

# **North Dakota Emergency Medical Services Education**

## **Content Standards**

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**North Dakota Department of Career and Technical Education**

**Wayde Sick, State Director and Executive Officer**

**600 E Boulevard Avenue, Dept. 270**

**Bismarck, North Dakota 58505-0610**

# **North Dakota Technical Education Team and Standards Process**

**This set of standards was reviewed with special thanks to:**

Seth Murray, Sanford Health EMS Education, Fargo  
Cary Wertz, Southeast Region CTC  
Jessie Pestel, Horace High School

**Questions regarding these standards can be directed to:**

Michael Netzloff  
Standards and Curriculum Specialist  
ND Department of Career and Technical Education  
600 E. Boulevard Avenue, Department 270  
Bismarck, ND 58505-0610  
(701) 328-3187  
[mnetzloff@nd.gov](mailto:mnetzloff@nd.gov)

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# **Career and Technical Education Standards Introduction**

## **Mission**

The mission of the State Board for Career and Technical Education (CTE) is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.

## **Vision**

The State Board for Career and Technical Education (CTE) is committed to providing career awareness, work readiness skills, occupational preparation, and retraining of workers throughout the state. Career and technical education will span all educational levels, providing youth with exploration opportunities and the foundation skills needed to enter the world of work while providing adults with skills needed to enter, re-enter, or advance in the workforce.

## **Goal**

North Dakota Career and Technical Education's goal is to create a competitive and knowledgeable work force. This is accomplished through a variety of educational program areas that are organized to prepare students for careers in their chosen fields, to take leadership roles, and balance their multiple roles in life. CTE programs prepare students with the knowledge and skills to make informed career choices, to integrate and apply academic concepts, to prepare for successful participation in a global society, and to engage in lifelong learning.

## **Standards Development Process**

Standards development is a multi-phase process. Existing and/or industry standards are the basis for the North Dakota Program Standards. A team of expert secondary and postsecondary teachers, business and industry representatives, and the state program supervisor draft the standards document. Once the document is finalized, the State Board for Career and Technical Education approves and adopts the standards.

Course Frameworks are also developed by the writing team. A framework includes a brief overview of the course content, topical units of study, and identifies the standards recommended for inclusion within the course. The frameworks are tailored to prepare young people for the opportunities in North Dakota. School Districts will use the frameworks as a guide for developing curriculum that reflects local needs.

# Key Principles of Career and Technical Education

## We believe that Career Technical Education:

**1. Draws its curricula, standards, and organizing principles from the workplace.**

The workplace provides the context, objectives, and organizing constructs for instruction and assessment. The workplace also defines the standards of performance necessary, including those required for academic, technical, and employability skills.

**2. Is a critical and integral component of the total educational system, offering career-oriented benefits for all students.**

CTE classes offer educational benefits to students pursuing careers requiring specific technical skills as well as providing a strong foundation for those pursuing a traditional four-year (or more) degree.

**3. Is a critical and integral component of the workforce development system, providing the essential foundation for a thriving economy.**

Preparation of a well-prepared, qualified workforce requires solid academics, good work ethics, and specific technical skills as well as the ability to communicate, work with others, solve problems, and use information. CTE contributes directly to this preparation by providing a curriculum tied to specific workplace requirements.

**4. Maintains high levels of excellence supported through identification of academic and workplace standards, measurement of performance (accountability), and high expectations for participant success.**

Career Technical Education is committed to continuous improvement, attention to industry certification, and the development of highly qualified teachers.

**5. Is robust and flexible enough to respond to the needs of the multiple educational environments, customers, and levels of specialization.**

CTE involves a large and complex delivery system that (1) integrates career exploration, (2) provides effective tools for organizing all curricula, (3) facilitates the teaching and use of technology, (4) is integrated into the total learning experience, (5) enhances the learning of academic subjects, (6) teaches broad occupational skills, (7) includes all aspects of the industry, (8) teaches how to balance family and work responsibilities, (9) provides job-specific training, (10) is offered at multiple levels of the educational continuum, and (11) is delivered through a variety of educational environments.

