

TASK LIST AND EDUCATIONAL OBJECTIVES

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

COGNITIVE OBJECTIVES

1. Provide for safety of self, patient and fellow workers
 - Discuss the importance of body substance isolation (BSI).
 - Describe the steps the EMT-Basic should take for personal protection from airborne and bloodborne pathogens.
2. Identify the presence of hazardous materials
 - Break down the steps to approaching a hazardous situation.
3. Participate in the quality improvement process
 - Define quality improvement and discuss the EMT-Basic's role in the process.
4. Use physician medical direction for authorization to provide care
 - Define medical direction and discuss the EMT-Basic's role in the process.
5. Use body mechanics when lifting and moving a patient
 - Relate body mechanics associated with patient care and it's impact on the EMT-Basic.
6. Use methods to reduce stress in self, a patient, bystanders and co-workers
 - Recognize the signs and symptoms of critical incident stress.
 - State possible steps that the EMT-Basic may take to help reduce/alleviate stress.
7. Obtain consent for providing care
 - Define consent and discuss the methods of obtaining consent.
 - Discuss the implications for the EMT-Basic in patient refusal of transport.
 - Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or state provisions regarding EMS application.
8. Assess and provide care to patients and families involved in suspected abuse or neglect
 - Discuss the special considerations for assessing and managing a patient with suspected abuse or neglect.

AFFECTIVE OBJECTIVES

1. Assess areas of personal attitude and conduct of the EMT-Basic.
2. Explain the rationale for serving as an advocate for the use of appropriate protection equipment.
3. Explain the role of EMS and the EMT-Basic regarding patients with DNR orders.
4. Explain the rationale for properly lifting and moving patients.

PSYCHOMOTOR OBJECTIVES

1. Working with a partner, move a simulated patient from the ground to a stretcher and properly position the patient on the stretcher.
2. Working with a partner, demonstrate the technique for moving a patient secured to a stretcher to the ambulance and loading the patient into the ambulance.

PREPARATION

Motivation: The field of prehospital emergency medical care is an evolving profession in which the reality of life and death is confronted at a moment's notice. EMT-Basics work side by side with other health care professionals to help deliver professional prehospital emergency medical care. This course will help the EMT-Basic refresh previously learned material while gaining new knowledge, skills and attitudes necessary to be a competent, productive, and valuable member of the emergency medical services team.

MATERIALS

AV Equipment: Utilize various audio-visual materials relating to emergency medical care. The continuous design and 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 assure the objectives of the curriculum are met.

EMS Equipment: None required.

PERSONNEL

Primary Instructor: One EMT-Basic instructor knowledgeable in the EMT-Basic refresher course overview, administrative paper work, certification requirements, Americans with Disabilities Act issues, and roles and responsibilities of EMS.

Assistant Instructor: The instructor to Student ratio should be adequate to allow for supervision of psychomotor skill practice. Individuals used as assistant instructors should be knowledgeable in the techniques of lifting and moving patients.