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 students gain the knowledge, skills, and attitudes necessary to become a competent, productive, and valuable member of the emergency medical services team. The role of the EMT has developed from providing basic first aid to serving as a provider of on-scene medical services. EMTs conduct basic, non-invasive interventions to help save lives and reduce harm at emergency sites and may provide out-of-hospital care. EMTs also use skills to transport patients safely, perform cardiopulmonary resuscitation (CPR), administer oxygen, manage glucose, and assist patients experiencing asthma attacks or allergic reactions. Students who successfully complete the program will be eligible for a regents diploma with a technical endorsement and will have the opportunity to test for NYS EMT Certification. Career opportunities include Emergency Medical Technician and Paramedic.

Course Description

This course introduces students to medical terminology, patient assessments, patient and EMT safety, and basic knowledge of human anatomy and physiology. Students will learn about different types of emergency response, HIPAA, patient rights and responsibilities, and scope of practice within the Good Samaritan Act. Additional content covers the role of emergency response personnel and an understanding and application of communication codes and dispatch practices. The course combines classroom and hands-on application of the skills required of first responders and EMTs.

Work-Based Learning

Students will be connected with working EMS professionals in the community through guest speakers, Career Coaching, and field trips leading to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Prerequisites

Entrance Application and Formal Interview
Acceptance into Program

Course Objectives

Students will:

1. Know and apply accurate medical terminology.
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. Explain the role of the EMT within the health care system and describe required credentials.
7. Obtain American Heart Association (AHA) Healthcare Provider CPR and First Aid Certification.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Textbooks and all other print and online 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

Pollak, Andrew N., et al. *Emergency Care and Transportation of the Sick and Injured, 12th edition*. Burlington, MA: Jones & Bartlett Learning; , 2021.

Grading

Tests:	40%
Classwork:	20%
Participation:	10%
Labs:	30%

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.

Course Calendar

Quarter	Units of Study
1	• Medical Terminology (Ongoing Throughout Year) • Introduction to Emergency Medical Services (EMS) • Emergency Medical Technicians (EMT) • Workplace Safety and Wellness • Safety, Legal, and Ethical Issues • Work-Based Learning: Career Coaching
2	• Communication and Documentation • CPR • Introduction to Body Systems • Work-Based Learning: Career Coaching
3	• EMS Operations • Lifting and Movement Patients • Patient Assessment • Airway Management • Soft Tissue Injury/ Skeleton/Muscle Injuries • Work-Based Learning: Career Coaching
4	• Heat Stroke and Hypothermia • Shock • Triage • Work-Based Learning: Career Coaching • Final Exam

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
EMT100: Emergency Medical Technician 100

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-40 **Medical Terminology** **(Ongoing Throughout the Year)**	• What is the appropriate terminology for medical professionals? • What study techniques can be applied for success in medical terminology? • How can medical dictionaries be used as a resource?	• Interpret medical prefixes, suffixes, root words and abbreviations to simplify terminology for the layperson. • Create written medical documentation with the use of proper medical terminology. • Communicate effectively through radio communication by using proper medical terminology and technical language. • Use a medical dictionary to decode medical terminology and create medical words with prefix suffix and root words.	• Daily Written Documentation of Medical Terminology • Personal Medical Dictionary • Monthly Test: Medical Terminology Suffixes, Prefixes, Acronyms and Abbreviations • Independent Assignments • Radio Communication Case Review • Index Cards for Independent Study	**Career Ready Practices** CRP 1,2,3 **Cluster Standards** LW 3 **Pathway Standards** LW-EFM 1	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 **Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7 **Science** HS-LS1-2 HS-LS1-3
Weeks 1-4 **Introduction to Emergency Medical Services (EMS)**	• What is involved in EMS and what is the history of its development? • What roles, attributes, careers and certifications are associated with Emergency Medical Services? • What is meant by patient rights? • How do personal, professional and physical attributes impact patient care? • What is the effect of the EMT in the community and the medical field? • What are the names and functions of vital equipment found on an ambulance?	• Describe the historical background of the development of the EMS System. • Examine career. paths for EMT employment • Define the roles of the First Responder, EMT, EMT-Intermediate and EMT-Paramedic. • Review criteria for required standards of an EMT position. • Describe the professional attributes/characteristics required at the EMT level. • Explain the impact of the Health Insurance Portability and Accountability Act (HIPAA) on patient privacy. • Identify equipment found on an ambulance and analyze the functions of each.	• Report: Background of EMS • Assessment: Definition Of EMT Role • Presentation: EMT Roles • Quiz: EMT Roles and Responsibilities • Research Project: EMT Salary, Job Requirements and Benefits • Self-Assessment: Personal Abilities Compared with EMT Requirements • Equipment and Function Identification • Quiz: Equipment Identification and Function	**Career Ready Practices** CRP 1,2,4,6,7,10,11,12 **Cluster Standards** LW 5,6 **Pathway Standards** LW-EFM 1,4,8	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 **Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7 **Science** HS-LS1-3
Weeks 5-6 **Emergency Medical Technicians (EMT)**	• How do EMTs interact with various health care systems and providers? • How does the Emergency Medical Services System work in this area? • What professional organizations in the Syracuse area employ EMTs?	• Explain the various specialty health care facilities and how EMTs interact with them. • Define the role of the EMT in the working relationship with other health care providers. • Explain how the emergency medical services work in Onondaga County and ways the EMT is interwoven into the system.	• Report: Health Care Providers and their Relevance to EMT • Project: Area Emergency Medical Services Systems • Questions for 911 Call Center Field Trip • Reflection on Visits to EMS Sites	**Career Ready Practices** CRP 1,2,4,10,11,12 **Cluster Standards** LW 2,6 **Pathway Standards** LW-EFM 1,4,8	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 **Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7 **Science** HS-ETS1-3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		• Explain the role of the 911 call center in the county. • Prepare for and participate in professional visits from local EMS providers. • Prepare for and participate in field trips to local EMS providers.			
Weeks 7-9 **Workplace Safety and Wellness**	• What is meant by mode of transmission? • What are pathogens? • How is immunity to diseases acquired? • What are the standard precautions needed by EMTs? • What are the special emotional aspects involved in dealing with emergencies? • How do employees deal with workplace issues regarding sexual harassment, cultural diversity, and substance abuse?	• Define the safety protocols that all EMTs must use when dealing with blood borne pathogens. • Explain standard precautions and why the EMT must always follow protocols associated with blood borne pathogens. • Explain "mode of transmission" and the protocols for preventing exposures. • Describe protocols for following up after an exposure. • Explain how immunity to infectious disease is acquired. • State the steps that contribute to wellness and their importance in managing stress. • Describe workplace issues such of cultural diversity, sexual harassment, and substance abuse. • Explain the emotional aspects of emergency care.	• Quiz • Summary: Standard Precautions For EMTs • Demonstration: Barriers For Blood-Borne Pathogens • Demonstration: Proper Handwashing • Demonstration: Proper Gloving and De-Gloving • Presentation: Specific Diseases and Modes of Transmission	**Career Ready Practices** CRP 2,3,4,5,9 **Cluster Standards** LW 3 **Pathway Standards** LW-EFM 1,5	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 **Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7 **Science** HS-LS1-1 HS-LS1-2 HS-LS1-3
Weeks 10-11 **Safety Legal, and Ethical Issues** **Work-Based Learning: Career Coaching**	• How do legal and ethical issues impact the EMT? • What guidelines should EMTs follow to protect themselves from legal action? • How do HIPAA, Patient Rights and the ADA impact the EMT career field? • What is the impact of the Good Samaritan Act on EMTs? • What is an ethical decision? • What can be learned from emergency medical services professionals?	• Explain personal and crew safety on the job. • Explain patient safety and the role the EMT has in patient safety. • Explain current legal and ethical issues relevant to an EMT. • Explain the responsibilities of record keeping and data collection as an EMT. • Analyze HIPAA regulations, Patient Rights and the American with Disabilities Act and their relevance to the EMT position. • Describe the impact of the Health Insurance Portability and Accountability Act (HIPAA) on patient privacy. • Predict how ethical decisions are part of the EMT position. • Examine the Good Samaritan Act and how it affects the EMT in	• Presentation: EMT Requirements • Assignment: HIPAA Case Violations • Summary: Patient Rights Documents • Summary: Current Legal and Ethical Issues in EMS • Quiz: Good Samaritan Act • Ten Week Assessment • Career Coaching Self-Assessment	**Career Ready Practices** CRP 1,2,4,5,7,9,11 **Cluster Standards** LW 3,4,5 **Pathway Standards** LW-EFM 1,4,7,8	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 **Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7 **Science** HS-ETS1-2 HS-ETS1-3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		providing medical services in the community. • Research and summarize cases where EMTs have been challenged under the "Good Samaritan Act". • Participate in Career Coaching process.			
Weeks 12-13 **Communication and Documentation**	• What are the techniques of effective verbal communication? • What are the considerations in communicating with special populations? • How is written communication and documentation used effectively?	• Explain techniques of effective verbal communication. • Explain the skills to be used for communicating with family members, bystanders, people from other agencies, and hospital personnel. • Explain the importance of noticing and interpreting nonverbal-eye contact, and body language. • Describe considerations in communicating with special populations. • Describe the use of written communication and documentation. • Explain the legal implications of the patient care report. • Describe the use of radio communications service.	• Demonstration: Communicating Effectively in Various Situations • Demonstration: Proper Radio Etiquette • Presentation: Radio Communication Scenarios • Quiz: Legal Aspects of Patient Care Reports	**Career Ready Practices** CRP 1.2,3,4,5,8,9,12 **Cluster Standards** LW 2,4 **Pathway Standards** LW-EFM 1, 4	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 **Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7 **Science** HS-LS1-2 HS-LS1-3
Weeks 14-15 **CPR**	• Why is CPR certification needed for a career as an EMT? • Why is it important to learn hands-on CPR? • What is the emergency response for a person who is not breathing and has no pulse?	• Complete certification for American Heart Association (AHA) Healthcare Provider CPR and First Aid Standards.	• Hands-On Test for American Heart Association (AHA) Healthcare Provider CPR and First Aid Certification	**Career Ready Practices** CRP 1,2,3,4,8,9,12 **Cluster Standards** LW 2 **Pathway Standards** LW-EFM 1, 5, 10	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 **Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7 **Science** HS-LS1-1 HS-LS1-2 HS-LS1-3
Weeks 16-19 **Introduction to Body Systems** **Work-Based Learning: Career Coaching**	• Why should an EMT use anatomic terms? • What is anatomy and physiology? • What is the anatomy and physiology of each body system? • What can be learned from emergency medical services professionals?	• Identify the body's topographic anatomy, including the anatomic position and the planes of the body. • Participate in Career Coaching process.	• Application of Anatomical Terms • Quiz • Vocabulary Project • Quiz: Body Systems • Presentation: Body System and Associated Disease • Career Coaching Self-Assessment	**Career Ready Practices** CRP 2,11,12 **Cluster Standards** LW 1,5 **Pathway Standards** LW-EFM 1,8	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 **Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7 **Science** HS-LS1-1 HS-LS1-2 HS-LS1-3 HS-LS1-4