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<b>Standard 1</b>	<b><i>PREPARATORY</i></b>	
<b>Topic 1.1</b>	<b>EMS Systems</b>	
	<b>Student Competencies</b>	
	1.1.1	Uses and applies knowledge of EMS systems.
	1.1.2	Understands roles, responsibilities, and professionalism of EMS personnel.
	1.1.3	Contrasts quality improvement vs. quality assurance.
	1.1.4	Summarizes the role of medical oversight.
	1.1.5	Identifies the culture of safety / patient safety.
	1.1.6	Summarizes the continuum of care.
	1.1.7	Describes the history of EMS.
	1.1.8	Classifies the systems of care, e.g., Stroke, STEMI, Trauma, Pediatrics.
	1.1.9	Discusses MIH/CP and other EMS-related specialty roles.
<b>Topic 1.2</b>	<b>Workforce Safety and Wellness</b>	
	<b>Student Competencies</b>	
	1.2.1	Uses standard safety precautions.
	1.2.2	Identifies personal protective equipment.
	1.2.3	Demonstrates lifting and moving patients.
	1.2.4	Explains crew resource management.
	1.2.5	Supports stress management.
	1.2.6	Identifies prevention of work-related injuries and illnesses.
	1.2.7	Appraises responder mental health, resilience, and suicide prevention.
	1.2.8	Defines wellness principles.
	1.2.9	Understands disease transmission.
<b>Topic 1.3</b>	<b>Research</b>	
	<b>Student Competencies</b>	
	1.3.1	Describes the impact of research on EMS care.
	1.3.2	Interprets data collection.
	1.3.3	Explains evidence-based decision making.
<b>Topic 1.4</b>	<b>Documentation</b>	
	<b>Student Competencies</b>	
	1.4.1	Understands recording patient findings.
	1.4.2	Describes the principles of medical documentation and report writing.
	1.4.3	Identifies supporting medical necessity.

<b>Topic 1.5</b>	<b>EMS System Communication</b>	
	<b>Student Competencies</b>	
	1.5.1	Describes the EMS communication system.
	1.5.2	Employs communication with other health care professionals to include cohesive and organized patient handoff.
	1.5.3	Understands team communication and dynamics.
	1.5.4	Summarizes telemetric monitoring devices and transmission of clinical data, including video data.
<b>Topic 1.6</b>	<b>Therapeutic Communication</b>	
	<b>Student Competencies</b>	
	1.6.1	Demonstrates health care literacy.
	1.6.2	Identifies interviewing techniques.
	1.6.3	Employs verbal defusing strategies.
	1.6.4	Understands managing communication challenges.
	1.6.5	Describes family centered care.
	1.6.6	Recognizes adjusting communication strategies for age, stage of development, and patients with special needs.
	1.6.7	Illustrates non-discriminatory communication that addresses inherent or unconscious bias, is culturally aware and sensitive, and intended to improve patient outcome.
<b>Topic 1.7</b>	<b>Medical/Legal and Ethics</b>	
	<b>Student Competencies</b>	
	1.7.1	Compares consent, involuntary consent, and refusal of care.
	1.7.2	Understands confidentiality.
	1.7.3	Defines advanced directives.
	1.7.4	Identifies tort and criminal actions.
	1.7.5	Summarizes evidence preservation.
	1.7.6	Describes statutory responsibilities.
	1.7.7	Interprets mandatory reporting.
	1.7.8	Contrasts ethical principles/moral obligations.
	1.7.9	Appraises end-of-life issues.
	1.7.10	Illustrates patient rights/advocacy.
<b>Topic 1.8</b>	<b>Anatomy and Physiology</b>	
	<b>Student Competencies</b>	
	1.8.1	Uses knowledge of the anatomy and function of the upper airway, heart, vessels, blood, lungs, skin, muscles and bones as the foundation of emergency care.
	1.8.2	Applies knowledge of the anatomy and function of all human systems to the practice of EMS.
<b>Topic 1.9</b>	<b>Medical Terminology</b>	
	<b>Student Competencies</b>	
	1.9.1	Understands medical and anatomical terms.



	1.9.2	Uses anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals.
<b>Topic 1.10</b>	<b>Pathophysiology</b>	
	<b>Student Competencies</b>	
	1.10.1	Uses knowledge of shock and respiratory compromise to respond to life threats.
	1.10.2	Applies knowledge of the pathophysiology of respiration and perfusion to patient assessment and management.
<b>Topic 1.11</b>	<b>Life Span Development</b>	
	<b>Student Competencies</b>	
	1.11.1	Uses knowledge of age-related differences to assess and care for patients.
	1.11.2	Applies knowledge of life span development to patient assessment and management.
<b>Topic 1.12</b>	<b>Public Health</b>	
	<b>Student Competencies</b>	
	1.12.1	Describes EMS roles in public health.
	1.12.2	Summarizes infection prevention and control.
	1.12.3	Identifies human trafficking.
	1.12.4	Understands EMS EHR reporting and data collection.
	1.12.5	Illustrates governmental/nongovernmental roles and resources.
	1.12.6	Names public health mission and goals.
	1.12.7	Lists social, geographic, economic, and demographic determinants of health.
	1.12.8	Describes EMS role in patient and community education.
	1.12.9	Assesses injury prevention and wellness.
	1.12.10	Contrasts unique pediatric, geriatric, and special populations public health concerns.
	1.12.11	Appraises screenings and vaccinations/ immunizations.

