an external entity have acquired the necessary credentials.
- Reviewers confirm that professional development opportunities exist within the school district or BOCES for instructional, paraprofessional, and support staff to acquire and improve skills and knowledge related to instructional enhancement of the CTE program.

### Documentation

Recommendations from the review of teacher certification should be included in the self-study report and reviewed by the external committee. A list of all teachers for the program and the New York State teacher certification(s) held by each must be attached to the Application for Career and Technical Education Program Approval.

### Resources

New York State Office of Teaching Initiatives  
<http://www.highered.nysed.gov/tcert/certificate/certprocess.htm>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

Account Information

Person Information			
<b>Name</b>	BRANDI L SCHAEFER	<b>SSN</b>	
<b>Date of Birth</b>		<b>Teacher Id</b>	
<b>Gender</b>		<b>Address</b>	

Certificates						
Credential	Status	Application Type	Issued / Effective Date	Original Exp. Date	Time Extended Exp. Date	Control Number
Emergency Medical Services 7-12, Initial Certificate	Issued	CERTIFICATE	02/10/2018	08/31/2023		1205320181
Emergency Medical Services 7-12, Transitional A Certificate	Expired	CERTIFICATE	09/01/2012	08/31/2015	08/31/2017	692797121
Emergency Medical Services 7-12, Transitional A Certificate Time Extension	Expired	TIME EXTENSION	09/01/2015		08/31/2017	1012818161

Applications are valid for three years or two evaluations, whichever comes first.

Applications						
Credential	Cert Path	Application Type	Status	Application Date	Evaluation History	Application Paid?
<i>No Data Found</i>						

## C. Technical Assessments Based on Industry Standards

*The self-study team reviews the selection of a technical assessment for the program seeking approval. The selected technical assessment must be nationally-recognized and based on industry standards. It must be available to students enrolled in the approved program and must consist of three parts: written, student demonstration, and student project. Successful completion of the technical assessment is not a requirement for high school graduation, but is required for a student to earn a technical endorsement on the high school diploma*

*The New York State Education Department does not approve, endorse, or certify any technical assessment.*

### Process

- The school district or BOCES selects an appropriate industry standard technical assessment to measure student proficiency in the technical field for the program. The school district or BOCES may select a New York State licensing examination as the technical assessment.
- The school district or BOCES determines the scheduling and administration of technical assessments. It is not required that the technical assessment be administered at the conclusion of the program. Parts may be administered throughout a student's learning experience.
- The school district or BOCES determines the number of times a student may take a particular technical assessment.
- The school district or BOCES must comply with existing laws and regulations related to administration of technical assessments to students with disabling conditions and provide appropriate testing modifications. Restrictions on student eligibility for testing are the responsibility of the test producer.
- In the absence of an appropriate nationally-recognized industry standard based assessment, a consortium of local, regional, state, business and industry representatives may be formed to produce such an instrument.
  - Technical assessments must meet generally recognized psychometric criteria. Therefore, the consortium approach may be expensive because of the many steps required to insure assessment validity, reliability, and security.
  - An existing CTE advisory committee or craft committee is not a technical assessment consortium. The school district or BOCES must ensure that the assessment consortium adequately represents current business and industry standards for the specific career area for the program.
- Where an appropriate technical assessment exists, but consists of only one or two parts, a consortium must be formed to develop the missing part(s).
- The school district or BOCES must develop a system to collect student-level and program-level data on performance on the technical assessment.

### Documentation

Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee.

### Resources

New York State graduation requirements: <http://www.emsc.nysed.gov/part100/pages/1005.html>

Information on the Technical Endorsement: <http://www.emsc.nysed.gov/cte/ctepolicy/endorsement.html>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

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## Emergency Medical Technician Content Outline

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THE EMERGENCY MEDICAL TECHNICIAN (EMT) COURSE EMPHASIZES EMERGENCY MEDICAL CARE SKILLS AND TEACHES THESE SKILLS IN A JOB-RELATED CONTEXT BASED ON THE U.S. DEPARTMENT OF TRANSPORTATION (DOT) NATIONAL STANDARD CURRICULUM. THE COURSE CONTENT INCLUDES THE CARE OF INDIVIDUALS WITH VARIOUS TRAUMATIC/EMERGENT MEDICAL CONDITIONS, AS WELL AS TRAINING IN THE USE OF MEDICAL EQUIPMENT AND MATERIALS.

### STANDARD 1 PREPARATORY

WEIGHTING : TEST ITEMS: 16% PERFORMANCE ASSESSMENTS: 0

#### Objectives

##### EMT-1.1 INTRODUCTION TO EMERGENCY MEDICAL CARE

1. Define medical direction and discuss the EMT-Basic's role in the process.

##### EMT-1.2 WELL-BEING OF THE EMT-BASIC.

1. Explain the need to determine scene safety.
2. List the personal protective equipment necessary for each of the following situations:
  - a. Hazardous materials
  - b. Rescue operations
  - c. Violent scenes
  - d. Crime scenes
  - e. Exposure to bloodborne pathogens
  - f. Exposure to airborne pathogens
3. Given a scenario with potential infectious exposure, the EMT-Basic will use appropriate personal protective equipment. At the completion of the scenario, the EMT-Basic will properly remove and discard the protective garments.
4. Given a scenario, the EMT-Basic will explain disinfection/cleaning and all reporting documentation.

##### EMT-1.3 MEDICAL/LEGAL AND ETHICAL ISSUES.

1. Define the EMT-Basic scope of practice.
2. Discuss the implications for the EMT-Basic in patient refusal of transport.
3. Discuss the issue of negligence and the implications to the EMT-Basic.
4. State the conditions necessary for the EMT-Basic to have a duty to act.

##### EMT-1.4 THE HUMAN BODY

1. Describe the anatomy and physiology of the following major body systems:
  - a. Respiratory
  - b. Circulatory
  - c. Musculoskeletal
  - d. Nervous
  - e. Endocrine

##### EMT-1.5 BASELINE VITAL SIGNS AND SAMPLE HISTORY

1. Identify and explain each of the components of a patient's vital signs.
2. Identify and explain the components of the SAMPLE history.
3. Differentiate between a sign and a symptom.
4. Explain the skills associated in the assessment of a complete set of vital signs.

## EMT-1.6 BODY MECHANICS

1. Explain the guidelines, safety precautions, and rationale for the proper lifting and moving of patients.
2. Working with a partner, prepare each of the following devices for use, transfer a patient to the device, properly position the patient on the device, move the device to the ambulance and load the patient into the ambulance:
  - a. Wheeled ambulance stretcher
  - b. Stair chair
  - c. Scoop stretcher
  - d. Long spine board

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## STANDARD 2 AIRWAY

WEIGHTING : TEST ITEMS: 14% PERFORMANCE ASSESSMENTS: 1

### Objectives

#### EMT-2.1 AIRWAY

1. Relate mechanism of injury to opening the airway.
2. State the importance of having a suction unit ready for immediate use when providing emergency care.
3. Describe the signs of adequate artificial ventilation using the bag-valvemask.
4. Describe the signs of inadequate artificial ventilation using the bag-valvemask.
5. Explain the rationale for basic life support artificial ventilation and airway protective skills taking priority over most other basic life support skills.
6. Identify the steps in performing the head-tilt chin-lift.
7. Identify the steps in performing the jaw thrust.
8. Identify the techniques of suctioning.
9. Identify the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one and two rescuers.
10. Identify the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask while using the jaw thrust.
11. Explain how to artificially ventilate a patient with a flow restricted, oxygen-powered ventilation device.
12. Identify how to artificially ventilate a patient with a stoma.
13. Identify how to insert an oropharyngeal (oral) airway.
14. Identify how to insert a nasopharyngeal (nasal) airway.
15. Identify how to artificially ventilate the infant and child patient.
16. Explain oxygen administration for the infant and child patient.

#### *Performance Assessment*

#### **2.1 – AIRWAYS: INSERTING AN ORAL AIRWAY AND NASAL AIRWAY**

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## STANDARD 3 – PATIENT ASSESSMENT

WEIGHTING : TEST ITEMS: 15% PERFORMANCE ASSESSMENTS: 2

### Objectives

#### EMT-3.1 SCENE SIZE-UP

1. Discuss common mechanisms of injury/nature of illness.

### EMT-3.2

#### INITIAL ASSESSMENT

1. Summarize the reasons for forming a general impression of the patient.
2. Discuss methods of assessing altered mental status.
3. Differentiate between assessing the altered mental status in the adult, child and infant patient.
4. Explain the techniques for assessing mental status.