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
					HS-LS1-8
Weeks 20-22 **EMS Operations** **Lifting and Moving Patients**	• What types of medical devices and equipment is the EMT responsible for? • What are the skills needed to use and operate medical equipment?	• List and describe the types of equipment carried on an ambulance. • Demonstrate the appropriate use of equipment used by EMTs. • Demonstrate lifting and transporting patients safely.	• Presentation: EMT Equipment and Function • Chart: Skills Required for Using Medical Equipment	**Career Ready Practices** CRP 1,2,4,8,11	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 3, 4	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1, 5, 10	**Science** HS-ETS1-3
Weeks 23-25 **Patient Assessment**	• How is the medical condition of a patient assessed? • What skills are necessary to perform patient assessments?	• Explain how the EMT approaches the process of patient evaluation. • Analyze how patient evaluation impacts the decisions made on patient treatment. • Demonstrate steps in the patient assessment process.	• Data Collection: Patient Medical Conditions • Summary: Patient Assessment Procedure • Role Play: Patient Evaluation	**Career Ready Practices** CRP 2,4,8,11,12	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 4,5	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3,7	**Science** HS-LS1-3
Weeks 26-27 **Airway Management**	• What is the function of the human respiratory system? • What are the components of the human respiratory system? • How do EMTs treat inadequate breathing?	• List the components of the human respiratory system and explain their function within the human body. • Analyze typical issues with patients involving the human airway. • Demonstrate airway management techniques.	• Ten Week Assessment • Quiz: Function of Human Respiratory System • Summary: Airway Management Techniques • Demonstration: Airway Management Techniques	**Career Ready Practices** CRP 2,3,4,8,11	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 3,4	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,9,10	**Science** HS-LS1-1 HS-LS1-2
Weeks 28-32 **Soft Tissue Injury/ Skeleton/Muscle Injuries** **Work-Based Learning: Career Coaching**	• What are soft tissue and musculoskeletal injuries to the body? • How does an EMT treat a patient with a soft tissue injury? • What can be learned from emergency medical services professionals?	• Identify common types of soft tissue and musculoskeletal injuries. • Explain treatments used for soft tissue or musculoskeletal injuries. • Identify major bones of the skeletal system. • Participate in Career Coaching process.	• Quiz • Research: Soft Tissue Injuries and Musculoskeletal Problems • Bone Identification Activity • Career Coaching Self-Assessment	**Career Ready Practices** CRP 2,3,4,8,11,12	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 3,4,5	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,8,13	**Science** HS-LS1-1 HS-LS1-2
Weeks 33-35 **Heat Stroke and Hypothermia**	• How does an EMT treat a patient who is showing signs of heat stroke? • What are the warning signs for hypothermia?	• List the common causes of heat stroke and hypothermia. • Describe the treatments for a patient having a heat stroke or suffering from hypothermia.	• Quiz • Simulation: Heat Stroke and Hypothermia	**Career Ready Practices** CRP 1,2,4,8,9	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 3,4	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		• Explain outcomes if the patient is not treated for heat stroke or hypothermia.		**Pathway Standards** LW-EFM 1,2,13	**Science** HS-LS1-1
Weeks 36-37 **Shock**	• What are the symptoms of shock in a patient? • How does an EMT treat a patient who is going into shock? • What are the symptoms of a patient with anaphylactic shock, asthma or in diabetic shock? • How does an EMT treat a patient in anaphylactic shock, asthma, or diabetic shock?	• Describe the symptoms of shock. • Explain the treatments used for a patient who has gone into shock. • Describe the outcomes for a patient in shock who is not treated. • Examine the causes of anaphylactic shock, asthma and diabetic shock. • Describe treatments used for treating anaphylactic shock, asthma and diabetic shock. • Explain outcomes if the patient is not treated for anaphylactic shock, asthma, or diabetic shock	• Quiz • Research: Shock, Anaphylactic Shock, Asthma, Diabetic Shock	**Career Ready Practices** CRP 1,2,4,6,8,11,12	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 3,4	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,13	**Science** HS-LS1-1 HS-LS1-2
Weeks 38-39 **Triage** **Work-Based Learning: Career Coaching**	• When would a Triage Center need to be established? • How does a Triage Center work? • Where have Triage Centers been used in the local community? • What can be learned from emergency medical services professionals?	• Analyze when and why a Triage Center would be established. • Describe how a Triage Center works. • Construct a simulated Triage Center, assigning roles and responsibilities. • Participate in Career Coaching process.	• Summary: Triage Process with Examples • Simulation: Triage Center, Assigning Roles and Responsibilities • Role Play: Emergency Scenarios • Career Coaching Self-Assessment	**Career Ready Practices** CRP 1,2,4,5,6,8,9,11,12	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,2,4,5	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,8,10	**Science** HS-ETS1-2 HS-ETS1-3
Week 40 **Final Exam**	• Are you prepared for the final exam?	• Review and prepare for Final Exam.	• Final Exam	**Career Ready Practices** CRP	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3,4,5	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 4,5,7,10	**Science** HS-ETS1-2 HS-ETS1-3

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 students gain the knowledge, skills, and attitudes necessary to become a competent, productive, and valuable member of the emergency medical services team. The role of the EMT has developed from providing basic first aid to serving as a provider of on-scene medical services. EMTs conduct basic, non-invasive interventions to help save lives and reduce harm at emergency sites and may provide out-of-hospital care. EMTs also use skills to transport patients safely, perform cardiopulmonary resuscitation (CPR), administer oxygen, manage glucose, and assist patients experiencing asthma attacks or allergic reactions. Students who successfully complete the program will be eligible for a regents diploma with a technical endorsement and will have the opportunity to test for NYS EMT Certification. Career opportunities include Emergency Medical Technician and Paramedic.

Course Description

The course provides the opportunity for 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 affecting medical personnel, including HIPAA, patient rights and responsibilities and scope of practice within the Good Samaritan Act. The course combines classroom and hands-on application of the skills required of first responders and EMTs.

Work-Based Learning

Students will be connected with working EMS professionals in the community through guest speakers, Career Coaching, field trips, and job shadowing leading to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Prerequisites

EMT100: Emergency Medical Technician 100

Course Objectives

Students will:

1. Explore the job functions and key skills needed to be an Emergency Medical Technician.
2. Apply proper medical terminology to complete patient care reports.
3. Practice safety and comply with legal and ethical behaviors expected of the EMT.
4. Demonstrate accuracy in patient assessments.
5. Use vital sign and patient assessment skills for both medical and trauma patients.
6. Explain the basic function of the systems of the human anatomy.
7. Describe the basics of illness and injury, including bleeding, soft tissue and musculoskeletal injury.
8. Compare and contrast the processes of medical and trauma response.
9. Practice dispatch communication protocols and codes and understand the triage process.
10. Obtain/review American Heart Association (AHA) Healthcare Provider CPR and First Aid Certification.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Textbooks and all other print and online 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

Pollak, Andrew N., et al. *Emergency Care and Transportation of the Sick and Injured, 12th edition*. Burlington, MA: Jones & Bartlett Learning; , 2021.