<b>Standard 2</b>	<b><i>PHARMACOLOGY</i></b>	
<b>Topic 2.1</b>	<b>Principles of Pharmacology</b>	
	<b>Student Competencies</b>	
	2.1.1	Understands medication safety.
	2.1.2	Defines medication legislation.
	2.1.3	Describes naming and classifications.
	2.1.4	Describes storage and security.
	2.1.5	Identifies medication interactions.
	2.1.6	Names adverse drug reactions.
	2.1.7	Illustrates metabolism and excretion.
	2.1.8	Defines mechanism of action.
	2.1.9	Recalls medication response relationships.
<b>Topic 2.2</b>	<b>Medication Administration</b>	
	<b>Student Competencies</b>	
	2.2.1	Uses a Medication Cross Check procedure.
	2.2.2	Uses an autoinjector.
	2.2.3	Uses a unit-dose, premeasured intranasal device.
	2.2.4	Administers medications to a patient.
	2.2.5	Provides pain management, including ethical and safety considerations.
	2.2.6	Describes routes of administration.
<b>Topic 2.3</b>	<b>Acute Medications</b>	
	<b>Student Competencies</b>	
	2.3.1	Recalls names and effects.
	2.3.2	Compares indications and contraindications.
	2.3.3	Names side effects.
	2.3.4	Lists routes of administration.
	2.3.5	Understands dosages and actions.
	2.3.6	Identifies complications and interactions.
<b>Topic 2.4</b>	<b>Chronic or Maintenance Medications</b>	
	<b>Student Competencies</b>	
	2.4.1	Understands specific medication classes determined locally by class names, class indications, class complications, class side effects, and polypharmacy.

<b>Standard 3</b>	<b><i>AIRWAY MANAGEMENT, RESPIRATION, AND VENTILATION</i></b>	
<b>Topic 3.1</b>	<b>Airway Management</b>	
	<b>Student Competencies</b>	
	1.1.1	Identifies airway anatomy.
	1.1.2	Understands airway assessment.
	1.1.3	Uses techniques of assuring a patent airway.
<b>Topic 3.2</b>	<b>Respiration</b>	
	<b>Student Competencies</b>	
	3.2.1	Identifies anatomy of the respiratory system.
	3.2.2	Understands physiology and pathophysiology of respiration: <ul style="list-style-type: none"> <li>- Pulmonary ventilation</li> <li>- Oxygenation</li> <li>- Respiration <ul style="list-style-type: none"> <li>• External</li> <li>• Internal</li> <li>• Cellular</li> </ul> </li> </ul>
	3.2.3	Uses assessment and management of adequate and inadequate respiration.
	3.2.4	Applies supplemental oxygen therapy.
<b>Topic 3.3</b>	<b>Ventilation</b>	
	<b>Student Competencies</b>	
	3.3.1	Identifies assessment and management of adequate and inadequate ventilation.
	3.3.2	Understands effect of ventilation on cardiac output.

<b>Standard 4</b>	<b><i>ASSESSMENT</i></b>	
<b>Topic 4.1</b>	<b>Scene Assessment</b>	
	<b>Student Competencies</b>	
	4.1.1	Demonstrates scene safety/situational awareness.
	4.1.2	Understands scene management.
	4.1.3	Describes impact of the environment on patient care.
	4.1.4	Addresses hazards.
	4.1.5	Recognizes violence.
	4.1.6	Identifies need for additional or specialized resources.
	4.1.7	Defines standard precautions.
	4.1.8	Compares multiple patient situations.
<b>Topic 4.2</b>	<b>Primary Assessment (Includes age-related variations in pediatric and geriatric patients)</b>	
	<b>Student Competencies</b>	
	4.2.1	Outlines primary assessment.
	4.2.2	Plans integration of treatment/procedures needed to preserve life.
<b>Topic 4.3</b>	<b>History Taking (Includes age-related variations in pediatric and geriatric patients)</b>	
	<b>Student Competencies</b>	
	4.3.1	Able to investigate a chief complaint.
	4.3.2	Illustrates mechanism of injury/nature of illness.
	4.3.3	Discovers associated signs and symptoms.
	4.3.4	Gathers past medical history.
	4.3.5	Notes pertinent negatives.
<b>Topic 4.4</b>	<b>Secondary Assessment (Include age-related variations in pediatric and geriatric patients)</b>	
	<b>Student Competencies</b>	
	4.4.1	Conducts assessment of vital signs.
	4.4.2	Appraises assessment of pain.
	4.4.3	Uses techniques of physical examination: <ul style="list-style-type: none"> <li>- Respiratory system including breath sound quality</li> <li>- Cardiovascular system</li> <li>- Neurological system</li> <li>- Musculoskeletal system</li> <li>- Major anatomical regions.</li> </ul>

<b>Topic 4.5</b>	<b>Monitoring Devices</b>	
	<b>Student Competencies</b>	
	4.5.1	Measures pulse oximetry.
	4.5.2	Understands non-invasive blood pressure.
	4.5.3	Employs cardiac monitoring – 12 lead ECG acquisition and transmission.
	4.5.4	Assesses blood glucose determination.
<b>Topic 4.6</b>	<b>Reassessment (Include age-related variations in pediatric and geriatric patients)</b>	
	<b>Student Competencies</b>	
	4.6.1	Recognizes how and when to reassess patients.