#### *Performance Assessment*

#### **3.2 – INITIAL ASSESSMENT: PUPIL RESPONSE**

### EMT-3.3

#### FOCUSED HISTORY AND PHYSICAL EXAM (TRAUMA PATIENTS)

1. State the reasons for performing a rapid trauma assessment.
2. Describe the areas included in the rapid trauma assessment and discuss what should be evaluated using DCAP-BTLS.
3. Discuss the reason for performing a focused history and physical exam.
4. Identify the rapid trauma assessment that should be used to assess a patient based on mechanism of injury.

### EMT-3.4

#### FOCUSED HISTORY AND PHYSICAL EXAM (MEDICAL)

1. Describe the unique needs for assessing an individual with a specific chief complaint with no known prior history.
2. Differentiate between the history and physical exam that are performed for responsive patients with no known prior history and responsive patients with a known prior history.
3. Describe the needs for assessing an individual who is unresponsive.
4. Differentiate between the assessment that is performed for a patient who is unresponsive or has an altered mental status and other medical patients requiring assessment
5. Explain the patient assessment skills that should be used to assist a patient who is responsive with no known history.
6. Explain the patient assessment skills that should be used to assist a patient who is unresponsive or has an altered mental status.

### EMT-3.5

#### FOCUSED HISTORY AND PHYSICAL EXAM (MEDICAL)

1. Discuss the components of the detailed physical exam.
2. Identify the skills involved in performing the detailed physical exam.

### EMT-3.6

#### ON-GOING ASSESSMENT

1. Describe trending of assessment components.

### EMT-3.7

#### COMMUNICATIONS

1. Summarize an organized, concise patient report that would be given to the staff at a receiving facility.

### EMT-3.8

#### DOCUMENTATION

1. Describe what information is required in each section of the prehospital care report and how it should be entered.

#### *Performance Assessment*

#### **3.8 – DOCUMENTATION: COMPLETE A PREHOSPITAL CARE REPORT**

## STANDARD 4 – MEDICAL

WEIGHTING : TEST ITEMS: 23%

PERFORMANCE ASSESSMENTS: 2

### Objectives

#### EMT-4.1 GENERAL PHARMACOLOGY

1. Identify and explain the rationale of the administration of the medications carried on an EMS unit and those that an EMT-Basic may assist the patient with administering.

#### EMT-4.2 RESPIRATORY EMERGENCIES

1. Describe the emergency medical care of the patient with breathing difficulty.

*Performance Assessment*

**4.2 – RESPIRATORY EMERGENCIES: MEDICATION ADMINISTRATION VIA HANDHELD NEBULIZER**

#### EMT-4.3 CARDIAC EMERGENCIES

1. Describe the emergency medical care of the patient experiencing chest pain/discomfort.
2. List the indications and contraindications for automated external defibrillation (AED) use.

#### EMT-4.4 DIABETIC EMERGENCIES / ALTERED MENTAL STATUS

1. Describe the emergency medical care of a patient with an altered mental status that may have a medical history of diabetes.

#### EMT-4.5 ALLERGIES

1. Describe the signs, symptoms and emergency medical care of the patient having an allergic reaction.

*Performance Assessment*

**4.5 – ALLERGIC REACTION: ADMINISTRATION OF EPINEPHRINE VIA AN AUTO-INJECTOR PEN**

#### EMT-4.6 POISONING / OVERDOSE

1. Describe the signs, symptoms and emergency medical care of the patient of a poisoning or overdose.

#### EMT-4.7 ENVIRONMENTAL EMERGENCIES

1. Describe the signs, symptoms and emergency medical care of the patient exposed to heat and cold extremes.
2. Describe the signs, symptoms and emergency medical care of the patient involved in a water related emergency.

#### EMT-4.8 BEHAVIORAL EMERGENCIES

1. Explain the assessment and emergency medical care of the patient experiencing a behavioral emergency.

#### EMT-4.9 OBSTETRICS / GYNECOLOGY

1. Identify and explain physiological changes during pregnancy for the following structures:
  - a. Uterus
  - b. Vagina
  - c. Fetus
  - d. Placenta
  - e. Umbilical cord
  - f. Amniotic sac
  - g. Perineum

2. Differentiate the emergency medical care provided to a patient with predelivery emergencies from a normal delivery.
- 

## STANDARD 5 – RESPIRATORY SYSTEM

WEIGHTING : TEST ITEMS: 16% PERFORMANCE ASSESSMENTS: 4

### Objectives

#### EMT-5.1 BLEEDING AND SHOCK

1. Define arterial, venous and capillary bleeding.
2. Explain the sense of urgency to transport patients that are bleeding and show signs of shock (hypoperfusion).
3. Identify methods of emergency medical care for external bleeding.
4. Identify the care of a patient exhibiting signs and symptoms of shock (hypoperfusion).

#### EMT-5.2 SOFT TISSUE INJURIES

1. Explain the classifications and treatment of burns.
  - a. Superficial burn
  - b. Partial thickness burn
  - c. Full thickness burn
  - d. Identify the steps of the proper dressing and bandaging of burns and wounds.

#### *Performance Assessment*

*5.2 - Soft Tissue Injuries: Demonstrate the steps for the proper dressing and bandaging of burns and wounds.*

#### EMT-5.3 MUSCULOSKELETAL CARE

1. Differentiate between an open and a closed painful, swollen, deformed extremity.
2. State the reasons, general rules and complications for splinting.
3. Demonstrate the emergency medical care of a patient with a painful, swollen, deformed extremity.

#### *Performance Assessment*

*5.3 – Musculoskeletal care: Application of a Sling and Swath*

*5.3 – Musculoskeletal care: Application of a splint*

#### EMT-5.4 INJURIES TO HEAD AND SPINE

1. Relate mechanism of injury to potential injuries of the head and spine and explain the rationale of the proper treatment.
2. Explain the four-person log roll on to a long board for a patient with a suspected spinal cord injury.

#### *Performance Assessment*

*5.4 – Injuries to head and spine: Application of a cervical collar*

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## STANDARD 6 – INFANTS AND CHILDREN

WEIGHTING : TEST ITEMS: 10% PERFORMANCE ASSESSMENTS: 0

## Objectives

### EMT-6.1

#### INFANTS AND CHILDREN

1. Indicate various causes of respiratory emergencies.
2. Differentiate between respiratory distress and respiratory failure.
3. Summarize emergency medical care strategies for respiratory distress and respiratory failure.
4. Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient.
5. Describe the methods of determining end organ perfusion in the infant and child patient.
6. State the usual cause of cardiac arrest in infants and children versus adults.
7. List the common causes of seizures in the infant and child patient.
8. Describe the management of seizures in the infant and child patient.
9. Differentiate between the injury patterns in adults, infants, and children.
10. Discuss the field management of the infant and child trauma patient.
11. Identify the techniques of foreign body airway obstruction removal in the infant.
12. Identify the techniques of foreign body airway obstruction removal in the child.
13. Identify the assessment of the infant and child.

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## STANDARD 7 – OPERATIONS

WEIGHTING : TEST ITEMS: 6%

PERFORMANCE ASSESSMENTS: 0

## Objectives

### EMT-7.1

#### AMBULANCE OPERATIONS

1. List the phases of an ambulance call.

### EMT-7.2

#### GAINING ACCESS

1. Discuss the role of the EMT-Basic in extrication.
2. Define the fundamental components of extrication.
3. State the steps that should be taken to protect the patient during extrication.

### EMT-7.3

#### OVERVIEWS

1. Given a scenario of a mass casualty incident, explain how to perform triage.

## Emergency Medical Technician Assessment Blueprint

Standard	Weighting	# of Test Items	# of Performance Assessments
1. Preparatory	16%	16	0
2. Airway	14%	14	1
3. Patient Assessment	15%	15	2
4. Medical	23%	23	2
5. Trauma	16%	16	4
6. Infants and Children	10%	10	0
7. Operations	6%	6	0
<b>Total</b>	<b>100%</b>	<b>100</b>	<b>9</b>

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## SCSD CTE Student Portfolio

**Definition:** Student portfolios are a collection of personal documents, which showcase an individual’s learning experiences, goals and achievements. Student portfolios are created and controlled by the student, facilitated by the instructor, and evaluated by outside entities.

**Purpose:** Students should be able to leave a program with as many tools in their toolbox as possible. Student portfolios are a way to assist students in marketing themselves in future interviews, by using the portfolio to illustrate his or her skills and/or talents.