Grading

Tests:	40%
Classwork:	20%
Participation:	10%

Labs: 30%

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.

Course Calendar

Quarter	Units of Study
1	• Medical Terminology (Ongoing Throughout the Year) • Introduction and Review of the EMS System • Workplace Safety and Wellness • AHA Healthcare Provider CPR and First Aid Certification • Legal and Ethical Considerations • Work-Based Learning: Career Coaching, Job Shadow
2	• Vital Signs, Patient Histories and Documentation • Basic Anatomy and Physiology/ Body Systems • Work-Based Learning: Career Coaching, Job Shadow
3	• Patient Assessment • Medical Emergency Response • Trauma Response • Work-Based Learning: Career Coaching, Job Shadow
4	• Weather Awareness Week: Weather Spotter Training • Triage • Community Outreach • Comprehensive Review and Test Preparation • Work-Based Learning: Career Coaching, Job Shadow • Final Exam

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

Time Frame Unit of study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-40 **Medical Terminology** **(Ongoing Throughout the Year)**	• What is the appropriate terminology for medical professionals? • What study techniques can be applied for success in medical terminology? • How can medical dictionaries be used as a resource?	• Interpret medical prefixes, suffixes, root words and abbreviations to simplify terminology for the layperson. • Create written medical documentation with the use of proper medical terminology. • Communicate effectively through radio communication by using proper medical terminology and technical language. • Use a medical dictionary to decode medical terminology and create medical words with prefix suffix and root words.	• Daily Written Documentation of Medical Terminology • Personal Medical Dictionary • Monthly Test: Medical Terminology Suffixes, Prefixes, Acronyms and Abbreviations • Independent Assignments • Radio Communication Case Review • Index Cards for Independent Study	**Career Ready Practices** CRP 1,2,3 **Cluster Standards** LW 3 **Pathway Standards** LW-EFM 1	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 **Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7 **Science** HS-LS1-2 HS-LS1-3
Weeks 1-4 **Introduction and Review of the EMS System**	• How are the roles of EMTs connected with the local health care system?	• Define the role of EMTs in their service with local healthcare providers, including those in specialty facilities. • Explain the role of the 911 call center in the county. • Apply HIPAA regulations to patient care situations and documentation.	• Reflection: Health Facility Visits and Provider Interviews • Presentation: Area Emergency Medical Services Systems • Verbal and Written Documentation Applying Appropriate HIPAA regulations and Medical Terminology	**Career Ready Practices** CRP 1,2,4 **Cluster Standards** LW 5 **Pathway Standards** LW –EFM 1	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 **Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7 **Science** HS-LS1-1 HS-LS1-2 HS-LS1-3
Weeks 5-6 **Workplace Safety and Wellness**	• What is a superbug and how are MRSA and VRE potential dangers to EMS workers and patients? • What are the physical dangers for EMS workers and patients? • What is the connection between healthy habits and workplace safety? • Why is it important to consider emotional health in wellness plans?	• Explore mode of transmission and examine steps to prevent exposure. • Compare the elements of infection control plans. • Identify common work injuries, determine causes and develop a plan for prevention. • Describe the emotional aspects of emergency care and impact on the EMT.	• Research: Specific Disease and Mode of Transmission • Lab Practical: Lifting Techniques, Gloving, PPE • Blood-Borne Pathogen Training and Exam • Role Play: Challenging EMS Topics • Infection Control Plans.	**Career Ready Practices** CRP 1,2,4,8,9 **Cluster Standards** LW 2 **Pathway Standards** LW-EFM 1,5	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 **Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7 **Science** HS-LS1-1 HS-LS1-2 HS-LS1-3
Week 7 **AHA Healthcare Provider CPR and First Aid Certification**	• What is CPR? • Why is CPR Certification required for a career as an EMT?	• Describe CPR. • Explain why CPR Certification is required to be an EMT. • Perform AHA Healthcare Provider CPR and First Aid Standards.	• Hands-On Test for AHA Healthcare Provider CPR and First Aid Certification	**Career Ready Practices** CRP 1,2,4,8,9 **Cluster Standards**	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 **Literacy**

Time Frame Unit of study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
				LW 4	9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,7	**Science** HS-LS1-2 HS-LS1-3
Weeks 8-10 **Legal and Ethical Considerations** **Work-Based Learning: Career Coaching, Job Shadow**	• What is the association between current legal and ethical standards/ issues and EMT practices? • What are the legal rights as an EMT? • How does the Patient Bill of Rights influence patient care? • What can be learned from emergency medical services professionals?	• Describe essential record keeping details and data collection responsibilities of the EMT. • Examine the Good Samaritan Act and how it affects EMT emergency practices. • Apply HIPAA regulations and ADA policies to patient care scenarios. • Participate in Career Coaching process. • Participate in job Shadow with emergency medical services professionals.	• Simulations: Compliance with Patient Rights Under HIPAA and ADA • Analysis: Patient Bill of Rights and Emergency Care Delivery • Quiz: HIPAA and ADA Regulations • Career Coaching Self-Assessment • Job Shadow Reflection	**Career Ready Practices** CRP 1,2,4,8,9	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 4,5	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,7,8	**Science** HS-ETS1-3
Weeks 11-15 **Vital Signs, Patient Histories and Documentation**	• What are normal ranges for vital signs? • How are accurate vital signs related to patient care? • How is the impact on treatment if vital signs are inaccurate or falsified? • Why is military time used in medical practices?	• Accurately use instruments to obtain vital signs. • Ask for and accurately record patient histories, following a predetermined format. • Apply medical terminology in verbal communication and patient documentation.	• Lab: Vital Signs and Documentation • Quiz: Vital Signs • Medical Reports Using Appropriate Military Time, Terminology, Abbreviations, and Acronyms	**Career Ready Practices** CRP 1,2,4,8,9,10	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 2	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3,5,9,10	**Science** HS-LS1-1 HS-LS1-3 HS-LS1-8
Weeks 16-22 **Basic Anatomy and Physiology/ Body Systems** **Work-Based Learning: Career Coaching, Job Shadow**	• 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 an EMT approach soft tissue and skeletal system injuries? • What are the types of musculoskeletal injuries an EMT might experience in the field? • What can be learned from emergency medical services professionals?	• Describe 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. • Participate in Career Coaching process. • Participate in job Shadow with emergency medical services professionals.	• Application of Anatomical Terms • Exam: Body Systems • Field Trip: Hospital Departments, Morgue and/or Body Exhibit • Dissection Lab • Career Coaching Self-Assessment • Job Shadow Reflection	**Career Ready Practices** CRP 1,2,4,8,9	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 2,3,5	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,5,8	**Science** HS-LS1-2 HS-LS1-3 HS-LS1-4 HS-LS1-8
Weeks 23-26 **Patient Assessment**	• How is a patient's condition assessed?	• Identify key aspects of a general impression.	• Scenarios: Application of Patient Assessment Process	**Career Ready Practices** CRP 1,2,4,8,9	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6

Time Frame Unit of study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	• How does an EMT check a patient's level of response? • How is airway, breathing, and circulation assessed? • What can the skin tell us about a patient's condition?	• Identify method to check patient level of response. • Predict how patient evaluation impacts treatment decisions. • Demonstrate steps in the patient assessment process.	• Data Collection: Patient Medical Conditions • Summary: Patient Assessment Procedures • Role Play: EMT and Patient		9-10L 1,2,3,4,5,6
				Cluster Standards LW 2,3	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1	**Science** HS-LS1-1 HS-LS1-2
Weeks 27-29 **Medical Emergency Response**	• How does an EMT respond to and treat the conditions of the muscular/skeletal system? • What knowledge must an EMT know for toxicological, abdominal, gynecological, genitourinary and renal conditions?	• Identify and describe key structures and functions of the muscular/skeletal system. • Explain how the muscular and skeletal systems work together to provide movement. • Demonstrate proper treatment of sprains, strains and fractures. • Explain how to manage head and spine injuries. • Identify and describe the reproductive and genitourinary systems, common diseases and injuries and their respective treatments. • Observe and interpret the physical and mental status of patients, based on signs and symptoms.	• Lab: Key Anatomical Structures • Quiz: Bone Identification • Exam: Anatomy and Physiology • Demonstration: Fracture Management	**Career Ready Practices** CRP 1,2,4,8,9	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 3	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,9	**Science** HS-LS1-1 HS-LS1-2
Weeks 30-31 **Trauma Response** **Work-Based Learning: Career Coaching, Job Shadow**	• When and how would a traction splint be used? • How does an EMT respond to a possible fracture? • How is a patient extricated from a vehicle after an accident? • What is an airway adjunct? • When is NPA/OPA used as an airway adjunct? • What can be learned from emergency medical services professionals?	• Stabilize a femur fracture. • Splint a broken bone. • Apply backboard stabilization. • Stop bleeding with direct pressure, lifting and using pressure point and tourniquet. • Describe vehicle extrication. • Describe Oropharyngeal airways (OPAs) and nasopharyngeal airways (NPAs) and identify conditions for placement of each type. • Participate in Career Coaching process. • Participate in job Shadow with emergency medical services professionals.	• Lab: Traction Splint Application, C-Spine Stabilization • Demonstration: Helicopter Operations and Protocols • Demonstration: Water Rescue • Demonstration: Vehicle Extrication • NPA/OPA Insertion and Contraindications • Career Coaching Self-Assessment • Job Shadow Reflection	**Career Ready Practices** CRP 1,2,4,8,9	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 3,5	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,8,9	**Science** HS-LS1-1 HS-LS1-2 HS-LS1-3
Week 32 **Weather Awareness Week: Weather Spotter Training**	• What is the National Weather Service (NWS) SKYWARN Storm Spotter Program? • Why is it important for EMTs to increase awareness of and	• Explain the purpose of the NWS SKYWARN Storm Spotter Program. • Explain the importance of weather awareness to an EMT. • Describe the basics of thunderstorm development.	• NWS SKYWARN Storm Spotter Program Training	**Career Ready Practices** CRP 1,2,4,5,7,8,11	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 1,2,6	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7