<b>Standard 5</b>	<b><i>MEDICINE</i></b> <i>(Includes psychosocial aspects of age-related assessment and treatment modifications for the major or common diseases and/or emergencies associated with pediatric and geriatric patients)</i>	
<b>Topic 5.1</b>	<b>Medical Overview</b>	
	<b>Student Competencies</b>	
	5.1.1	Interprets pathophysiology, assessment, and management of a medical complaints to include: - Transport mode - Destination decisions.
<b>Topic 5.2</b>	<b>Abdominal and Gastrointestinal Disorders</b>	
	<b>Student Competencies</b>	
	5.2.1	Assesses acute and chronic gastrointestinal hemorrhage.
	5.2.2	Identifies other gastrointestinal disorders to be determined locally.
<b>Topic 5.3</b>	<b>Cardiovascular</b>	
	<b>Student Competencies</b>	
	5.3.1	Recognizes acute coronary syndrome.
	5.3.2	Describes hypertensive emergencies.
	5.3.3	Summarizes aortic aneurysm/dissection.
	5.3.4	Identifies thromboembolism.
	5.3.5	Distinguishes heart failure.
	5.3.6	Identifies other cardiovascular disorders to be determined locally.
<b>Topic 5.4</b>	<b>Disorders of the Eyes, Ears, Nose, and Throat</b>	
	<b>Student Competencies</b>	
	5.4.1	Recognizes epistaxis.
	5.4.2	Identifies other eye, ear, nose, and throat disorders to be determined locally.
<b>Topic 5.5</b>	<b>Endocrine Disorders</b>	
	<b>Student Competencies</b>	
	5.5.1	Assesses diabetic emergencies.
	5.5.2	Identifies other endocrine disorders to be determined locally.
<b>Topic 5.6</b>	<b>Genitourinary/Renal</b>	
	<b>Student Competencies</b>	
	5.6.1	Understands complications related to renal dialysis.
	5.6.2	Summarizes complications related to urinary catheter management (not insertion).
	5.6.3	Distinguishes kidney stones.
	5.6.4	Recognizes sexual assault (Female and Male).
	5.6.5	Identifies other GI/Renal to be determined locally.

<b>Topic 5.7</b>	<b>Hematology</b>	
	<b>Student Competencies</b>	
	5.7.1	Recognizes sickle cell crisis.
	5.7.2	Describes clotting disorders.
	5.7.3	Identifies other hematologic disorders to be determined locally.
<b>Topic 5.8</b>	<b>Immunology</b>	
	<b>Student Competencies</b>	
	5.8.1	Interprets allergic and anaphylactic reactions.
	5.8.2	Identifies other immunological disorders to be determined locally.
<b>Topic 5.9</b>	<b>Infectious Diseases</b>	
	<b>Student Competencies</b>	
	5.9.1	Describes assessment and management of a patient who may have an infectious disease.
	5.9.2	Illustrates how to decontaminate the ambulance and equipment after treating a patient.
	5.9.3	Recognizes sepsis and septic shock.
	5.9.4	Identifies other infectious diseases to be determined locally.
<b>Topic 5.10</b>	<b>Neurology</b>	
	<b>Student Competencies</b>	
	5.10.1	Describes decreased level of responsiveness.
	5.10.2	Understands seizure.
	5.10.3	Explains stroke.
	5.10.4	Compares dementia vs. delirium.
	5.10.5	Defines Alzheimer's disease.
	5.10.6	Appraises headache.
	5.10.7	Predicts brief Resolved Unexplained Event (BRUE).
	5.10.8	Identifies other neurological disorders to be determined locally.
<b>Topic 5.11</b>	<b>Non-Traumatic Musculoskeletal Disorders</b>	
	<b>Student Competencies</b>	
	5.11.1	Describes non-traumatic fractures.
	5.11.2	Identifies other non-traumatic musculoskeletal disorders to be determined locally.
<b>Topic 5.12</b>	<b>Psychiatric or Behavioral Emergencies</b>	
	<b>Student Competencies</b>	
	5.12.1	Understands basic principles of the mental health system.
	5.12.2	Recognizes patterns of violence, abuse, and neglect.
	5.12.3	Describes acute psychosis.
	5.12.4	Distinguishes suicide ideation.
	5.12.5	Explains excited delirium.
	5.12.6	Interprets anxiety.