### SCSD CTE Student Portfolio Requirements

<input type="checkbox"/>	<b>Table of Contents:</b>	This should list each section and piece of the portfolio in the order it appears
<input type="checkbox"/>	<b>Cover letter</b>	A cover letter introducing the student to a potential employer about a specific job in his or her chosen pathway. Should focus on why the student is the best candidate for the job. It should compliment the resume, not repeat it.
<input type="checkbox"/>	<b>Resume</b>	Should be professionally formatted. Usually a one-page document listing the student’s name, personal information (address, phone, and email), an objective, work history or extracurricular/community involvement, education, certifications/credentials, personal skills/interests, and references.
<input type="checkbox"/>	<b>Letters of Recommendation</b>	Students must include at least two (2) reference letters, provided by people outside the school who are familiar with his or her work or character. The reference letters can be employment-related, personal, or they can attest to the character of the student.
<input type="checkbox"/>	<b>Certifications/Credentials</b>	Students should include copies of any credentials and/or certifications they have earned as a result of their program.
<input type="checkbox"/>	<b>Transcript</b>	Student provides a copy of his or her full academic transcript.
<input type="checkbox"/>	<b>Employability Profile</b>	<p>Per NYSED: The work skills employability profile is intended to document student attainment of technical knowledge and work-related skills. Documents to validate skills reported on the profile could include, but are not limited to, an employer/teacher review of student work based on learning standards and expectations in the workplace, performance evaluations and observations.</p> <p>Students must have at least one employability profile completed within one year prior to school exit. If a student is involved in a number of work-based learning experiences and/or is employed part time, he/she may also have additional employability profiles as completed by others knowledgeable about his or her skills (e.g.,</p>

	employer and/or job coach).
<input type="checkbox"/>	<b>College Research</b> A written research assignment focusing on three colleges offering programs in the student's chosen career pathway.
<input type="checkbox"/>	<b>Career Plan</b> Per NYSED: "Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with the CDOS standards." A Career Plan document can be found here: <a href="http://www.p12.nysed.gov/cte/careerplan/docs/SecondaryCommencLvl.pdf">http://www.p12.nysed.gov/cte/careerplan/docs/SecondaryCommencLvl.pdf</a>
<input type="checkbox"/>	<b>Student Awards</b> This section is completely open ended. Students should use this section to illustrate any awards, projects, exemplars, service learning, or scholarships, they participated or earned during their high school years. They can show evidence through pictures, project documentation, news articles, program agendas, meeting minutes, videos, etc.
<input type="checkbox"/>	<b>Work Samples</b> Examples highlighting <i>only the student's best work</i> , demonstrating the skills and competencies he or she has mastered. These should be presented professionally and be clearly captioned. <b>Should not be thought as a scrapbook.</b> Potential employers are only interested in the very best examples.

## D. Postsecondary Articulation

*The self-study team reviews the postsecondary articulation agreement for the program seeking approval. Postsecondary articulation agreements help students prepare for the transition from high school to advanced study in a particular career area. Articulation agreements provide direct benefits to students such as dual credits, college credits, advanced standing, or reduced tuition at a postsecondary institution. Articulation agreements may include several school districts and/or BOCES and multiple postsecondary institutions. The school district or BOCES may enter into multiple articulation agreements for a program seeking approval.*

### Process

- Reviewers confirm that the postsecondary articulation agreement is designed to prepare students for the transition from high school study to postsecondary study in the career area of the program seeking approval.
- Reviewers confirm that a postsecondary articulation agreement has been obtained that offers direct benefits to students in the program seeking approval.
- Reviewers confirm that the postsecondary articulation agreement includes the
  - prerequisite skills, knowledge, or coursework required of students to participate in the agreement
  - roles and responsibilities of each institution
  - duration of the agreement
  - endorsement by officials of each institution
- Signed articulation agreements must be on file within the school district or BOCES.

### Documentation

Documentation of the postsecondary articulation agreement is maintained by the school district or BOCES and updated whenever modifications are made. Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee. A copy of the signed postsecondary articulation agreement must be attached to the Application for Career and Technical Education Program Approval.

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

**Articulation Agreement  
between  
Syracuse City School District (SCSD)  
725 Harrison St, Syracuse, NY  
and  
Onondaga Community College  
4585 West Seneca Turnpike, Syracuse, NY**

The signatories of this articulation agreement, Syracuse City School District (SCSD) and Onondaga Community College (OCC), declare their intention to participate in a partnership for the purpose of delivering educational instruction to eligible students. The parties to this agreement have reached the following understanding:

**1. Term**

The term of this agreement shall be for four years from July 1, 2017-June 30, 2021 and subject to the following conditions:

- Both parties have the option to extend this Agreement for one (1) additional four year period giving written notice to the College no later than ninety (90) days prior to the expiration date.

**2. Modification and Waiver**

No waiver or modifications shall be valid unless it is in writing and signed by OCC and SCSD.

**3. Curriculum and Courses**

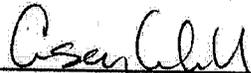
- Students who have enrolled in the Emergency Medical Technician (EMT) program at Syracuse City School District will be eligible to enroll in courses and earn credit for:
  - ENG 103 and ENG 104: Freshman Composition and Literature I and II, subject to an annual Memorandum of Understanding and the identification of an OCC faculty member to teach the course on-premises at the Public Service Leadership Academy at Fowler High School; and;
  - CIS 100, Information and Computer Literacy, through the Onondaga Community College, College Credit Now Program.
- The above courses offered through the OCC College Credit Now Program are required for the Emergency Management, A.A.S. degree at OCC.
- Tuition for concurrent enrollment courses will be incurred according to all applicable requirements in place by the State University of New York. For courses taught by Onondaga Community College faculty, the Syracuse City School District will additionally incur the cost set by annual Memorandum of Understanding between SCSD and OCC.
- Students will be assisted in the course registration process by OCC. Students will also be supported in the admission process to Onondaga Community College through a specialized workshop and the Office of Student Recruitment.

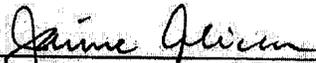
**4. Students**

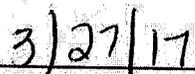
Each student must enroll and remit payment as required by SUNY for the course(s) with OCC through the College Credit Now registration process as directed by the Director of Concurrent Enrollment and Secondary School Programs.

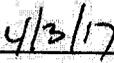
**5. Entire Agreement**

This Agreement Constitutes the entire Agreement between the College and SCSD with respect to the subject matter hereof. This Agreement supersedes any and all other agreements, whether oral or in writing, between parties with respect to the subject matter hereof.

  
\_\_\_\_\_  
Casey Crabit, Ed.D.  
President  
Onondaga Community College

  
\_\_\_\_\_  
Jaime Alicea  
Superintendent  
Syracuse City School District

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Date

## E. Work-based Learning

*Work-based learning (WBL) is the “umbrella” term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students to develop broad, transferable skills for postsecondary education and the workplace. A quality WBL experience can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.*

*Time requirements that students in an approved program may devote to work-based learning experiences are set by administrators of the approved program. This time should be an outcome of the self-study report and external review phases of the approval process. Work-based learning experiences must be sufficient in length and rigor to contribute to student achievement of the State learning standards as well as specific technical competencies.*

### Process

- The school district/BOCES and the employer cooperatively plan all work experiences.
- The school district/BOCES set up a formal procedure for the supervision/coordination of all work-based learning experiences and must ensure that work-based learning coordinators are appropriately certified.
- The school district/BOCES provide work-based learning experiences for students with disabilities
- The school district/BOCES and employer must ensure compliance with federal and state labor laws, and the State Department of Labor regulations and guidelines.
- The school district/BOCES must explore and develop work-based learning experiences in settings that are relevant to the program.
- The school district/BOCES must comply with Commissioner’s Regulations and Department policy where credit towards graduation is being awarded.

### Documentation

Recommendations for work-based learning should be included in the self-study report and reviewed by the external committee.

### Resources

New York State Education Department Work Experience Manual <http://www.emsc.nysed.gov/cte/wbl/>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



SYRACUSE CITY SCHOOL DISTRICT  
Career and Technical Education

# CTE

## Internship Handbook

*Preparing today's students for tomorrow's careers.*



Syracuse City School District

# Career and Technical Education Internship

## Introduction to Career & Technical Education Work Based Learning

## Introduction to Syracuse City School District CTE Internship

### Career & Technical Education Program/Teacher Guidelines

1. Legal requirements of Internship Program
2. Career & Technical Education Program/Teacher Checklist

### Employer Internship Partner Guidelines

1. Employer Safety Requirements
2. Expectations and responsibilities of the employer partner
3. Worksite/Employer Internship Partner Checklist

### Student Intern Guidelines

1. Student Intern expectations and responsibilities
2. Student Internship Checklist

## FORMS

- NYSED Application for Employment Certificate (NYSED form attached)
- SCSD Certificate of insurance to cover student liability (sample attached)
- SCSD Memorandum of Agreement (Form #1)
- SCSD Internship Program Application (Form #2)
- SCSD Internship Ready to Work Assessment (Form #3)
- SCSD Internship Training Plan (Form #4)
- SCSD Notification of unpaid internship (Form #5)
- SCSD Internship Safety Certification (Form #6)
- SCSD Worksite Orientation (Form #7)
- SCSD Weekly Time Log/Record of Attendance (Form #8)
- SCSD Student Evaluation (Form #9)
- SCSD Mentor Program Evaluation (Form #10)

*Forms are available on SCSD CTE website [www.syracusecityschools.com/cte](http://www.syracusecityschools.com/cte)*



# Introduction

## Syracuse City School District Career and Technical Education Work Based Learning

Learning in the workplace is not a new concept. Informal, on-the-job training is an integral part of all workforce development. Work based learning (WBL) provides structured learning experiences for students through exposure to a range of occupations. The Harvard University report, Pathways to Prosperity (February, 2011) suggested that “Work-linked learning should play an especially important role in the new American system of pathways to prosperity. There is mounting evidence that this would be an effective strategy for encouraging young adults to complete both high school and post-secondary degrees. Co-operative education is a tested model that provides students with extensive work experience that is monitored by the school.”