Time Frame Unit of study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	response to severe weather hazards?	• Explain the fundamentals of storm structure • Identify potential severe weather features. • Explain what Information should be reported to the NWS. • Explain how to report information to the NWS. • Explain basic severe weather safety.		**Pathway Standards** LW-EFM 1,3,5,9,10	**Science** HS-ESS2-8
Weeks 33-36 **Triage**	• What happens at a triage center? • How does a Triage Center operate? • Why and when might a Triage Center be established? • Where in our community have Triage Centers been used?	• Explain the purpose of a Triage Center and describe its protocols and operations. • Describe the roles and responsibilities assigned at a Triage Center. • Analyze when and why a Triage Center would be established.	• Summary: Triage Process • Lab: Assigned Roles at a Triage Center • Construction of a Triage Center with Assigned Roles, Responsibilities and Protocols	**Career Ready Practices** CRP 1,2,4,8,9	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 2,3	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,5,9,11,12	**Science** HS-ETS1-2 HS-ETS1-3
Weeks 37-38 **Community Outreach**	• What is National Emergency Medical Services Week? • Why is it important for the school community to be aware of National Emergency Service Week? • Why is it important to share awareness of the vital role/service the EMT performs in the community?	• Design and execute an EMS walk in the school exploring medical issues EMTs face on the job. • Analyze the level of EMT skills needed in selected community settings. • Produce information guides on the role of the EMT in the community.	• EMS School Walkthrough • Information Guides on EMT Roles in Community • Research: EMT Purpose and Function at Selected Community Sites	**Career Ready Practices** CRP 1,2,4,8,9	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 5	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,4,9,8,10,12	**Science** HS-ETS1-3
Week 39 **Comprehensive Review and Test Preparation** **Work-Based Learning: Career Coaching, Job Shadow**	• What have been the major knowledge and skills learned in this course? • How do these skills apply to the EMT profession? • What can be learned from emergency medical services professionals?	• Review learning from course. • Participate in Career Coaching process. • Participate in job Shadow with emergency medical services professionals.	• EMT Practices Test • Review For EMT Exam • Career Coaching Self-Assessment • Job Shadow Reflection	**Career Ready Practices** CRP 1,2,4,8,9	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards LW 5	**Literacy** 9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,4,8,9,10,12	**Science** HS-ETS1-2 HS-ETS1-3
Week 40 **Final Exam**	• Are you prepared for the final exam?	• Review and prepare for Final Exam.	• Final Exam	**Career Ready Practices** CRP 1,2,4,8,11,12	**ELA** 9-10R 1,2,4,7,8,9 9-10W 1,2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards	**Literacy**

Time Frame Unit of study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
				LW 1,2,6	9-10RST 1,2,4,7,8,9 9-10 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3,5,9	**Science** HS-ETS1-2 HS-ETS1-3

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 students gain the knowledge, skills, and attitudes necessary to become a competent, productive, and valuable member of the emergency medical services team. The role of the EMT has developed from providing basic first aid to serving as a provider of on-scene medical services. EMTs conduct basic, non-invasive interventions to help save lives and reduce harm at emergency sites and may provide out-of-hospital care. EMTs also use skills to transport patients safely, perform cardiopulmonary resuscitation (CPR), administer oxygen, manage glucose, and assist patients experiencing asthma attacks or allergic reactions. Students who successfully complete the program will be eligible for a regents diploma with a technical endorsement and will have the opportunity to test for NYS EMT Certification. Career opportunities include Emergency Medical Technician and Paramedic.

Course Description

In this course, students will have the opportunity to explore and experience the role of the EMT in the health care system and to further their progress toward obtaining the credentials are needed to fulfill this role. Students will practice taking vital signs and assessing patients for both appropriate medical and trauma response. Students will be trained in and obtain certification in FEMA Incident Command 100, 200 and 700 protocols and become aware of the high degree of planning and writing involved in planning for disasters. Students will , as well as training the NYS Mandated Reporter program. Students will continue to learn about human anatomy and physiology and the common types of injuries and conditions that EMTs encounter in the field. The course combines classroom and hands-on application of the skills required of first responders and EMTs.

Work-Based Learning

Students will be connected with working EMS professionals in the community through guest speakers, Career Coaching, field trips, and job shadowing leading to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Prerequisites

EMT100: Emergency Medical Technician 100
EMT200: Emergency Medical Technician 200

Course Objectives

Students will:

1. Explain the role of the EMT in the health care system and elaborate what credentials are needed to fulfill this role.
2. Apply proper medical terminology to complete patient care reports.
3. Practice safety and comply with legal and ethical behaviors expected of the EMT.
4. Demonstrate accuracy in patient assessments.
5. Use vital sign and patient assessment skills for both medical and trauma patients.
6. Obtain FEMA Incident Command System (ICS) 100, 200, and 300 Certifications.
7. Obtain NYS Mandated Reporter Certification
8. Explain the basic function of the systems of the human anatomy.
9. Describe the basics of illness and injury, including bleeding, soft tissue and musculoskeletal injury.
10. Compare and contrast the processes of medical and trauma response.
11. Practice dispatch communication protocols and codes and understand the triage process.
12. Obtain/review American Heart Association (AHA) Healthcare Provider CPR/AED Certification.

Integrated Academics

1 CTE Integrated Science Credit

Equipment and Supplies

- **School will provide:** Textbooks and all other print and online 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

Pollak, Andrew N., et al. *Emergency Care and Transportation of the Sick and Injured, 12th edition*. Burlington, MA: Jones & Bartlett Learning; , 2021.

Grading

Tests:	40%
Classwork:	20%
Participation:	10%
Labs:	30%

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.

Course Calendar

Quarter	Units of Study
1	• Medical Terminology (Ongoing Throughout the Year) • Emergency Medical Technician • Workplace Safety and Wellness • The Unthinkable Book Study • AHA Healthcare Provider CPR and AED Certification • Safety, Legal, and Ethical Issues • Work-Based Learning: Career Coaching, Job Shadow
2	• Vital Signs, SAMPLE History, Military Time, Documentation • FEMA Incident Command System: ICS 100, 200, 700 • Mandated Reporter Training: NYS Certification • Anatomy and Physiology • Science Fair • Work-Based Learning: Career Coaching, Job Shadow
3	• Anatomy and Physiology Review (continued) • Science Fair (continued) • Patient Assessment • Work-Based Learning: Career Coaching, Job Shadow
4	• Medical Emergency Response • Trauma Response • Triage • Community Outreach: Schoolwide Blood Drive • Work-Based Learning: Career Coaching, Job Shadow • Course Review, Final Exam, First Responder Certification