	5.12.7	Evaluates depression.
	5.12.8	Describes medical fear.
	5.12.9	Understands substance use disorder.
	5.12.10	Explains PTSD.
	5.12.11	Identifies other psychiatric/behavioral disorders to be determined locally.
<b>Topic 5.13</b>	<b>Respiratory</b>	
	<b>Student Competencies</b>	
	5.13.1	Describes respiratory distress/failure/arrest.
	5.13.2	Understands upper airway obstruction.
	5.13.3	Compares lower airway disease: Asthma, bronchiolitis, pneumonia, chronic obstructive pulmonary disease (COPD).
	5.13.4	Distinguishes spontaneous pneumothorax.
	5.13.5	Explains pulmonary edema.
	5.13.6	Identifies other respiratory disorders to be determined locally.
<b>Topic 5.14</b>	<b>Toxicology</b>	
	<b>Student Competencies</b>	
	5.14.1	Recognizes carbon monoxide poisoning.
	5.14.2	Understands nerve agent poisoning.
	5.14.3	Describes opioid toxicity.
	5.14.4	Illustrates how and when to contact a poison control center.
	5.14.5	Distinguishes poisons (inhaled, ingested, injected, absorbed).
	5.14.6	Appraises alcohol intoxication and withdrawal.
	5.14.7	Identifies other toxicological disorders to be determined locally.



<b>Standard 6</b>	<p><b><i>TRAUMA, SHOCK, AND RESUSCITATION</i></b>  <i>(Includes psychosocial aspects of age-related assessment and treatment modifications for the major or common diseases and/or emergencies associated with pediatric and geriatric patients)</i></p>	
<b>Topic 6.1</b>	<b>Shock</b>	
	<b>Student Competencies</b>	
	6.1.1	Identifies essential components in normal perfusion.
	6.1.2	Understands physiologic response.
	6.1.3	Describes types of shock.
	6.1.4	Explains treatment of shock.
<b>Topic 6.2</b>	<b>Resuscitation from Cardiac Arrest</b>	
	<b>Student Competencies</b>	
	6.2.1	Summarizes ethical issues in resuscitation.
	6.2.2	Describes CPR physiology.
	6.2.3	Distinguishes resuscitation system components.
	6.2.4	Illustrates special arrest and peri-arrest situations.
	6.2.5	Understands post-resuscitation support.
	6.2.6	Explains termination of resuscitation.
<b>Topic 6.3</b>	<b>Trauma Overview</b>	
	<b>Student Competencies</b>	
	6.3.1	Describes trauma scoring.
	6.3.2	Understands transport and destination issues.
	6.3.3	Compares transport mode.
<b>Topic 6.4</b>	<b>Abdominal and Genitourinary Trauma</b>	
	<b>Student Competencies</b>	
	6.4.1	Compares blunt versus penetrating mechanisms.
	6.4.2	Describes evisceration.
	6.4.3	Understands impaled object.
	6.4.4	Names solid and hollow organ injuries.
	6.4.5	Identifies injuries to the internal or external genitalia.

<b>Topic 6.5</b>	<b>Bleeding Trauma</b>	
	<b>Student Competencies</b>	
	6.5.1	Understands bleeding trauma.
<b>Topic 6.6</b>	<b>Chest Trauma</b>	
	<b>Student Competencies</b>	
	6.6.1	Compares blunt versus penetrating mechanisms.
	6.6.2	Explains open chest wound.
	6.6.3	Understands impaled object.
	6.6.4	Describes the hemothorax.
	6.6.5	Describes the pneumothorax.
	6.6.6	Identifies cardiac tamponade.
	6.6.7	Treats rib fractures.
	6.6.8	Explains flail chest.
	6.6.9	Illustrates commotio cordis.
<b>Topic 6.7</b>	<b>Environmental Emergencies</b>	
	<b>Student Competencies</b>	
	6.7.1	Explains drowning.
	6.7.2	Summarizes temperature-related illness.
	6.7.3	Describes bites and envenomation.
	6.7.4	Appraises lightning injury.
	6.7.5	Identifies other environmental emergencies to be determined locally.
<b>Topic 6.8</b>	<b>Head, Facial, Neck, and Spine Trauma</b>	
	<b>Student Competencies</b>	
	6.8.1	Describes life threats.
	6.8.2	Explains spine trauma.
	6.8.3	Illustrates penetrating neck trauma.
	6.8.4	Understands laryngotracheal injuries.
	6.8.5	Identifies shaken Baby Syndrome.
	6.8.6	Explains facial fractures.
	6.8.7	Understands skull fractures.
	6.8.8	Identifies foreign bodies in the eyes.
	6.8.9	Analyzes globe rupture.
	6.8.10	Explains dental trauma.
	6.8.11	Identifies severe epistaxis.
<b>Topic 6.9</b>	<b>Multi-System Trauma</b>	
	<b>Student Competencies</b>	
	6.9.1	Describes multi-system trauma.