Learning in the workplace is connected to and supports learning in the classroom. Work based learning also helps students achieve established academic standards. Properly developed and supported, work based learning provides a practical context for school subject matter and enhances the traditional classroom learning. Workbased learning activities promote the development of broad, transferable skills and are a key element of a rigorous and relevant education for students. It enables students to acquire the attitudes, skills and knowledge needed to succeed in today’s workplace.

Employer partners can develop and support work based learning experiences that promote the attainment of workplace knowledge and skills. In doing so, they can support academic achievement and personal growth by designing, structuring, supporting and connecting work based learning experiences. Work based learning also supports professional, technical, and work-readiness skills development. Quality work based learning should:

- Be designed to enhance the learning of skills and workplace knowledge in all aspects of the industry
- Be structured to be safe, legal and measurable
- Be developmentally appropriate
- Have identified learning objectives and assess student performance
- Develop career ready practices and provide opportunities for reflection
- Be supported and documented by appropriate planning and training; and
- Comply with State and Federal labor laws

## Syracuse City School District Career and Technical Education Internship

A Career and Technical Education Internship provides an important link between the classroom and the workplace for students age 16 and older. It is a structured, time-limited, career preparation activity in which students are assigned to a workplace for a defined period of time to participate in and observe firsthand within a given industry. The internship enhances and adds relevance to classroom learning. The internship may provide the opportunity to work in teams, rotate through a number of departments and job functions, or work on a project of interest to the student. It is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students are given the opportunity to apply, and thereby enhance, the knowledge and skills obtained in the classroom. The internship is related to the student’s CTE program of study, with the primary goals of promoting:

- The exploration of and experience in a field of interest
- Exposure to a wide range of careers and jobs within an industry
- Opportunities to develop, practice and demonstrate new skills
- The acquisition of occupational knowledge and awareness of the skills and education needed to be successful in the industry



# Career & Technical Program/ Teacher Guidelines

## Legal Requirements of SCSD CTE Internship Program

All Career and Technical Education Internship Programs have the common objective of providing opportunities for students to develop and demonstrate job skills at a supervised worksite. They are supported by training plans developed cooperatively by the employer, instructor, and student. There should be ongoing communication between the job mentors and the CTE teacher or work based learning coordinator concerning students' performance and needs.

Each internship program needs to have the following:

- New York State Education Department (NYSED) approval of the CTE program
- The employer understands that the student placement is governed by NYSED, New York State Workers' Compensation Board (NYSWCB), New York State Department of Labor (NYS DOL), and United States Department of Labor (USDOL) labor laws and regulations
- Employer is provided a Certificate of Insurance from school where school liability insurance protects the employer from any damage student may do in the workplace
- Students are given written notification that this program is unpaid and they are not due any wages per NYSDOL regulations
- Per NYS, students are required to receive coverage under the employer's Workers' Compensation Insurance if student is interning for a for-profit company. If student is interning at a non-profit entity, the student is required to be covered by the employer's visitors or volunteer insurance.
- Worksite must be in compliance with Occupational Safety and Health Administration (OSHA) regulations. Health and safety instruction/training appropriate for the job is provided by the SCSD and employer specific training is provided by the employer on the worksite.
- Memorandum of Agreement is in effect between the cooperating business and the education agency and outlines the responsibilities of the student, employer, parent/guardian, and school/coordinator, all of whom must sign to confirm their support of the agreement.
- Students complete an Internship Application indicating their understanding of, and agreement to, all rules and regulations of the program.
- Students receive instruction embedded within their CTE curriculum relating to the technical and career ready practices.
- An Internship Training Plan (ITP) is developed and used for each participating student. The plan identifies the general and specific job tasks the student will perform on the job, the desired learning outcomes of the experience, and the time frame the student will spend at each task. The training plan should be designed to ensure that the student will have a progressive learning experience.
- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects. No students on academic probation will participate in the internship.
- Employment Certificate (Working Papers) for students provide verification that a student under age 18 is eligible for employment. The student, employer, and school must complete the form. Employment certificates are obtained at the high school – typically the main office, health office, or guidance office.
- Time Log/Record of Attendance provides an official record of the weekly and cumulative hours the student has worked during the experience. It must be maintained for each student.
- An intern evaluation will be done by the CTE teacher before the internship, at the midpoint of the internship and at the end of the internship. This same form will be completed by the on-site supervisor in the midpoint and at the end of the internship.



## SCSD CTE Internship Program Checklist (To be completed by CTE teacher or WBL coordinator)

- NYSED has approved the CTE program
- The employer understands that the student placement is governed by NYSED, NYSWCB, NYSDOL, and USDOL labor laws and regulations
- NYSED Application for Employment certificate (working papers, usually available in school counseling office) has been verified (NYSED form attached)
- Employer is provided with a Certificate of Insurance from school to cover liability (sample attached)
- A written Memorandum of Agreement is in effect between the cooperating business and the education agency (**Form #1**)
- Students complete an Internship Application indicating their understanding of, and adherence to all rules and regulations set forth by the program. (**Form #2**)
- Students receive instruction embedded within their CTE curriculum relating to the technical and Career Ready Practices. The CTE teacher and the student have completed the SCSD CTE Internship Ready to Work Assessment (**Form #3**)
- An Internship Training Plan (ITP) is developed and used for each participating student (**Form #4**)
- Students are given written notification that this program will be unpaid and they are not due any wages per NYS DOL regulations (**Form #5**)
- All SCSD internship candidates have received appropriate safety certification for the industry provided by the school before internship and employer specific training and orientation is provided by the employer on the worksite (**Form #6 & Form #7**)
- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects
- Review Time Log/Record of Attendance which serves as an official record of the hours the student has worked during the experience (**Form #8**)

### REQUIRED FORMS

NYSED Application for Employment Certificate

Certificate of Insurance

SCSD Memorandum of Agreement  
(**Form #1**)

SCSD Internship Program Application  
(**Form #2**)

SCSD Internship Ready to Work Assessment  
(**Form #3**)

SCSD Internship Training Plan  
(**Form #4**)

SCSD Notification of unpaid internship  
(**Form #5**)

SCSD Internship Safety Certification  
(**Form #6**)

SCSD Worksite Orientation  
(**Form #7**)

SCSD Weekly Time Log/Record of Attendance  
(**Form #8**)

*Forms are available online at the SCSD CTE website : [www.syracusecityschools.com/cte](http://www.syracusecityschools.com/cte)*

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CTE Teacher/WBL Coordinator

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Date



# Employer Internship Partner Guidelines

## SCSD CTE Internship Employer Requirements

### Safety

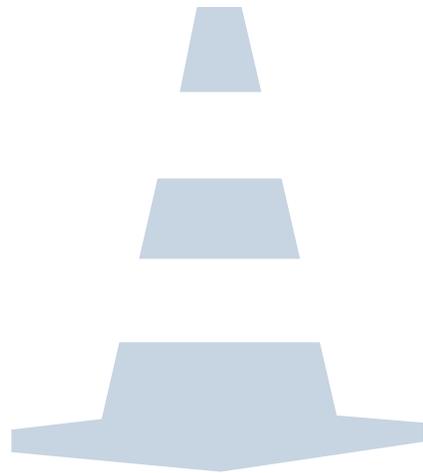
At all times, both school personnel and the employment site personnel must take appropriate steps to ensure that safe practices are stressed and followed. However, it is impossible to guarantee that no injuries resulting in medical expenses and liability will occur. The following prudent steps are encouraged:

1. In-school course content must include training related to safety at the worksite. Appropriate safety certification should be offered if possible. SCSD internship candidates will have received appropriate safety training before beginning their internship.
2. Any sites used for SCSD CTE internships will be reviewed by school personnel prior to placing a student at the worksite.
3. Employers must provide safety training information to interns as they would a new employee. Safety training must be provided if the employer engaged in a particularly hazardous occupation for minors as defined by the USDOL.
4. Provisions for student safety must be included as part of the training agreement signed by the employer, student, parent, and school representative.