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

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-40 **Medical Terminology** **(Ongoing Throughout the Year)**	• What is the appropriate terminology for medical professionals? • What study techniques can be applied for success in medical terminology? • How can medical dictionaries be used as a resource?	• Interpret medical prefixes, suffixes, root words and abbreviations to simplify terminology for the layperson. • Create written medical documentation with the use of proper medical terminology. • Communicate effectively through radio communication by using proper medical terminology and technical language. • Use a medical dictionary to decode medical terminology and create medical words with prefix suffix and root words.	• Daily Written Documentation of Medical Terminology • Personal Medical Dictionary • Monthly Test: Medical Terminology Suffixes, Prefixes, Acronyms and Abbreviations • Independent Assignments • Radio Communication Case Review • Index Cards for Independent Study	**Career Ready Practices** CRP 1,2,3 **Cluster Standards** LW 3 **Pathway Standards** LW-EFM 1	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7 **Science** HS-LS1-2 HS-LS1-3
Weeks 1-4 **Emergency Medical Technician**	• What are the different certification and licensing levels for EMTs in NYS? • What does HIPAA stand for and what role does it play in the work of an EMT? • What are the physical standards for an EMT? • What is the essential equipment in EMT work and how does each function? • What is the role and responsibility of a medical director?	• Identify and differentiate between responsibilities and equipment used in the role of First Responder, EMT, EMT- Intermediate and EMT-Paramedic. • Identify levels of certification and licensing for EMTs in NYS. • Explain the professional attributes required for an EMT. • Examine ambulance equipment and analyze the functions of each. • Explain the impact of the Health Insurance Portability and Accountability Act (HIPAA) on patient privacy.	• Summary: EMT Duties and Responsibilities • Presentation: EMT Roles • Summary: EMT Standards • Assessment: Students' Abilities Compared with EMT Requirements • Quiz: EMT Roles and Responsibilities • Graphic Organizer: EMT Professional Attributes • Quiz On Equipment Identification and Function • Practical Exam: Proper Lifting Techniques • Guest Speakers • HIPAA Training	**Career Ready Practices** CRP 1,4,10 **Cluster Standards** LW 2,6 **Pathway Standards** LW-EFM 1,4	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7 **Science** HS-ETS1-2 HS-ETS1-3
Weeks 5-7 **Workplace Safety and Wellness**	• What are pathogens and how are diseases transmitted? • How does the body develop immunity to diseases? • What are the key elements of an Infection Control Plan? • Why are universal precautions necessary for EMTs? • What are proper lifting techniques for patients?	• Analyze modes of disease transmission and describe the steps to prevent and/or follow-up on an exposure. • Describe how immunity to infectious disease is acquired. • Identify and explain the safety protocols, universal precautions and blood-borne pathogen procedures that all EMTs must use in their work. • Describe the emotional aspects of emergency care. • State the steps that contribute to wellness and their importance in managing stress.	• Quiz • Presentation: Specific Disease and Modes Of Transmission • Demonstration: Proper Handwashing, Gloving and De-Gloving Techniques • OSHA Blood-Borne Pathogen Training • Practical Test: Lifting Techniques • Infection Control Plan • PSA on Flu Prevention In Schools	**Career Ready Practices** CRP 1,4,5 **Cluster Standards** LW 2,3 **Pathway Standards** LW-EFM 1,5,13	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7 **Science** HS-LS1-1 HS-LS1-2 HS-LS1-3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	• How does an EMT safely use a gurney during patient transport?				
Weeks 5-15 **<u>The Unthinkable</u> Book Study**	• How do people act in a crisis? • How can the brain be trained to survive in a crisis? • What can be learned from past crises to help in a future crisis?	• Describe how the average person reacts individually in an emergency. • Describe how the average person reactions as part of a group in an emergency. • Summarize large emergencies from the past and the lessons learned. • Describe ways to train a brain to react in an emergency situation. • Participate in a book study.	• Chapter quizzes • Book summaries • Group book discussions • Independent Reading Checkpoints	**Career Ready Practices** CRP 1,2,4,9	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,5	**Science** HS-ETS1-3 HS-LS1-2 HS-LS1-3
Week 8 **AHA Healthcare Provider CPR and AED**	• When should CPR be performed? • How should CPR be performed? • When should an AED be used? • How is an AED used?	• Explain when CPR should be performed. • Explain when an AED should be used. • Demonstrate proper AHA Healthcare Provider CPR and AED skills.	• Hands-On Drills for AHA Healthcare Provider CPR and AED	**Career Ready Practices** CRP 1,2,4,8,9	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 4	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,7	**Science** HS-ETS1-3 HS-LS1-2 HS-LS1-3
Weeks 9-11 **Safety Legal, and Ethical Issues** **Work-Based Learning: Career Coaching**	• How do legal and ethical issues impact an EMT? • What guidelines should EMTs follow to protect themselves from legal action? • How do HIPAA, Patient Rights and the ADA impact an EMT? • What is the impact of the Good Samaritan Act on EMTs? • What is an ethical decision? • When is an “Against Medical Advice” (AMA) form used and how is it documented? • When can't an AMA be used? • What is a “Do Not Resuscitate” (DNR) order?	• Analyze HIPAA regulations, Patients’ Rights, and the American with Disabilities Act and their relevance to an EMT. • Explain what current legal and ethical issues are relevant to an EMT. • Explain the responsibilities of record keeping and data collection as an EMT. • Create a patient run report demonstrating proper legal requirements. • Predict how ethical decisions might conflict with core human values as an EMT. • Examine the Good Samaritan Act and how it affects an EMT in providing medical services in the community. • Research cases where EMTs have been challenged under the “Good Samaritan Act”. • Participate in Career Coaching process.	• Summary: Patient Rights Documents and Their Purposes • Assignment: HIPAA Case Violations • Summary: Current Legal Issues in the Medical Field • Statement Of Ethical Behavior • Quiz: Good Samaritan Act • Article Critique: EMT Legal Issues • Template Run Reports • Ten Week Assessment • Career Coaching Self-Assessment	**Career Ready Practices** CRP 1,4,8,9	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 2,5	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,7	**Science** HS-ETS1-3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	• What can be learned from emergency medical services professionals?				
Week 12-13 **Vital Signs, SAMPLE History, Military Time, Documentation**	• What are normal ranges for vital signs? • What are indicators of abnormal vital signs and how are they recorded? • What are abnormal vital signs that need to be treated immediately? • What does the acronym SAMPLE stand for and how is it used? • What results of SAMPLE are important to an EMT?	• Perform and record baseline vital signs. • Ask for and record a SAMPLE (Signs and Symptoms, Allergies, Medications, Past medical history, Last oral intake, and Events leading up to present injury) History • Identify SAMPLE from various patient reports. • Include SAMPLE in patient documentation. • Identify parts of equipment used and be able to read weight scale and BP readings. • Identify a problem with equipment and troubleshoot for accurate readings. • Read and write conversion to military time.	• Quiz • Lab Practical • Patient Education Information Guide: Normal" Ranges for Vital Signs • Training Unit: Military Time • Journal Of Patient Run Reports • Role Play: Patient Questions and Proper Documentation	**Career Ready Practices** CRP 1,2,4,11 **Cluster Standards** LW 4 **Pathway Standards** LW-EFM 1,3,10,13	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7 **Science** HS-LS1-1 HS-LS1-3 HS-LS1-8
Weeks 14-15 **FEMA Incident Command System: ICS 100, 200, 700**	• What is NIMS, ICS and FEMA? • How does ICS affect 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. • Identify facility map symbols. • Complete ICS 100, 200, and 700 training.	• Summary: ICS Requirements Purposes and Common Incident Tasks • Information Guide: Purpose of NIMS Components • Successful Completion of ICS 100, 200 and 700 Certifications	**Career Ready Practices** CRP 1, 2, 4, 8, 9, 10 **Cluster Standards** LW 2 **Pathway Standards** LW-EFM 1,3,5,9,10	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7 **Science** HS-ETS1-3
Weeks 16-17 **Mandated Reporter Training: NYS Certification**	• What is the role of a mandated reporter in NYS? • What are the legal responsibilities of a mandated reporter in NYS? • What are the signs and symptoms of child abuse, maltreatment, and neglect? • What are the steps to report child abuse in NYS? • What resources are available for additional	• Explain the role of a mandated reporter in NYS. • Identify the legal responsibilities of the mandated reporter in NYS. • Describe the signs and symptoms of child abuse, maltreatment, and neglect. • Summarize the steps to report child abuse in NYS. • Identify resources for additional information about child abuse.	• Completed NYS Mandated Reporter Training	**Career Ready Practices** CRP 1, 2, 4, 8, 9, 10 **Cluster Standards** LW 2 **Pathway Standards** LW-EFM 1,3,5,9,10	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7 **Science** HS-ETS1-3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	information about child abuse?				
Weeks 18-28 **Anatomy and Physiology** **Work-Based Learning: Career Coaching**	• What are the anatomical directions, planes, and cavities? • What are the names of the bones of the body? • What are the different types of fractures? • What is the best way to explain basic respiratory and heart functions to patients? • What can be learned from emergency medical services professionals?	• Describe the body's topographic anatomy, including the anatomic position and the planes of the body. • Compare and contrast anatomy and physiology of bones. • Identify a bone injury and analyze proper treatment. • Explain basic anatomy and physiology of the respiratory system. • Distinguish among airway tools (OPA, NPA, Combi) and determine the correct tool. • Explore and analyze the anatomy and physiology of the circulatory system. • Describe the path and process of blood movement throughout the body. • Compare and contrast methods of bleeding control. • Develop patient treatment plans for soft tissue injuries and burns. • Calculate percentage of burns on body. • Participate in Career Coaching process.	• Instructional Video of Anatomical Terms • Quiz: Body Systems • Field Trip: Morgue/ Hospital Departments/or Body Exhibit • Dissections: Orange, Fetal Pig, Heart, Lung • Practical Exams: Splinting, Including Traction Splint; Bleeding Control • Test: Calculation of Burn Percentage on Body • Career Coaching Self-Assessment	**Career Ready Practices** CRP 1,2,4,11 **Cluster Standards** LW 1 **Pathway Standards** LW-EFM 1,3	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7 **Science** HS-LS1-1 HS-LS1-2 HS-LS1-3 HS-LS1-4 HS-LS1-8
Weeks 24-29 **Science Fair**	• How is a science experiment completed? • What is a hypothesis?	• Identify a patient-based experiment. • Research data to support background information relevant to the experiment. • Compile data and interpret results of experiment. • Create and conduct presentation of experiment.	• Research-Based Experiment for Presentation at Science Fair • Science Fair Data Packet • Class Presentation	**Career Ready Practices** CRP 1,2,4,6,8,9,11,12 **Cluster Standards** LW 2,3 **Pathway Standards** LW-EFM 1,3,4,5	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7 **Science** HS-LS1-1 HS-LS1-2 HS-LS1-3
Weeks 29-30 **Patient Assessment** **Work-Based Learning: Career Coaching**	• How are patient medical conditions assessed? • What does DR. ABCDE stand for? • What are the differences between medical and trauma assessments? • How does a primary assessment differ from a secondary assessment?	• Demonstrate how an EMT approaches patient evaluation in the field. • Compare/contrast medical, NOI (Medical) and trauma, MOI (Trauma) assessments in patients. • Demonstrate EMT primary assessment. • Analyze how patient evaluation impacts treatment decisions. • Compare and contrast primary and secondary patient assessment protocols.	• Medical Case Review with Anticipated EMT Protocols • Role Play: EMT And Patient • Practical Tests: Medical Assessment, Trauma Assessment • Test Assessment Acronyms • Guest Speakers • Vocabulary Assessment • Career Coaching Self-Assessment	**Career Ready Practices** CRP 1,2,4,8,9,11 **Cluster Standards** LW 1,2 **Pathway Standards** LW-EFM 1,3,4,7,9,10	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7 **Science** HS-LS1-1 HS-LS1-2