	6.9.2	Explains blast injuries.
<b>Topic 6.10</b>	<b>Nervous System Trauma</b>	
	<b>Student Competencies</b>	
	6.10.1	Describes traumatic brain injury.
	6.10.2	Identifies spinal cord injury.
<b>Topic 6.11</b>	<b>Orthopedic Trauma</b>	
	<b>Student Competencies</b>	
	6.11.1	Explains open fractures.
	6.11.2	Describes closed fractures.
	6.11.3	Identifies dislocations.
	6.11.4	Illustrates amputations/replantation.
	6.11.5	Compares upper and lower extremity orthopedic trauma.
	6.11.6	Appraises sprains/strains.
	6.11.7	Understands pelvic fractures.
<b>Topic 6.12</b>	<b>Soft Tissue Trauma</b>	
	<b>Student Competencies</b>	
	6.12.1	Identifies wounds (avulsion, bite, laceration, puncture, incision).
	6.12.2	Describes burns (electrical, chemical, thermal, radiation) including inhalation injury.
	6.12.3	Understands chemicals in the eye and on the skin.
	6.12.4	Explains crush/compartment syndrome.
	6.12.5	Discusses high-pressure injection injury.
<b>Topic 6.13</b>	<b>Special Considerations in Trauma</b>	
	<b>Student Competencies</b>	
	6.13.1	Understands the pregnant patient.
	6.13.2	Explains the pediatric patient.
	6.13.3	Identifies the geriatric patient.
	6.13.4	Discusses the cognitively impaired patient.

<b>Standard 7</b>	<b><i>SPECIAL PATIENT POPULATIONS</i></b>	
<b>Topic 7.1</b>	<b>Gynecology (Includes psychosocial aspects of age-related assessment and treatment modifications for the major or common diseases and/or emergencies associated with pediatric and geriatric patients)</b>	
	<b>Student Competencies</b>	
	7.1.1	Explains vaginal bleeding.
	7.1.2	Describes infections.
	7.1.3	Identifies other gynecological disorders to be determined locally.
<b>Topic 7.2</b>	<b>Obstetrics</b>	
	<b>Student Competencies</b>	
	7.2.1	Explains normal delivery.
	7.2.2	Describes vaginal bleeding in the pregnant patient.
	7.2.3	Understands normal pregnancy (anatomy and physiology).
	7.2.4	Identifies pathophysiology of complications of pregnancy.
	7.2.5	Distinguishes assessment of the pregnant patient.
	7.2.6	Compares abnormal delivery (nuchal cord, prolapsed cord, breech, shoulder dystocia, prematurity, multiparity).
	7.2.7	Analyzes third trimester and antepartum bleeding (placenta previa, placental abruption).
	7.2.8	Describes spontaneous abortion/ miscarriage.
	7.2.9	Understands ectopic pregnancy.
	7.2.10	Illustrates preeclampsia/eclampsia.
	7.2.11	States postpartum complications.
<b>Topic 7.3</b>	<b>Neonatal Care</b>	
	<b>Student Competencies</b>	
	7.3.1	Explains newborn stabilization.
	7.3.2	Describes neonatal resuscitation.
<b>Topic 7.4</b>	<b>Patients with Special Challenges</b>	
	<b>Student Competencies</b>	
	7.4.1	Understands recognizing and reporting abuse and neglect.
	7.4.2	Describes abuse/Intimate partner violence.
	7.4.3	Identifies neglect.
	7.4.4	Distinguishes child/dependent adult maltreatment.
	7.4.5	Appraises homelessness.
	7.4.6	Understands poverty.
	7.4.7	Describes bariatrics.

	7.4.8	Identifies technology dependent (locally determined).
	7.4.9	Understands hospice/ terminally ill.
	7.4.10	Appraises tracheostomy care/dysfunction.
	7.4.11	Describes homecare.
	7.4.12	Analyzes sensory deficit/loss.
	7.4.13	Explains developmental disability.
	7.4.14	Identifies Autism Spectrum Disorder.
	7.4.15	Categorizes orthotics/prosthetics.