## Types of Liability Insurance and Risk Management

### Workers' Compensation and Employer Liability Insurance

All employers will have a policy that provides coverage for the Workers' Compensation statutory benefits as well as liability coverage for certain employment-related situations. Verification of employer's Workers Compensation insurance will be included in the Memorandum of Agreement. The SCSD will also have insurance that covers the student participating in a school-related internship experience.



## SCSD CTE Internship Expectations & Responsibilities of Employer

### Before

- Determine projects or activities that would be appropriate for your student intern
- Communicate with staff that an intern will be at the workplace and identify mentors
- Designate one employee, the on-site supervisor, to work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan

### During

- Provide student with a Work Site Orientation to organization and any required training
- Train student intern for your work site, including all work site safety training
- Maintain a quality, safe and legal learning experience; provide effective supervision
- Use the Internship Training Plan as a guide for the internship; hold intern to employee standards/expectations; oversee, direct, and provide adequate tasking to maximize learning
- Meet with coordinator/teacher and student to decide on an ongoing communications strategy
- Evaluate intern work and provide constructive criticism
- Assist student in working toward learning outcomes
- Coordinate student schedule, approve weekly timesheets
- Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections
- Complete a student evaluation midway through internship and discuss with student

### After

- Complete a final evaluation of the student
- Hold debriefing session and review performance with the student and teacher
- Complete a Program Evaluation



## SCSD CTE Internship Employer Internship Partner Checklist (To be completed by On-Site Supervisor/Mentor)

- Meet with coordinator/teacher and student to agree on ongoing communication strategy (e-mail, text, telephone, etc.)
- A written Memorandum of Agreement is in effect between the cooperating business and the education agency ([Form #1](#))
- Work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan ([Form #4](#))
- Coordinate student schedule, approve weekly time log/record of attendance ([Form #8](#))
- Communicate with staff that an intern will be at the workplace and identify on-site supervisor and/or mentor

On-Site Supervisor \_\_\_\_\_

Mentor Name \_\_\_\_\_

- Provide student with Work Site Orientation to organization and any required training (Form #7)
- Create and maintain a quality, safe and legal learning experience
- Hold intern to employee standards/expectation; provide student support and candid feedback
- Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections
- Complete an interim SCSD CTE Internship Ready to Work Assessment of student performance and discuss with student ([Form #3](#))
- Provide effective supervision
- Complete a final assessment of the student ([Ready to Work Assessment, Form #3 and Student Training Plan, Form #4](#))
- Complete a program evaluation ([Form #10](#))

### REQUIRED FORMS

SCSD Memorandum of Agreement  
(Form #1)

SCSD Internship Ready to Work  
Assessment  
(Form #3)

SCSD Internship Training Plan  
(Form #4)

SCSD Worksite Orientation  
(Form #7)

SCSD Weekly Time Log/Record of  
Attendance  
(Form #8)

SCSD Mentor Program Evaluation  
(Form #10)

*Forms are available online at the SCSD CTE  
website : [www.syracusecityschools.com/cte](http://www.syracusecityschools.com/cte)*

\_\_\_\_\_  
Employer/ Mentor

\_\_\_\_\_  
Date



# Student Intern Guidelines

## Expectations and Responsibilities of Students

### Before

- Obtain working papers (if under 18)
- Return Internship Application and all permission slips with appropriate signatures
- Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan

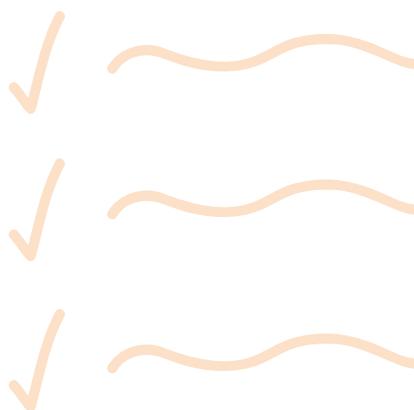
### During

- Attend Orientation at the worksite
- Observe all workplace rules and regulations particularly those applicable to safety and security concerns
- Perform all duties, jobs and assigned tasks; treat internship like a real job
- Maintain regular work schedule and notify supervisor in advance of any vacation/appointments
- Track your hours as instructed on Weekly Timesheet
- Develop skill specific learning outcomes with your worksite supervisor
- Participate in ongoing reflection journal activities and skill building classroom assignments
- Communicate with your teacher/coordinator and worksite supervisor if issues arise
- Keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)

### After

- Participate in self-evaluation and reflection activities
- Update your resume based upon new skills and experiences gained
- Send thank you note to employer

TO DO...



## SCSD CTE Internship Student Checklist (To be completed by student)

- Obtain NYSED Application for Employment Certificate (usually available in school counseling office, application attached)
- A written Memorandum of Agreement is in effect between the cooperating business, the education agency, and signed by student and parents (**Form #1**)
- Return Internship Application (**Form #2**) and all permission slips with appropriate signatures
- Develop skill specific learning outcomes with your worksite supervisor
- Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan for the internship (**Form #4**)
- Attend orientation at the worksite (**Form #7**)
- Observe all workplace rules and regulations particularly those applicable to safety and security concerns
- Perform all duties, jobs and assigned tasks; treat internship like a real job
- Maintain regular work schedule and notify supervisor in advance of any vacation/appointments
- Track you hours as instructed on time log/record of attendance (**Form #8**)
- Participate in ongoing reflection activities and skill building classroom assignments
- Communicate with your teacher/coordinator and worksite supervisor, if issues arise and keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)
- Participate in self-evaluation and reflection activities (**Forms #3 & #9**)
- Update your resume based on new skills and experiences gained
- Send thank you note to employer

### REQUIRED FORMS

SCSD Memorandum of Agreement  
(Form #1)

SCSD Internship Program Application  
(Form #2)

SCSD Internship Ready to Work  
Assessment  
(Form #3)

SCSD Internship Training Plan  
(Form #4)

SCSD Worksite Orientation  
(Form #7)

SCSD Weekly Time Log/Record of  
Attendance  
(Form #8)

SCSD Student Evaluation  
(Form #9)

*Forms are available online at the SCSD CTE  
website : [www.syracusecityschools.com/cte](http://www.syracusecityschools.com/cte)*

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Student

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Date



# SCSD CTE Internship Forms

NYSED Application for Employment Certificate

SCSD Certificate of Insurance to Cover Student Liability (Sample)

Form #1 SCSD Memorandum of Agreement

Form #2 SCSD Internship Program Application

Form #3 SCSD Internship Ready to Work Assessment

Form #4 SCSD Internship Training Plan

Form #5 SCSD Notification of unpaid internship

Form #6 SCSD Internship Safety Certification

Form #7 SCSD Worksite Orientation

Form #8 SCSD Weekly Time Log/Record of Attendance

Form #9 SCSD Student Evaluation

Form #10 SCSD Mentor Program Evaluation

*Forms are available on SCSD CTE website at [www.syracusecityschools.com/cte](http://www.syracusecityschools.com/cte)*





## GENERAL INFORMATION

An employment Certificate (Student Nonfactory, Student General, or Full Time) may be used for an unlimited number of successive job placements in lawful employment permitted by the particular type of certificate.

A Nonfactory Employment Certificate is valid for 2 years from the date of issuance or until the student turns 16 years old, with the exception of a Limited Employment Certificate. A Limited Employment Certificate is valid for a maximum of 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes job. It may be accepted only by the employer indicated on the certificate.

**A new Certificate of Physical Fitness is required when applying for a different type of employment certificate, if more than 12 months have elapsed since the previous physical for employment.**

An employer shall retain the certificate on file for the duration of the minor's employment. Upon termination of employment, or expiration of the employment certificate's period of validity, the certificate shall be returned to the minor. A certificate may be revoked by school district authorities for cause.

A minor employed as a Newspaper Carrier, Street Trades Worker, Farmworker, or Child Model, must obtain the Special Occupational Permit required.

A minor 14 years of age and over may be employed as a caddy, babysitter, or in casual employment consisting of yard work and household chores when not required to attend school. Employment certification for such employment is not mandatory.

An employer of a minor in an occupation which does not require employment certification should request a Certificate of Age.

## PROHIBITED EMPLOYMENT

Minors 14 and 15 years may not be employed in, or in connection with a factory (except in delivery and clerical employment in an enclosed office thereof), or in certain hazardous occupations such as: construction work; helper on a motor vehicle; operation of washing, grinding, cutting, slicing, pressing or mixing machinery in any establishment; painting or exterior cleaning in connection with the maintenance of a building or structure; and others listed in Section 133 of the New York State Labor Law.

Minors 16 and 17 years of age may not be employed in certain hazardous occupations such as: construction worker; helper on a motor vehicle, the operation of various kinds of power-driven machinery; and others listed in Section 133 of the New York State Labor Law.