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	• When might an EMT need to request additional resources? • What can be learned from emergency medical services professionals?	• Demonstrate steps in secondary assessment process. • Demonstrate how to properly package a patient and operate a gurney. • Analyze a situation and determine need for additional resources. • Participate in Career Coaching process.			
Weeks 31-32 **Medical Emergency Response**	• How does an EMT respond to and treat a variety of medical conditions? • What knowledge is necessary to respond to toxicological, abdominal gynecologic, genitourinary and renal conditions? • When is an EMT responsible for delivering a baby?	• Develop treatment plans for each various medical conditions including respiratory, cardiovascular, altered mental status, stroke, headache, seizures and syncope, acute diabetic, and anaphylactic reactions. • Demonstrate administering nebulizer treatment. • Demonstrate oxygen placement with SpO2 (pulse oximetry) monitoring. • Administer appropriate EMT medications within the scope of Practices. • Demonstrate proper protocols for childbirth, to include cutting umbilical cord.	• Graphic Organizer and Gallery Walk: Treatments for Medical Emergencies • Instructional Video: Specific Medical Condition with Proper EMT Treatment • Peer Evaluation of Videos • Practical Assessment: O2 Equipment and Placement	**Career Ready Practices** CRP 1,2,4,8,9,11	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,9,10,13	**Science** HS-LS1-1 HS-LS1-3 HS-LS1-8
Week 33 **Trauma Response**	• What is the goal of initial trauma assessment? • What questions should an EMT ask in trauma assessment? • How does a patient's age affect an EMT's approach to trauma? • What systematic steps are taken in trauma assessment? • When would a trauma patient need to stabilized using a backboard or KED?	• Explain the goal of initial trauma assessment. • List the questions that an EMT should ask in trauma assessment. • Explain how a patient's age affects an EMT's approach to trauma. • Explain the steps that should be taken in a trauma assessment. • 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. • Explain when a trauma patient would need to be stabilized using a backboard or KED. • Demonstrate correct method of back stabilization using a backboard and straps. • Demonstrate the use of a KED to provide C-Spine alignment.	• Skills Practices and Assessments: Fractures, Bleeding, Lifting, Backboard, KED • Lab Simulations: Fractures, Bleeding, Lifting, Backboard, KED	**Career Ready Practices** CRP 1,2,4,8,9,11,12	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,3	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3	**Science** HS-LS1-1
Weeks 34-36				**Career Ready Practices** CRP 1,2,4,8,9,12	**ELA** 11-12R 1,2,4,7,8,9

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Triage	• When would a Triage Center need to be established? • How does a Triage Center Work? • Where have Triage Centers been used in this community?	• Analyze when and why a Triage Center would be established. • Define how a Triage Center works. • Construct a simulated Triage Center, assigning roles and responsibilities of class members. • Participate in a full-scale emergency exercise.	• Summary: Triage Process and Examples • Triage Center Simulation • Full Scale Emergency Exercise		11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,9,11,12	**Science** HS-ETS1-2 HS-ETS1-3
Weeks 37-39 **Community Outreach: Schoolwide Blood Drive** **Work-Based Learning: Career Coaching**	• What are the benefits of hosting a schoolwide blood drive? • What are the steps needed to host a successful blood drive? • How does the school community become aware of the blood drive? • What can be learned from emergency medical services professionals?	• Explain the benefits of hosting a schoolwide blood drive. • Describe the steps needed to host a successful blood drive. • Publicize the blood drive within the school community. • Participate in recruiting and scheduling donors for appointments. • Participate in managing donors on the day of the drive • Participate in Career Coaching process.	• Schoolwide Blood Drive • Career Coaching Self-Assessment	**Career Ready Practices** CRP 1,2,4,6,8,9,12	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 2,4	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,13	**Science** HS-LS1-1
Week 40 **Course Review, Final Exam, First Responder Certification**	• What knowledge and skills are required for the Final Exam and First Responder Certification Exam?	• Review and prepare for Final Exam and First Responder Certification Exam.	• Final Exam • First Responder Certification Exam	**Career Ready Practices** CRP 1,2,4,8	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 3	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,5	**Science** HS-ETS1-2 HS-ETS1-3

Syracuse City School District
Career and Technical Education Program
Course Syllabus
EMT400: Emergency Medical Technician 400

Program Overview

The EMT program is designed to help students gain the knowledge, skills, and attitudes necessary to become a competent, productive, and valuable member of the emergency medical services team. The role of the EMT has developed from providing basic first aid to serving as a provider of on-scene medical services. EMTs conduct basic, non-invasive interventions to help save lives and reduce harm at emergency sites and may provide out-of-hospital care. EMTs also use skills to transport patients safely, perform cardiopulmonary resuscitation (CPR), administer oxygen, manage glucose, and assist patients experiencing asthma attacks or allergic reactions. Students who successfully complete the program will be eligible for a regents diploma with a technical endorsement and will have the opportunity to test for NYS EMT Certification. Career opportunities include Emergency Medical Technician and Paramedic.

Course Description

In this course, students will continue to explore and experience the role of the EMT in the health care system and to further their progress toward obtaining the credentials are needed to fulfill this role. Students will practice taking vital signs and assessing patients for both appropriate medical and trauma response and will practice writing complete and accurate Patient Care Reports (PCR). Students will advance their knowledge of human anatomy and physiology and the common types of injuries and conditions that EMTs encounter in the field. Students will continue to work toward proficiency in the skills required for NYS EMT Certification and will become aware of the high degree of planning and writing involved in disaster management. The course combines classroom and hands-on application of the skills required of first responders and EMTs. Students will have the opportunity to engage in job shadow and internship experiences and test for NYS EMT Certification.

Work-Based Learning

Students will be connected with working EMS professionals in the community through guest speakers, Career Coaching, field trips, job shadowing, and internship experiences leading to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Prerequisites

EMT100: Emergency Medical Technician 100
EMT200: Emergency Medical Technician 200
EMT300: Emergency Medical Technician 300

Course Objectives

Students will:

1. Explain the role of the EMT in the health care system and elaborate what credentials are needed to fulfill this role.
2. Apply proper medical terminology to complete patient care reports.
3. Practice safety and comply with legal and ethical behaviors expected of the EMT.
4. Demonstrate accuracy in patient assessments.
5. Use vital sign and patient assessment skills for both medical and trauma patients.
6. Obtain FEMA Incident Command System (ICS) 100, 200, and 300 Certifications.
7. Obtain NYS Mandated Reporter Certification
8. Explain the basic function of the systems of the human anatomy.
9. Describe the basics of illness and injury, including bleeding, soft tissue and musculoskeletal injury.
10. Compare and contrast the processes of medical and trauma response.
11. Practice dispatch communication protocols and codes and understand the triage process.
12. Obtain/review American Heart Association (AHA) Healthcare Provider CPR/AED Certification.
13. Obtain NYS EMT Certification.
14. Complete job shadow and internship experiences.

Integrated Academics

1 CTE Integrated ELA Credit

Equipment and Supplies

- **School will provide:** Textbooks and all other print and online 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:** NYS Photo ID, required for NYS EMT Certification

Textbook

Pollak, A. N., Mejia, A., McKenna, K., & Edgerly, D. (2021). *Emergency Care and Transportation of the Sick and Injured, 12th edition.* Burlington, MA: Jones & Bartlett Learning; .