<b>Standard 8</b>	<b><i>EMS OPERATIONS</i></b>	
<b>Topic 8.1</b>	<b>Emergency Response Vehicles</b>	
	<b>Student Competencies</b>	
	8.1.1	Understands risks and responsibilities of emergency response and radio communications.
	8.1.2	Explains risks and responsibilities of operating emergency vehicles.
	8.1.3	Describes pediatric transport considerations.
	8.1.4	Identifies risks and responsibilities of transport.
<b>Topic 8.2</b>	<b>Incident Management</b>	
	<b>Student Competencies</b>	
	8.2.1	Explains how to establish and work within the incident management system.
	8.2.2	Understands the principles of Crew Resource Management.
<b>Topic 8.3</b>	<b>Multiple Casualty Incidents</b>	
	<b>Student Competencies</b>	
	8.3.1	Describes operational goals.
	8.3.2	Explains field triage.
	8.3.3	Understands destination determination.
	8.3.4	Names treatment principles.
<b>Topic 8.4</b>	<b>Air Medical</b>	
	<b>Student Competencies</b>	
	8.4.1	Understands safe air medical operations.
	8.4.2	Explains criteria for utilizing air medical response.
	8.4.3	Compares air medical risks/needs/advantages.
<b>Topic 8.5</b>	<b>Rescue Operations, Hazardous Materials, and Mass Casualty Incidents due to Terrorism and Disaster</b>	
	<b>Student Competencies</b>	
	8.5.1	Explains safety principles of rescue operations.
	8.5.2	Identifies risks and responsibilities of operating on the scene of a hazardous materials incident.
	8.5.3	Understands risks and responsibilities of operating on the scene of a natural or man-made disaster.

<b>Standard 9</b>	<b><i>CLINICAL BEHAVIOR/JUDGMENT</i></b>	
<b>Topic 9.1</b>	<b>Assessment</b>	
	<b>Student Competencies</b>	
	9.1.1	Performs a simple assessment to identify life threats, identify injuries requiring spinal motion restriction and conditions requiring treatment within the scope of practice of the EMR:
	9.1.2	Performs a basic history and physical examination to identify acute complaints and monitor changes.
	9.1.3	Formulates a field diagnosis based upon an actual and/or potential illness or injury.
<b>Topic 9.2</b>	<b>Therapeutic Communication, Cultural Humility, and Psychomotor Skills</b>	
	<b>Student Competencies</b>	
	9.2.1	Effectively communicates in a non-discriminatory manner that addresses inherent or unconscious bias, is culturally aware and sensitive, and intended to improve patient outcome.
	9.2.2	Safely and effectively performs all psychomotor skills within the National EMS Scope of Practice Model AND state Scope of Practice at this level.
<b>Topic 9.3</b>	<b>Professionalism and Decision Making</b>	
	<b>Student Competencies</b>	
	9.3.1	Demonstrates professional affective domain behaviors including but not limited to: <ul style="list-style-type: none"> <li>• Integrity</li> <li>• Empathy/compassion</li> <li>• Self-motivation</li> <li>• Appearance/personal hygiene</li> <li>• Self-confidence</li> <li>• Communications</li> <li>• Time management</li> <li>• Teamwork/diplomacy</li> <li>• Respect</li> <li>• Patient advocacy</li> <li>• Careful delivery of service</li> <li>• Lifelong learning</li> </ul>
	9.3.2	Initiates interventions based on assessment findings intended to provide symptom relief (within the provider's scope of practice) while providing access to definitive care.
	9.3.3	Evaluates the effectiveness of interventions and modifies treatment plan accordingly.
<b>Topic 9.4</b>	<b>Record Keeping, Team Dynamics, and Safety</b>	
	<b>Student Competencies</b>	
	9.4.1	Reports and documents assessment findings, interventions performed, and clinical decision making

	9.4.2	Manages the scene until care is transferred to an EMS team member licensed at a higher level arrives.
	9.4.3	Serves as a team member, while gaining the experience necessary to function as the team leader.
	9.4.4	Ensures the safety of the rescuer, other public safety personnel, civilians, and the patient.



# Career Ready Practices

## **1. Lead as a Contributing & Professional Employee**

Career-ready individuals understand the role and responsibilities of their position and demonstrate this understanding by regularly contributing to the success of their organization. They are reliable and lead by example through work ethic and professionalism, as defined by the standards set by their workplace. This Career Ready Practice includes understanding and exhibiting the core values of their organization and modeling strong morals, motivation, excellence, and consistency.

## **2. Communicate Clearly, Effectively, & with Reason**

Career-ready individuals are able to communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. This Career Ready Practice includes actively listening to peers and colleagues regardless of level and ensuring that diverse perspectives are heard, considered, and fostered. Regardless of communication method, individuals understand the needs of a specific audience and are able to tailor their message or style to meet these needs. Proficiency in communication helps build strong relationships, facilitates collaboration, and ensures that information is accurately exchanged.