## HOURS OF EMPLOYMENT

Minors may not be employed during the hours they are required to attend school.

Minors 14 and 15 years of age may not be employed in any occupation (except farmwork and delivering, or selling and delivering newspapers):

**When school is in session:**

- more than 3 hours on any school day, more than 8 hours on a nonschool day, more than 6 days in any week, for a maximum of 18 hours per week, or a maximum of 23 hours per week if enrolled in a supervised work study program approved by the Commissioner.
- after 7 p.m. or before 7 a.m.

**When school is not in session:**

- more than 8 hours on any day, 6 days in any week, for a maximum of 40 hours per week.
- after 9 p.m. or before 7 a.m.

This certificate is not valid for work associated with newspaper carrier, agriculture or modeling.

Minors 16 and 17 years of age may not be employed: --

**When school is in session:**

- more than 4 hours on days preceding school days; more than 8 hours on days not preceding school days (Friday, Saturday, Sunday and holidays), 6 days in any week, for a maximum of 28 hours per week.
- between 10 p.m. and 12 midnight on days followed by a school day without written consent of parent or guardian and a certificate of satisfactory academic standing from the minor's school (to be validated at the end of each marking period).
- between 10 p.m. and 12 midnight on days not followed by a school day without written consent of parent or guardian.

**When school is not in session:**

- more than 8 hours on any day, 6 days in any week, for a maximum of 48 hours per week.

## EDUCATION LAW, SECTION 3233

"Any person who knowingly makes a false statement in or in relation to any application made for an employment certificate or permit as to any matter by this chapter to appear in any affidavit, record, transcript, certificate or permit therein provided for, is guilty of a misdemeanor."



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:		
	PHONE (A/C, No, Ext):	FAX (A/C, No):	
INSURED	E-MAIL ADDRESS:		
	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A :		
	INSURER B :		
	INSURER C :		
	INSURER D :		
INSURER E :			
INSURER F :			

**COVERAGES**

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<b>GENERAL LIABILITY</b> <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR 500,000 Retained GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y / N If yes, describe under DESCRIPTION OF OPERATIONS below			N/A			WC STATUTORY LIMITS <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

**CERTIFICATE HOLDER****CANCELLATION**

	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

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Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# Memorandum of Agreement

## (Form #1)

### Type of Work Based Learning Experience: Non-Paid Internship

This Work Based Learning Experience Agreement is entered into by and between the Syracuse City School District (SCSD) \_\_\_\_\_ (Student), his/her Parents/Guardian, \_\_\_\_\_ (Parent/Guardian), and his/her Work Experience Employer, \_\_\_\_\_ (Employer), on the date indicated below, whereby the Student will participate in a CTE Internship (Program at the Employer's place of business located at \_\_\_\_\_, on \_\_\_\_\_, during the hours of \_\_\_\_\_).

### **THE STUDENT UNDERSTANDS THAT HIS/HER CONDUCT IS A REFLECTION UPON THE SCHOOL NAME AND AGREES THAT HE/SHE WILL:**

1. Provide his/her own transportation to and from the Employer's place of business (the SCHOOL, the Student's home school, the SCHOOL and the Employer are in no way responsible for providing the Student with transportation to and/or from the Employer's place of business at any time or for any incidents or accidents which may occur while the Student is on route to or from the Employer's place of business)
2. Demonstrate a conscientious attitude and be honest, punctual, cooperative, courteous and willing to learn while at the Employer's place of business.
3. Keep regular attendance as agreed upon with the Employer, excluding Employer-observed holidays, days on which the Employer's place of business is closed or other legal absences and understands that his/her attendance will be taken from his/her weekly attendance reports.
4. Keep regular attendance at his/her home school.
5. Give the Employer as much advance notice as possible if unable to report for work or to do so in a timely manner and contact the CTE teacher at (315) \_\_\_\_\_.
6. Report to SCHOOL if the Internship location is closed for any reason during at time in which the student is scheduled to be at the Internship location and SCHOOL is in session.
7. Complete weekly time log/record of attendance (Form # 8) reports as required by SCHOOL.
8. Engage in only those work based learning experiences approved by the supervisor at the work-site.

### **THE EMPLOYER AGREES THAT IT WILL:**

1. Not permit the Student to replace any paid employee (in the case of an Internship).
2. Advise the Student of all company rules, regulations and policies which relate to the Student.
3. Explain to the Student the responsibilities and duties of his/her internship and shall correlate on-the-job training with safety instructions given by the SCHOOL.
4. The work of the Student in occupations declared particularly hazardous by the U.S. Department of Labor shall be (i) incidental to the Student's training; (ii) intermittent and for short periods of time; and (iii) under the direct and close supervision of a qualified and experienced person.
5. Provide direct supervision by an authorized employee to the Student as needed.
6. Complete an accident report form and return to SCHOOL in the event of an accident.
7. Review the Student's performance with him/her on a weekly basis and sign a weekly time sheet, complete an evaluation of the Student on forms provided by the SCHOOL.
8. Inform the SCHOOL Instructor/Coordinator when the Student is absent or not performing adequately by calling (315) \_\_\_\_\_.







Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# CTE Internship Program Application Form

(Form #2)

## Personal Information

Last Name	First Name	Age	Date of Birth
Street		Home Telephone Number	Cell Phone Number
City, State, Zip		Emergency Contact Name	Telephone Number
Email Address		Relationship to Emergency Contact	
Primary Parent/ Guardian Name		Parent/ Guardian's Telephone Number	
Primary Parent/ Guardian Email		Home	
		Cell	
Secondary Parent/ Guardian Name		Secondary Parent/ Guardian's Telephone Number	
		Home	
Secondary Parent/ Guardian Email		Cell	
Working Papers Certificate Number		SCSD Student schedule should be attached to this form	
		School Counselor	

## School Year Training/ Work Schedule Availability

Please list the hours you can work during a typical weekly schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Please check applicable box:  Fixed Schedule  Schedule will vary

## Sports, Clubs, and Other Activities

## Transportation

Please check the appropriate response

Do you have a license? <input type="checkbox"/> Yes <input type="checkbox"/> No	If YES, which license do you have? <input type="checkbox"/> Full License <input type="checkbox"/> Junior License
Do you drive to school? <input type="checkbox"/> Yes <input type="checkbox"/> No	License Number:

If you do not have a license, how do you plan on getting to and from your internship?

Public Transportation  Other







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# CTE Internship Ready to Work Assessment (Form #3)

Name \_\_\_\_\_ Program \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Scale**  
1 = Seldom. 2 = Occasionally. 3 = Usually. 4 = Always.

		Student	Teacher	Onsite Supervisor
<b>ZEST</b>				
1	Actively participates			
2	Shows enthusiasm			
3	Invigorates others			
<b>GRIT</b>				
4	Finishes whatever he or she begins			
5	Tries very hard even after experiencing failure			
6	Works independently with focus			
<b>SELF CONTROL SCHOOL WORK</b>				
7	Comes to class prepared			
8	Pays attention and resists distractions			
9	Remembers and follows directions			
10	Gets to work right away rather than procrastinating			
<b>SELF-CONTROL INTERPERSONAL</b>				
11	Remains calm even when criticized or otherwise provoked			
12	Allows others to speak without interruption			
13	Is polite to adults and peers			
14	Keeps his/her temper in check			

		Student	Teacher	Onsite Supervisor
<b>OPTIMISM</b>				
15	Gets over frustrations and setbacks quickly			
16	Believes that effort will improve his or her future			
<b>GRATITUDE</b>				
17	Recognizes and shows appreciation for others			
18	Recognizes and shows appreciation for his/her opportunities			
<b>SOCIAL INTELLIGENCE</b>				
19	Is able to find solutions during conflicts with others			
20	Demonstrates respect for feelings of others			
21	Knows when and how to include others			
<b>CURIOSITY</b>				
22	Is eager to explore new things			
23	Asks and answers questions to deepen understanding			
24	Actively listens to others.			
<b>ACADEMIC PERFORMANCE</b>				
25	Completes all assignments with quality and timeliness			
26	Uses tools appropriately and safely			
<b>COMMITMENT</b>				
27	Attends class with one or less absences per quarter			
28	Demonstrates loyalty and appreciation to the program and instructors			





Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# CTE Internship Training Plan (Form #4)

Student's Name	Email	
Student's Address	Telephone	Date of Birth
CTE Program Career Cluster	Working Papers Certificate #	
School Coordinator		
Phone Number		
Fax Number		
Email		
Employer		
Phone Number		
Fax Number		
Email		
Immediate Job Supervisor		
Phone Number		
Email		
Corporate Address		

## Training Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

## Insurance Coverage

- Student is a non-paid intern – Worker's Compensation
- Student is a non-paid observer – Worker's Compensation

## Transportation Provided by

- Student/parent will provide own transportation
- School district will provide transportation during school hours

## Goals for this Work-Based Learning Student:

1. To explore, learn and develop the skills necessary for this career.
2. To develop the Career Ready Practices necessary for success in the global, competitive world.
3. To be trained in the safe operations of this job title.
4. To be able to demonstrate positive behavior and appropriate dress.