Grading

Tests:	40%
Classwork:	20%
Participation:	10%
Labs:	30%

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.

Course Calendar

Quarter	Units of Study
1	• Medical Terminology (Ongoing throughout the year) • Patient Care Reports (PCR) (Ongoing) • Emergency Medical Technician • Workplace Safety and Wellness • AHA Healthcare Provider CPR and AED • Safety, Legal, and Ethical Issues • Work-Based Learning: Career Coaching
2	• Patient Care Reports (PCR) (Ongoing) • Vital Signs, Sample History, Military Time, Documentation • FEMA Incident Command System: ICS 100, 200, 700 • Healthcare Provider CPR and First Aid Review • Anatomy and Physiology Review • Work-Based Learning: Career Coaching
3	• NYS EMT Practical Skills Checklist (Ongoing) • Anatomy and Physiology Review (continued) • Patient Assessment • Work-Based Learning: Career Coaching
4	• NYS EMT Practical Skills Checklist (Ongoing) • Job Shadow/Internship • Medical Emergency Response • Trauma Response • Triage • Community Outreach: Schoolwide Blood Drive • Work-Based Learning: Career Coaching • Course Review, Final Exam, NYS EMT Certification Exam

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
EMT400: Emergency Medical Technician 400

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-40 **Medical Terminology** **(Ongoing Throughout the Year)**	• What is the appropriate terminology for medical professionals? • What study techniques can be applied for success in medical terminology? • How can medical dictionaries be used as a resource?	• Interpret medical prefixes, suffixes, root words and abbreviations to simplify terminology for the layperson. • Create written medical documentation with the use of proper medical terminology. • Communicate effectively through radio communication by using proper medical terminology and technical language. • Use a medical dictionary to decode medical terminology and create medical words with prefix suffix and root words.	• Daily Written Documentation of Medical Terminology • Personal Medical Dictionary • Monthly Test: Medical Terminology Suffixes, Prefixes, Acronyms and Abbreviations • Independent Assignments • Radio Communication Case Review • Index Cards for Independent Study	**Career Ready Practices** CRP 1,2,3 **Cluster Standards** LW 3 **Pathway Standards** LW-EFM 1	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12WHST 1,2,5,6,7 **Science** HS-LS1-2 HS-LS1-3
Weeks 1-20 **Patient Care Reports (PCR)** **(Ongoing)**	• What the EMT reporting requirements in NYS? • What is the Patient Care Report (PCR)? • What are the components of the PCR? • What information should be included in the PCR? • What are the legal implications of the PCR? • • Why should reports be timely, accurate, and professional?	• Explain state reporting requirements. • Explain the rationale for patient care documentation. • Explain the components of the PCR and the information that should be included. • Identify the various sections of the PCR and describe what information is required in each section and how it should be entered. • Describe the legal implications associated with the PCR. • Explain the reason for using medical terminology correctly. • Explain the rationale for using an accurate and synchronous clock • Complete a PCR.	• Completed PCRs for Authentic Scenarios	**Career Ready Practices** CRP 1,2,3 **Cluster Standards** LW 3 **Pathway Standards** LW-EFM 1	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12WHST 1,2,5,6,7 **Science** HS-LS1-2 HS-LS1-3
Weeks 21-40 **NYS EMT Practical Skills Checklist** **(Ongoing)**	• What knowledge and skills are necessary to become certified as an EMT in NYS?	• Explain and demonstrate the following skills required for NYS EMT Certification: o Patient Assessment Management - Trauma o Patient Assessment Management - Medical o Cardiac Arrest Management\AED o Bag-Valve-Mask Apneic Patient o Upper Airway Adjuncts and Suction o Supplemental Oxygen Administration o Bleeding Control/Shock Management o Long Bone Injury Immobilization	• Completion of NYS Required Lab (Weekly) • Completion of NYS EMT Practical Skills Checklist Booklet with NYS Rubrics	**Career Ready Practices** CRP 1,2,3 **Cluster Standards** LW 3 **Pathway Standards** LW-EFM 1	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12WHST 1,2,5,6,7 **Science** HS-LS1-2 HS-LS1-3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		o Joint Injury Immobilization o Traction Splint Immobilization			
Weeks 1-4 **Emergency Medical Technician**	• What are the different certification and licensing levels for EMTs in NYS? • What does HIPAA stand for and what role does it play in the work of an EMT? • What are the physical standards for an EMT? • What is the essential equipment in EMT work and how does each function? • What is the role and responsibility of a medical director?	• Identify and differentiate between responsibilities and equipment used in the role of First Responder, EMT, EMT- Intermediate and EMT-Paramedic. • Identify levels of certification and licensing for EMTs in NYS. • Explain the professional attributes required for an EMT. • Examine ambulance equipment and analyze the functions of each. • Explain the impact of the Health Insurance Portability and Accountability Act (HIPAA) on patient privacy.	• Summary: EMT Duties and Responsibilities • Presentation: EMT Roles • Summary: EMT Standards • Assessment: Students' Abilities Compared with EMT Requirements • Quiz: EMT Roles and Responsibilities • Graphic Organizer: EMT Professional Attributes • Quiz On Equipment Identification and Function • Practical Exam: Proper Lifting Techniques • Guest Speakers • HIPAA Training	**Career Ready Practices** CRP 1,4,10 **Cluster Standards** LW 2,6 **Pathway Standards** LW-EFM 1,4	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7 **Science** HS-ETS1-3
Weeks 5-7 **Workplace Safety and Wellness**	• What are pathogens and how are diseases transmitted? • How does the body develop immunity to diseases? • What are the key elements of an Infection Control Plan? • Why are universal precautions necessary for EMTs? • What are proper lifting techniques for patients? • How does an EMT safely use a gurney during patient transport?	• Analyze modes of disease transmission and describe the steps to prevent and/or follow-up on an exposure. • Describe how immunity to infectious disease is acquired. • Identify and explain the safety protocols, universal precautions and blood-borne pathogen procedures that all EMTs must use in their work. • Describe the emotional aspects of emergency care. • State the steps that contribute to wellness and their importance in managing stress.	• Quiz • Presentation: Specific Disease and Modes of Transmission • Demonstration: Proper Handwashing, Gloving and De-Gloving Techniques • OSHA Blood-Borne Pathogen Training • Practical Test: Lifting Techniques • Infection Control Plan • PSA on Flu Prevention in Schools	**Career Ready Practices** CRP 1,4,5 **Cluster Standards** LW 2,3 **Pathway Standards** LW-EFM 1,5,13	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7 **Science** HS-LS1-1 HS-LS1-2 HS-LS1-3
Week 8 **AHA Healthcare Provider CPR and AED**	• When should CPR be performed? • How should CPR be performed? • When should an AED be used? • How is an AED used?	• Explain when CPR should be performed. • Explain when an AED should be used. • Demonstrate proper AHA Healthcare Provider CPR and AED skills.	• Hands-On Drills for AHA Healthcare Provider CPR and AED	**Career Ready Practices** CRP 1,2,4,8,9 **Cluster Standards** LW 4 **Pathway Standards** LW-EFM 1,4,7	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 **Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7 **Science** HS-ETS1-3 HS-LS1-2 HS-LS1-3
Weeks 9-11	• How do legal and ethical issues impact an EMT?	• Analyze HIPAA regulations, Patients' Rights, and the American with		**Career Ready Practices** CRP 1,4,8,9	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Safety Legal, and Ethical Issues **Work-Based Learning: Career Coaching**	• What guidelines should EMTs follow to protect themselves from legal action? • How do HIPAA, Patient Rights and the ADA impact an EMT? • What is the impact of the Good Samaritan Act on EMTs? • What is an ethical decision? • When is an "Against Medical Advice" (AMA) form used and how is it documented? • When can't an AMA be used? • What is a "Do Not Resuscitate" (DNR) order? • What can be learned from emergency medical services professionals?	Disabilities Act and their relevance to an EMT. • Explain what current legal and ethical issues are relevant to an EMT. • Explain the responsibilities of record keeping and data collection as an EMT. • Create a patient run report demonstrating proper legal requirements. • Predict how ethical decisions might conflict with core human values as an EMT. • Examine the Good Samaritan Act and how it affects an EMT in providing medical services in the community. • Research cases where EMTs have been challenged under the "Good Samaritan Act". • Participate in Career Coaching process.	• Summary: Patient Rights Documents and Their Purposes • Assignment: HIPAA Case Violations • Summary: Current Legal Issues in the Medical Field • Statement Of Ethical Behavior • Quiz: Good Samaritan Act • Article Critique: EMT Legal Issues • Template Run Reports • Ten Week Assessment • Career Coaching Self-Assessment		11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 2,5	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,7	**Science** HS-ETS1-3
Week 12-13 **Vital Signs, SAMPLE History, Military Time, Documentation**	• What are normal ranges for vital signs? • What are indicators of abnormal vital signs and how are they recorded? • What are abnormal vital signs that need to be treated immediately? • What does the acronym SAMPLE stand for and how is it used? • What results of SAMPLE are important to an EMT?	• Perform and record baseline vital signs. • Ask for and record a SAMPLE (Signs and Symptoms, Allergies, Medications, Past medical history, Last oral intake, and Events leading up to present injury) History • Identify SAMPLE from various patient reports. • Include SAMPLE in patient documentation. • Identify parts of equipment used and be able to read weight scale and BP readings. • Identify a problem with equipment and troubleshoot for accurate readings. • Read and write conversion to military time.	• Quiz • Lab Practical • Patient Education Information Guide: Normal" Ranges for Vital Signs • Training Unit: Military Time • Journal Of Patient Run Reports • Role Play: Patient Questions and Proper Documentation	**Career Ready Practices** CRP 1,2,4,11	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 4	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3,10,13	**Science** HS-LS1-1 HS-LS1-3 HS-LS1-8
Weeks 14-16 **FEMA Incident Command System: ICS 100, 200, 700**	• What is NIMS, ICS and FEMA? • How does ICS affect 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.	• Summary: ICS Requirements Purposes and Common Incident Tasks • Information Guide: Purpose of NIMS Components • Successful Completion of ICS 100, 200 and 700 Certifications	**Career Ready Practices** CRP 1, 2, 4, 8, 9, 10	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 2	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		• Describe the six basic ICS facilities, identifying facilities that may be located together. • Identify facility map symbols. • Complete ICS 100, 200, and 700 training.		**Pathway Standards** LW-EFM 1,3,5,9,10	**Science** HS-ETS1-3
Weeks 17-28 **Anatomy and Physiology Review** **Work-Based Learning: Career Coaching**	• What are the anatomical directions, planes, and cavities? • What are the names of the bones of the body? • What are the different types of fractures? • What is the best way to explain basic respiratory and heart functions to patients? • What can be learned from emergency medical services professionals?	• Describe the body's topographic anatomy, including the anatomic position and the planes of the body. • Compare and contrast anatomy and physiology of bones. • Identify a bone injury and analyze proper treatment. • Explain basic anatomy and physiology of the respiratory system. • Distinguish among airway tools (OPA, NPA, Combi) and determine the correct tool. • Explore and analyze the anatomy and physiology of the circulatory system. • Describe the path and process of blood movement throughout the body. • Compare and contrast methods of bleeding control. • Develop patient treatment plans for soft tissue injuries and burns. • Calculate percentage of burns on body. • Participate in Career Coaching process.	• Instructional Video of Anatomical Terms • Quiz: Body Systems • Field Trip: Morgue/ Hospital Departments/or Body Exhibit • Dissections: Orange, Fetal Pig, Heart, Lung • Practical Exams: Splinting, Including Traction Splint; Bleeding Control • Test: Calculation of Burn Percentage on Body • Career Coaching Self-Assessment	**Career Ready Practices** CRP 1,2,4,11	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3	**Science** HS-LS1-1 HS-LS1-2 HS-LS1-3 HS-LS1-4 HS-LS1-8
Weeks 29-30 **Patient Assessment** **Work-Based Learning: Career Coaching**	• How are patient medical conditions assessed? • What are the differences between medical and trauma assessments? • How does a primary assessment differ from a secondary assessment? • How is scene safety assessed in every situation? • When might an EMT need to request additional resources? • What can be learned from emergency medical services professionals?	• Demonstrate how an EMT approaches patient evaluation in the field. • Compare/contrast medical, NOI (Medical) and trauma, MOI (Trauma) assessments in patients. • Demonstrate EMT primary assessment. • Analyze how patient evaluation impacts treatment decisions. • Compare and contrast primary and secondary patient assessment protocols. • Demonstrate steps in secondary assessment process. • Demonstrate how to properly package a patient and operate a gurney. • Explain how to assess the safety of a scene. • Analyze a situation and determine need for additional resources.	• Medical Case Review with Anticipated EMT Protocols • Role Play: EMT And Patient • Practical Tests: Medical Assessment, Trauma Assessment • Test Assessment Acronyms • Guest Speakers • Vocabulary Assessment • Career Coaching Self-Assessment	**Career Ready Practices** CRP 1,2,4,8,9,11	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,3,4,7,9,10	**Science** HS-LS1-1 HS-LS1-2

