

Module 1: Preparatory

Lesson 1-1 Introduction to EMS Systems

Objectives

Objectives Legend

C=Cognitive P=Psychomotor A=Affective

1 = Knowledge level

2 = Application level

3 = Problem-solving level

Cognitive Objectives

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

- 1-1.1 Define the components of Emergency Medical Services (EMS) systems.
- 1-1.2 Differentiate the roles and responsibilities of the CFR from other out-of-hospital care providers. (C-3)
- 1-1.3 Define medical oversight and discuss the CFR's role in the process. (C-1)
- 1-1.4 State the specific statutes and regulations in your state regarding the EMS system.

Affective Objectives

- 1-1.6 Accept and uphold the responsibilities of a CFR in accordance with the standards of an EMS professional. (A-3)
- 1-1.7 Explain the rationale for maintaining a professional appearance when on duty or when responding to calls. (A-3)
- 1-1.8 Describe why it is inappropriate to judge a patient based on a cultural, gender, age, or socioeconomic model, and to vary the standard of care rendered as a result of that judgement. (A-3)

Psychomotor Objectives

No psychomotor objectives identified.

Preparation

Motivation:

The field of out-of-hospital emergency medical care is an evolving profession in which the reality of life and death is confronted at a moment's notice. EMS has developed from the days when the local funeral home served as the ambulance provider to a far more sophisticated system today. CFRs work within the EMS system to help deliver professional out-of-hospital emergency medical care. This course is designed to help the new CFR gain the knowledge, skills, and attitudes necessary to be a competent, productive, and valuable member of the emergency medical services team.

Prerequisites:

None

Materials

AV Equipment:

Utilize various audio-visual materials relating to emergency medical care. The continuous development of new audio-visual materials relating to EMS requires careful review to determine which best meet the needs of the program. Materials should be edited to ensure that the objectives of the curriculum are met.

EMS Equipment:

None required

Personnel

Primary Instructor:

One EMT-B Instructor knowledgeable in CFR Course overview, administrative paperwork, certification requirements, Americans with Disabilities Act issues, and roles and responsibilities of the CFR. The medical director should be present for the discussion of medical oversight.

Assistant Instructor:

None required

Recommended Minimum Time to Complete:

One hour

Presentation

Declarative (What)

I. Course Overview

- A. Paperwork
 - 1. School
 - 2. State
 - 3. Local
- B. Course description and expectations
- C. Immunizations/physical exam
- D. Review criteria for certification
 - 1. Successful course completion
 - 2. Mentally/physically meet criteria of safe and effective practice of job functions. **(REFER TO APPENDIX A, Functional Job Analysis)**
 - 3. Practical examination
 - 4. Written examination
 - 3. State and local provisions
- E. Policy on the Americans with Disabilities Act (ADA)
 - 1. School policies
 - 2. State policies
 - 3. Local Policies
- F. Policy on harassment in the classroom environment
 - 1. School policies
 - 2. State policies
 - 3. Local Policies
- G. Advancement to the EMT-Basic Level

II. The Emergency Medical Services System and the CFR

- A. Overview of the Emergency Medical Services system
 - 1. A network of resources to provide emergency care and transport, to victims of sudden illness and injury
 - a. Prevention of injury
 - b. Occurrence of the event
 - c. Recognition of the event and activation of the system
 - d. Bystander care/dispatch instructions
 - e. Arrival of First Responders
 - (1) Fire/Rescue Personnel
 - (2) Law enforcement
 - (3) Industrial response teams
 - f. Arrival of additional EMS resources
 - g. Emergency medical care at the scene
 - h. Transport to receiving facility
 - i. Transfer to in-hospital care system
 - 2. Ten Classic Components of an EMS System
 - a. Regulation and policy

New York State Certified First Responder Curriculum

Adapted from the United States Department of Transportation
First Responder: National Standard Curriculum