(Form #4 Continued)

<b>JOB TASKS AND LEARNING OUTCOMES</b> (Determined by the Employer and Coordinator)	<b>ACHIEVEMENT LEVEL AND COMMENTS</b> 1. Mastered skill 2. Needs more training at the work site. 3. Needs more training at school. 4. Has not reached this training area.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

<b>CAREER READY PRACTICES</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>
1. Student works cooperatively as a team member?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student is able to read instructions for information and application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student can calculate and measure for information and application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student can behave in a responsible manner without supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student can communicate verbally and in writing to evoke clear understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Student demonstrates good listening and follow through skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Student demonstrates critical thinking and problem solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Student can locate and manage resources for problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Student demonstrates a positive work ethic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Student demonstrates computer literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## (Form #4 Continued)

SAFETY TRAINING	DATE OF SAFETY TRAINING	ACHIEVEMENT LEVEL AND COMMENTS 1. Mastered safety training instruction. 2. Needs more safety training at work site. 3. Needs more safety training at school. 4. Has not reached this training area.
1. Safety precautions related to stairs, floors, office equipment and furniture.		
2. Safety precaution related to proper dress apparel, shoes, gloves, head, eye and ear protection.		
3. Safety precaution related to use of tools, machines, and chemicals.		
4. Safety precautions related to fire, weather and other natural disasters.		
5. Safety precautions related to sexual harassment and workplace violence.		

DRESS AND BEHAVIOR CODE FOR POSITION	ACHIEVEMENT LEVEL AND COMMENTS 1. Dresses/behaves appropriately 2. Needs to modify dress/behavior. 3. Needs personal consultation.

\_\_\_\_\_  
Employer Name

\_\_\_\_\_  
Employer Signature

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
Work-based Learning Coordinator Name

\_\_\_\_\_  
Work Based Learning Coordinator Signature

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/ Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

If you have any questions please do not hesitate to contact me at (315) 435-\_\_\_\_\_.

Thank you for your cooperation! \_\_\_\_\_, CTE Teacher

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law. Inquiries regarding the District's non-discrimination policies should be directed to: Executive Director of Student Support Services, Civil Rights Compliance Officer, Syracuse City School District, 725 Harrison Street • Syracuse, NY 13210/ (315) 435-4131, Email: CivilRightsCompliance@scsd.us





Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# SCSD CTE Internship Notification of Unpaid Internship (Form #5)

This form serves as notification that the Syracuse City School District CTE Internship is an unpaid internship and students are not due any wages per New York State Department of Labor.

\_\_\_\_\_  
Student

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
CTE Teacher/ WBL Coordinator

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
Worksite Representative/ Mentor

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date





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725 Harrison Street, Syracuse, NY 13210

## SCSD Internship Safety Certification (Form #6)

\_\_\_\_\_  
Student

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor or Supervisor

\_\_\_\_\_  
CTE/ WBL Teacher

### Student CTE Program SCSD Career and Technical Program:

SAFETY CERTIFICATIONS		Date
OSHA 10	<input type="checkbox"/>	/ /
Safe Serv	<input type="checkbox"/>	/ /
First Aid	<input type="checkbox"/>	/ /
CPR	<input type="checkbox"/>	/ /
Other	<input type="checkbox"/>	/ /





Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# SCSD Internship Worksite Orientation (Form #7)

\_\_\_\_\_  
Student

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor or Supervisor

\_\_\_\_\_  
CTE/WBL Teacher

## Company Orientation

Directions: Be sure that your student employee obtains information about the factors listed below. Check the information on each item as it is completed. Return the completed form to the CTE Teacher or Work Based Learning Coordinator.

### Tour of Workplace

- A tour of the workplace
- An overview of the company safety plan
- Introductions to co-workers

### Tour of Employee Facilities

- Rest rooms
- Lunch room
- Where to store personal belongings

Other \_\_\_\_\_

### Safety Plan

- Safety plan
- Stairwell/fire exits
- Fire Extinguishers
- Special hazards
- Accident prevention
- Safety Training Log, updated as needed

### About the Company

- Discuss company organizational structure
- Review type of business, products, services
- Overview of who the customers are

Other \_\_\_\_\_

\_\_\_\_\_  
Employer/training sponsor

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
CTE Teacher/WBL Coordinator

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

### Department/Position Specifics

- Explanation of work schedule
- Review of dress and conduct code
- Review of hours, breaks and lunch policies
- Location of time clock or sign-in
- Attendance requirements, including procedures for calling in when absent
- Relationship to working with other departments or co-workers

### Job Specific

- How to use the phones and office equipment
- Supplies, paper, pens, etc.
- Job description, Work-Based Learning Plan and evaluation process

### Supervisors Expectations

- Dress code including clothing, hair and jewelry
- Work performance including productivity and work habits
- Company culture

### Materials provided to intern

- Copy of personnel handbook
- Organizational charts
- Telephone directory
- Security procedures





Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

## Weekly Time Log/Record of Attendance (Form #8)

Student \_\_\_\_\_

Training Title \_\_\_\_\_

Worksite Supervisor \_\_\_\_\_

Time Log for the Week of: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

	Date	Start Time	End Time	Hours Worked
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

**Total Weekly Hours:** \_\_\_\_\_

Student please list any new tasks performed this week: \_\_\_\_\_

By signing this timesheet, you are certifying that it is correct and truthful.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Name

Phone \_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

### Attention Worksite Supervisor:

If you have any questions or concerns, please contact:

\_\_\_\_\_  
CTE Teacher

\_\_\_\_\_  
Phone

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725 Harrison Street, Syracuse, NY 13210

# SCSD CTE Internship Student Evaluation (Form #9)

Name \_\_\_\_\_

CTE Program \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ - \_\_\_\_/\_\_\_\_/\_\_\_\_\_  
Dates of Internship

\_\_\_\_\_  
Year to Graduate

Please complete this form upon completion of your internship.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Overall, I had a great experience	<input type="checkbox"/>				
I was actively involved in the team meetings and felt free to express my thoughts and opinions	<input type="checkbox"/>				
My mentors encouraged and responded to my questions	<input type="checkbox"/>				
I have an increased appreciation for teamwork	<input type="checkbox"/>				
I have a greater ability to ask good questions and synthesize information	<input type="checkbox"/>				
I was presented with opportunities to learn by doing	<input type="checkbox"/>				
I gained factual knowledge about careers throughout the internship	<input type="checkbox"/>				
I would recommend this opportunity to others	<input type="checkbox"/>				
My time was well spent	<input type="checkbox"/>				
I would consider this employer as a future employer	<input type="checkbox"/>				
My co-workers are generally positive about work	<input type="checkbox"/>				

The best thing about my experience was... \_\_\_\_\_  
\_\_\_\_\_

The worst thing about my experience was... \_\_\_\_\_  
\_\_\_\_\_

Any suggestions on how we could improve the intern experience? \_\_\_\_\_  
\_\_\_\_\_

Other comments... \_\_\_\_\_





Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# SCSD CTE Internship Mentor Program Evaluation (Form #10)

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
SCSD School

\_\_\_\_\_  
Interning Location

\_\_\_\_\_  
Supervisor/ Mentor Name

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Date

### Internship Preparation

- Exceptional
- Adequate
- Inadequate

### Modes of Communication with SCSD Personnel

- In-Person
- Email
- Phone

### Amount of Communication with SCSD Personnel

- Exceptionally good
- Appropriate
- Too much
- Too little

Suggestions for improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Return to CTE teacher: \_\_\_\_\_  
CTE Teacher Email





### **BOARD OF EDUCATION**

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### **NOTICE OF NON-DISCRIMINATION**

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Assistant Superintendent for Student Support Services, Civil Rights Compliance Officer  
Syracuse City School District  
725 Harrison Street • Syracuse, NY 13210  
(315) 435-4131

Email: [CivilRightsCompliance@scsd.us](mailto:CivilRightsCompliance@scsd.us)

[Return to TOC](#)

## F. Employability Profile

*The employability profile is a record of student achievement. That may include documentation of the student's attainment of technical knowledge and work-related skills, endorsements, licenses, clinical experience, work experience, performance on core academic Regent's examinations, performance on industry based assessments, attendance, student leadership honors and achievements and other honors or accolades of student success.*

### Process

- An employability profile model is developed for the program
- A profile of student achievement is developed for each student in the program and is maintained in accordance with records and retention policies of the school district/BOCES.
- The profile of student achievement is reviewed and updated on a continuous basis by the student and the appropriate program/guidance personnel.
- The work skills to be mastered by students with disabilities should be aligned with the student's Individualized Education Program (IEP).