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		• Participate in Career Coaching process.			
Weeks 30-32 **Job Shadow/Internship**	• How can job shadows enhance classroom learning? • Who will the supervisor of the job shadow experience be? • What is the student's role during a job shadow? • What challenges might a student experience during a job shadow?	• Determine areas of interest through shadow experiences • Provide details of new learning obtained in the field • Identify areas or topics needing review or reinforcement to improve knowledge and skills. • Observe the chain of command and order of operations in the field • Demonstrate maturity and responsibility when interacting with medical professionals	• Completed shift rotations at AMR ambulance service • Completed PCRs for 10 Patients • Job Shadow/Internship Self-Assessment	**Career Ready Practices** CRP 1,4	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 6	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,8	**Science** HS-LS1-1 HS-LS1-3
Weeks 33 **Medical Emergency Response**	• How does an EMT respond to and treat a variety of medical conditions? • What knowledge is necessary to respond to toxicological, abdominal gynecologic, genitourinary and renal conditions? • When is an EMT responsible for delivering a baby?	• Develop treatment plans for each various medical conditions including respiratory, cardiovascular, altered mental status, stroke, headache, seizures and syncope, acute diabetic, and anaphylactic reactions. • Demonstrate administering nebulizer treatment. • Demonstrate oxygen placement with SpO2 (pulse oximetry) monitoring. • Administer NYS EMT medications with proper dosages. • Demonstrate proper protocols for childbirth, to include cutting umbilical cord.	• Assignments: Treatments for Medical Emergencies; Specific Medical Condition with Proper EMT Treatment • Practical Assessment: O2 Equipment and Placement	**Career Ready Practices** CRP 1,2,4,8,9,11	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,2,3	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3,5,9,10,13	**Science** HS-LS1-1 HS-LS1-3 HS-LS1-8
Week 34 **Trauma Response**	• What is the goal of initial trauma assessment? • What questions should an EMT ask in trauma assessment? • How does a patient's age affect an EMT's approach to trauma? • What systematic steps are taken in trauma assessment? • What response and treatments are necessary for life threatening trauma injuries? • When would a trauma patient need to stabilized using a backboard or KED?	• Explain the goal of initial trauma assessment. • List the questions that an EMT should ask in trauma assessment. • Explain how a patient's age affects an EMT's approach to trauma. • Explain the steps that should be taken in a trauma assessment. • Analyze trauma 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. • Explain when a trauma patient would need to be stabilized using a backboard or KED.	• Skills Practices and Assessments: Fractures, Bleeding, Lifting, Backboard, KED • Lab Simulations: Fractures, Bleeding, Lifting, Backboard, KED	**Career Ready Practices** CRP 1,2,4,8,9,11,12	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1,3	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,2,3	**Science** HS-LS1-1

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		• Demonstrate correct method of back stabilization using a backboard and straps. • Demonstrate the use of a KED to provide C-Spine alignment.			
Weeks 35-36 **Triage**	• When would a Triage Center need to be established? • How does a Triage Center Work? • Where have Triage Centers been used in this community?	• Analyze when and why a Triage Center would be established. • Define how a Triage Center works. • Construct a simulated Triage Center, assigning roles and responsibilities of class members. • Participate in a full scale emergency exercise.	• Summary: Triage Process and Examples • Triage Center Simulation • Full Scale Emergency Exercise	**Career Ready Practices** CRP 1,2,4,8,9,12	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 1	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,9,11,12	**Science** HS-ETS1-2 HS-ETS1-3
Weeks 37-39 **Community Outreach: Schoolwide Blood Drive** **Work-Based Learning: Career Coaching**	• What are the benefits of hosting a schoolwide blood drive? • What are the steps needed to host a successful blood drive? • How does the school community become aware of the blood drive? • What can be learned from emergency medical services professionals?	• Explain the benefits of hosting a schoolwide blood drive. • Describe the steps needed to host a successful blood drive. • Publicize the blood drive within the school community. • Participate in recruiting and scheduling donors for appointments. • Participate in managing donors on the day of the drive • Participate in Career Coaching process.	• Schoolwide Blood Drive • Career Coaching Self-Assessment	**Career Ready Practices** CRP 1,2,4,6,8,9,12	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 2,4	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,13	**Science** HS-LS1-1
Week 40 **Course Review, Final Exam, NYS EMT Certification Exam**	• What knowledge and skills are required for the Final Exam and NYS EMT Certification Exam?	• Review and prepare for Final Exam and NYS EMT Certification Exam.	• Final Exam • NYS EMT Certification Exam	**Career Ready Practices** CRP 1,2,4,8	**ELA** 11-12R 1,2,4,7,8,9 11-12W 1,2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Cluster Standards LW 3	**Literacy** 11-12RST 1,2,4,7,8,9 11-12 WHST 1,2,5,6,7
				Pathway Standards LW-EFM 1,4,5	**Science** HS-ETS1-2 HS-ETS1-3