- b. Resource management
- c. Human resources and training
- d. Transportation
- e. Facilities
- f. Communications
- g. Public information and education
- h. Medical oversight
- i. Trauma systems
- j. Evaluation
- 3. Access to the emergency medical services system
 - a. 9-1-1
 - (1) Basic
 - (2) Enhanced 9-1-1
 - b. Non 9-1-1
- 4. Levels of training
 - a. CFR
 - b. EMT-Basic
 - c. EMT-Intermediate
 - d. EMT-Critical Care
 - e. EMT-Paramedic
- 5. The in-hospital care system
 - a. Emergency departments
 - b. Specialty facilities
 - (1) Trauma centers
 - (2) Burn centers
 - (3) Pediatric Centers
 - (4) Perinatal centers
 - (5) Poison centers
 - c. Hospital personnel
 - (1) Physicians
 - (2) Nurses
 - (3) Other allied health professionals
- 6. Overview of the local EMS system
- B. Roles of the CFR
 - 1. Personal, crew, patient, and bystander safety
 - 2. Gaining access to the patient
 - 3. CFR patient assessment to identify life threatening conditions
 - 4. Continuation of care through additional EMS resources
 - 5. Initial patient care based on assessment findings
 - 6. Assisting with the additional care
 - 7. Participation in record keeping/data collection as per local/state requirements
 - 8. Liaison with other public safety workers
 - a. Local law enforcement
 - b. State and federal law enforcement
 - c. Fire departments

- d. EMS Providers
- C. Responsibilities of the CFR
 1. Personal health and safety
 2. Maintain caring attitude - reassure and comfort patient, family, and bystanders while awaiting additional EMS resources
 3. Maintain composure
 4. Neat, clean, and professional appearance
 5. Maintain up-to-date knowledge and skills
 - a. Continuing education
 - b. Refresher courses
 6. Put patient's needs as a priority without endangering self.
 7. Maintain current knowledge of local, state, and national issues affecting EMS.
- D. Medical Oversight
 1. Definition
 - a. A formal relationship between the EMS providers and the physician responsible for the out-of-hospital emergency medical care provided in a community.
 - b. This physician is often referred to as the system medical director.
 - c. Every EMS System must have medical oversight.
 2. Types of medical oversight
 - a. Direct medical control
 - (1) Also called "on-line", "base station", "immediate", or "concurrent"
 - (2) Simultaneous physician direction of a field provider.
 - (3) Communication may be via radio, telephone, or actual contact with a physician on-scene
 - b. Indirect medical control
 - (1) Also called "off-line", "retrospective", or "prospective"
 - (2) Includes everything that is not direct medical control
 - (3) System elements under medical oversight include:
 - (a) system design
 - (b) protocol development
 - (c) education
 - (c) quality management
 3. The relationship of the CFR to medical oversight
 - a. The CFR may be a designated agent of the physician
 - b. Care rendered may be considered an extension of the medical director's authority (varies by state law).
- E. Specific statutes and regulations regarding EMS in your state

Application

Procedural (How)

None identified for this lesson.

Contextual (When, Where, Why)

The student will use this information throughout the course to enhance his understanding and provide direction for the CFR's relationship to the individual components of the EMS system. The lesson will provide the student with a road map for learning the skill and knowledge domains of the CFR. Additionally, this lesson will identify that not all students meet the mental and physical requirements of the career field. After completion of the course, the CFR will use this information to understand the process of gaining and maintaining certification, as well as understanding state and local legislation affecting the profession. This lesson sets the foundation for the remaining teaching/learning process. A positive, helpful attitude presented by the instructor is *essential* to assuring a positive, helpful attitude from the student.

Student Activities

Auditory (Hearing)

1. Students will hear specifically what they can expect to receive from the training program.
2. Students will hear the specific expectations of the training program.
3. Students will hear actual state and local legislation relative to EMS practice and certification.

Visual (Seeing)

1. Students will see audio-visual materials explaining the components of the health care system, CFR level of care, CFR's roles and responsibilities, professional attributes, and certification requirements.
2. Students will receive a copy of the cognitive, affective, and psychomotor objectives for the entire curriculum.
3. Students will receive the final skill evaluation instruments.

Kinesthetic (Doing)

1. Students will complete the necessary course paperwork.
2. Students will practice situations in which CFRs portray professional attributes.
3. Students will indicate if they will require/request assistance during the course or certification process based on the Americans with Disabilities Act. Additionally, students will provide the necessary documentation to support the requirements/request.

Instructor Activities

Facilitate discussion and supervise practice.
Reinforce student progress in cognitive, affective, and psychomotor domains.
Redirect students having difficulty with content. (Complete remediation form.)

Evaluation

Practical:

Evaluate the actions of the CFR students during role play, practice or other skill stations to determine their compliance with the cognitive and affective objectives and their mastery of the psychomotor objectives of this lesson.

Written:

Develop evaluation instruments, e.g., quizzes, oral reviews, and handouts, to determine if the students have met the cognitive and affective objectives of this lesson.

Remediation

Identify students or groups of students who are having difficulty with this subject content. Complete remediation sheet from the instructor's course guide.

Enrichment

What is unique in the local area concerning this topic? Complete enrichment sheets from instructor's course guide and attach with lesson plan.