## **3. Think Critically to Make Sense of Problems & Persevere in Solving Them**

Career-ready individuals are able to communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. This Career Ready Practice includes actively listening to peers and colleagues regardless of level and ensuring that diverse perspectives are heard, considered, and fostered. Regardless of communication method, individuals understand the needs of a specific audience and are able to tailor their message or style to meet these needs. Proficiency in communication helps build strong relationships, facilitates collaboration, and ensures that information is accurately exchanged.

## **4. Collaborate Productively while Using Cultural & Global Competencies**

Career-ready individuals are able to work effectively in diverse teams to successfully accomplish a goal in both in-person and virtual environments. This Career Ready Practice includes understanding team dynamics, respecting diverse perspectives, demonstrating empathy, and contributing positively to team outcomes. Effective collaboration leverages the strengths of team members, enhances problem-solving, and leads to innovative solutions by recognizing that each team member has something unique to contribute. Preparing to work in diverse teams ensures readiness for the collaborative nature of modern workplaces and requires recognizing biases and advocating for inclusive practices. Cultivating an inclusive environment not only enhances team dynamics but also drives innovation and reflects positively on organizational culture.

**5. Use digital Skills & Technologies to Enhance Productivity & Make Data-informed Decisions**

Career-ready individuals are digitally literate—proficient with the digital skills and technology that are regularly used in their evolving workplace. This Career Ready Practice involves using digital tools to enhance productivity, understanding the impact of technology on one’s work, and staying updated with technological advancements that may have future impacts for a given industry area. Individuals can use technology and digital tools to analyze and report data, helping to make decisions that are data informed and data driven. Digitally literate individuals are also able to understand digital security and privacy and are able to use social media professionally and responsibly.

**6. Remain Resilient in a Changing Workplace & World of Work**

Career-ready individuals have the ability to adjust to change and remain resilient in the face of challenges, both within a workplace and throughout their careers. This Career Ready Practice involves maintaining a positive attitude despite challenges and being open to new ideas and feedback. Individuals seek to act in ways that contribute to the betterment of themselves and their teams, families, community, and workplace. Developing adaptability, flexibility, and resilience helps individuals navigate career transitions, embrace new opportunities, and maintain productivity and well-being under pressure. This Career Ready Practice also includes attending to one’s own mental well-being and developing an appropriate work-life balance to sustain productivity, reduce stress, and enhance overall quality of life, which directly affects professional performance and satisfaction.

**7. Manage Time & Space Effectively**

Career-ready individuals are able to effectively manage their time and use organizational skills to prioritize tasks and meet deadlines. This Career Ready Practice includes planning, delegating tasks effectively, and maintaining a well-organized workspace in both physical and virtual environments. Developing these skills leads to increased efficiency, better project outcomes, and a balanced workload.

**8. Demonstrate a Creative & Innovative Mindset**

Career-ready individuals are able to use innovation and creativity to think outside the box and develop new ideas and solutions. This Career Ready Practice encourages a mindset of continuous improvement and adaptability and fosters a spirit of curiosity, experimentation, and calculated risk-taking. It prepares individuals to improve systems, drive change, create value, and stay competitive in a rapidly evolving workplace.

**9. Act as a Good Steward of Organizational & Personal Finances & Resources**

Career-ready individuals are financially literate and can demonstrate their ability to make cost effective decisions on behalf of themselves and their workplace. This Career Ready Practice includes managing personal finances, understanding financial documents, and making informed financial decisions. Financial literacy empowers individuals to make sound investments, budget effectively, and contribute to the financial health of their organization.

**10. Navigate an Education & Career Path Aligned to Strengths, Work Style, Interests, & Goals**

Career-ready individuals are self-aware about their strengths and working style and can understand how to leverage these traits effectively to maximize their careers. They are also aware of their areas for improvement, seeking opportunities for growth and acting on feedback to continuously improve. This Career Ready Practice is essential for setting realistic career goals, pursuing professional development opportunities, reskilling and upskilling to keep skills and knowledge relevant, and achieving personal and professional fulfillment.

**11. Consider the Environmental & Social Impacts of Decisions**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively affect and/or mitigate negative impact on other people, their communities, and the environment. They make decisions with integrity by considering the moral and ethical consequences of their decisions and actively planning for the long-term success of projects, systems, and processes. Developing sustainability and environmental literacy skills prepares individuals to also contribute to a greener future and address global challenges.

**12. Apply appropriate academic & technical skills**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be effective and productive employees. They have the technical proficiency to use the language, tools, technologies, and methodologies that are relevant to their specific industry sector. They make connections between abstract concepts and real-world applications, and they make correct determinations about when applying an academic skill is appropriate in a workplace situation. This Career Ready Practice includes staying updated about industry advancements and continuously improving technical skills aligned with the changing needs of their sector.