### Documentation

Recommendations for the employability profile model should be included in the self-study report and reviewed by the external committee.

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



# EMPLOYABILITY PROFILE

## Emergency Medical Technician (EMT)



### Industry Based Skill Standards

**Proficiency Definitions**

NA = Not Applicable    1 = Introduced    2 = Trained    3 = Trained/Skilled    4 = Industry Level Certification/ Mastery

	9th	10th	11th	12th
<b>History of EMS</b>				
Understands the historical perspective of EMS in the United States and where we are now in the evolution.				
<b>Emergency Medical Technicians</b>				
Demonstrates the basic understanding of duties of EMT's and the different levels EMT's from local to the federal level.				
<b>EMT-Basic Airway Equipment</b>				
Demonstrates the usage of airway tools and explains reason to use, including contraindications. Equipment consists of nasal airway (NPA), oral airway (OPA), manual suction, automatic suction unit.				
<b>EMT-Breathing Equipment</b>				
Demonstrates the ability to use and explain the reasons to use, to include contraindications. Equipment consists of bag valve mask (BVM), nonrebreather masks(NRB), nasal cannula (NC), oxygen tank, oxygen regulator, oxygen tubing, and stethoscope.				
<b>EMT- Vital Signs</b>				
Explain normal ranges for all vital signs, to include: pulse, blood pressure, respirations, pulse, SPO2, temperature. Demonstration of properly taking manual blood pressure, pulse, respirations on a patient.				
<b>Federal Emergency Management Agency</b>				
Demonstrates an understanding in the National Incident Management System and the Incident Command System.				
<b>Physical Fitness</b>				
Exhibits knowledge of the Cooper standards both verbally and by executing the test with proper technique. Understands the bands of scoring and how Police Departments use the Cooper standards as requirements for entry or hiring.				
<b>Emergency Care, First Aid, CPR and AED</b>				
Can execute assessment of a casualty and render proper first aid or triage more than one casualty. Upon identification, can administer CPR or AED assisted intervention as needed to support life.				
<b>Drill and Ceremony</b>				
Executes basic standing, facing and marching drill movements as an individual and member of a team. Understands the reason for drill and how it builds teamwork and esprit de corps.				

	9th	10th	11th	12th
<b>HIPPA</b>				
Identifies the purpose and stipulations of HIPPA. Describes how HIPPA protects patient rights and privacy.				
<b>EMT- Broken Bone</b>				
Demonstrates ability to stabilize broken bone with SAM splint and traction splint				
<b>EMT- Trauma Assessment</b>				
Demonstrates the ability to complete a full trauma assessment on a patient.				
<b>EMT-Medical Assessment</b>				
Demonstrates the ability to complete a full medical assessment for chest pain, allergic reaction, and sugar emergency.				
<b>Legal/ Ethical</b>				
Explains the legal protection of First Responders. Identifies the legal requirements of First Responders when dealing with patients or property. Discuss ethical dilemmas that First Responders face.				
<b>Infection Control</b>				
Demonstrates ability to wash hands appropriately and putting on/removing gloves. Student can explain the chain of infection and ways to stop of spread of infection.				
<b>Extrication Devices</b>				
Demonstrates ability to use KED, stairchair and backboard with a patient				
<b>Pre-planning</b>				
Can explain different levels of response for varying emergency types. Creates and implements emergency training drills.				
<b>Current Events and Issues (Researchability)</b>				
Identifies current issues facing the Fire-Rescue system today in terms of equipment and tactics. Is aware of how to research reports and new stories and evaluate impact using experience.				

Industry Certifications Attained	Yes
FEMA 700 NIMS	
FEMA 100 ICS	
American Heart Association Heartsaver First Aid, CPR, AED	
OSHA: Bloodborne Pathogen/Infection Control	
NYS Emergency Medical Responder Licensing	
American Heart Association Health Care Provider CPR	
National Weather Service: SkyWarn Weather Spotter	
UPSTATE: Child Life 101	
Weapons of Mass Destruction (WMD) Awareness	

College Credits Attained		Yes
CCC 101 - Fnds. for Coll. Succ.	3 CH	
Anatomy & Physiology 107	4 CH	
Anatomy & Physiology 108	4 CH	
<b>Total</b>		

Internships	
Agency	
Agency	
Agency	



# Emergency Medical Technician (EMT)

## EMPLOYABILITY PROFILE

Student Name: \_\_\_\_\_

School Year: \_\_\_\_\_

Absences: \_\_\_\_\_

ID Number: \_\_\_\_\_

Teacher: \_\_\_\_\_

Final Grade: \_\_\_\_\_

### Career Ready Practices / Career Development Standards

#### STANDARDS DEFINITIONS

NA = Not Applicable

1 = Developing

2 = Basic

3 = Proficient

4 = Mastery

	9th	10th	11th	12th
<b>Acts as a responsible citizen/employee</b>				
Is on time and prepared, follows workplace policies, demonstrates reliability and dependability, is polite and courteous to adults and peers, demonstrates appreciation, and is reliable and consistent in their actions				
<b>Applies appropriate academic and technical skills</b>				
Demonstrates an understanding of the academic knowledge and skills associated with their trade. Technical skills are developed with academic competencies including English language arts and science that are integrated within the CTE program.				
<b>Attends to personal health and financial well-being</b>				
Recognizes the benefits of physical, mental, social, and financial well-being to the importance of that success in their career. Accepts criticism and works towards self-improvement targets on a consistent basis.				
<b>Communicates clearly, effectively, and with reason.</b>				
Is able to communicate both verbally and in writing to express ideas and obtain information. Uses appropriate vocabulary to share information both verbally and in writing as well. Demonstrates active listening skills and verbal communication.				
<b>Makes appropriate decisions</b>				
Considers the environmental, social, and economic impacts of their decisions. Understands that their actions and decisions will impact other people directly. Works independently and responds positively to new ideas and suggestions.				
<b>Demonstrates creativity and innovative thought</b>				
Demonstrates creativity and new thinking to solve workplace problems as encountered. Is creative, innovative, and is eager to explore new ways of addressing issues and challenges that are encountered.				
<b>Employs valid and reliable research strategies</b>				
Seeks information to develop a deeper understanding of issues encountered. Uses technology as a tool to research, organize, and evaluate information critically incompetently. Interprets information and draws conclusions based on best analysis.				
<b>Uses critical thinking skills and demonstrates perseverance</b>				
Demonstrates problem-solving skills through the use of creative thinking, decision-making, and adaptability. Effectively reasons through difficult situations, and makes decisions even when faced with complex or challenging problems.				

	9th	10th	11th	12th
<b>Models integrity, ethical behavior, and leadership</b>				
Is accountable and transparent in all of their work and assignments. Consistently exhibits ethical behavior, and commitment to completing tasks as assigned. Develops and demonstrates leadership skills, assuming responsibility readily.				
<b>Develops and implements a Career Plan</b>				
Develops a career plan based on understanding of their personal goals and the career pathways that aligns to them. Develops resumes, cover letters, and examples of best work to aid in the job seeking process and/or entrepreneurial goals.				
<b>Uses technology to enhance productivity</b>				
Demonstrates an understanding of the use of technology related to their career pathway. Continually develops their ability to adapt to changing work environments using technology, including new tools and their associated applications.				
<b>Works as a productive and respectful team member</b>				
Actively participates as a member of a team recognizing and appreciating others skills and abilities. Adds to the collective value of the team, and invigorates others to add to the collective efforts and goals.				
<b>Demonstrates reliability and dependability</b>				
Regardless of tasks given, demonstrates reliable and dependable behaviors to meet the expectations as defined. Attendance and levels of participation meet expectations consistently. Take on additional responsibilities without prompting.				
<b>Arrives on time and is prepared to work</b>				
Consistently demonstrates promptness, reliability, and commitment to reporting for classes, work site experiences, and other assignments as defined. Reports prepared for work or education as requirements dictate, meets attendance requirements.				
<b>Demonstrates safe working habits</b>				
When engaging in worksite situations or learning labs, uses tools and equipment safely, observes general safety guidelines for material handling, and meets the expectations of maintaining a safe work environment for others.				
<b>Demonstrates problem solving skills</b>				
Addresses problems encountered using effective problem-solving strategies. Works to define potential solutions to problems, identifies and implements the best solution based on the information gathered and their skill and knowledge.				

Earned Technical Endorsement on Diploma

YES

NO

Industry Credential(s) Awarded See Reverse Side

Special Recognitions or Scholarships \_\_\_\_\_

Student Leadership Organization \_\_\_\_\_