EMERGENCY MEDICAL TECHNICIAN (EMT)
STANDARDS

This document was prepared by:

Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

www.doe.nv.gov

Draft for review by the Nevada State Board of Education on
May 2, 2019

NEVADA STATE BOARD OF EDUCATION

Elaine Wynn.. President
Mark Newburn ....Vice President
Robert Blakely ....Member
David Carter..Member
Katherine Dockweiler...Member
Tamara Hudson ....Member
Cathy McAdoo...Member
Dawn Miller ....Member
Felicia Ortiz...Member
Teri White...Member
Ashley Macias.. Student Representative

NEVADA DEPARTMENT OF EDUCATION

Jhone Ebert
Superintendent of Public Instruction

Kristine Nelson, Director
Office of Career Readiness, Adult Learning & Education Options

VISION

All Nevadans ready for success in the 21st century

MISSION

*To improve student achievement and educator effectiveness by ensuring opportunities,
facilitating learning, and promoting excellence*

TABLE OF CONTENTS

* Released 10/05/12

* Revised 05/02/19 – added examples to 9.7.3; added Performance Indicator 9.12.6.

ACKNOWLEDGEMENTS

The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career Readiness, Adult Learning & Education Options at the Department of Education and the Career and Technical Education Consortium of States. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Emergency Medical Technician.

STANDARDS DEVELOPMENT MEMBERS

Sandy Ayers	Teacher	Battle Mountain High School, Battle Mountain
Anthony Chiodini	Teacher	Veterans Tribute Career and Technical Academy, Las Vegas
Braiden Green	Dean	College of Southern Nevada, Las Vegas
Cindy Green	Education Manager	REMSA/Care Flight, Reno
Hilary Kohntopp	Teacher	Elko High School, Elko
Charlie Mann	EMS Captain	Mineral County Fire Department
Bobbie Sullivan	Education Coordinator	Nevada State Health Division/EMS, Elko

BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The EMT standards were validated through the active participation by business and industry on the development team. The State of Nevada EMS program and the Southern Nevada Health District use the National Registry of Emergency Medical Technician (NREMT) tests for validation of training and understanding of national EMT curriculum.

PROJECT COORDINATOR

Ms. Randi Hunewill, Assistant Director
Health Science and Public Safety
Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education

INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Emergency Medical Technician program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Emergency Medical Technician program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Emergency Medical Technician program. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the "soft skills" needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name: Emergency Medical Technician   Standards Reference Code: **EMT**

Example: EMT.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Emergency Medical Technician	2	3	4

CONTENT STANDARD 1.0 : RELATE ACADEMIC FOUNDATIONS TO ACHIEVE SKILL REQUIREMENT

PERFORMANCE STANDARD 1.1 : APPLY CONCEPTS OF LANGUAGE ARTS KNOWLEDGE

1.1.1 Model behaviors that demonstrate active listening

1.1.2 Organize oral and written information

1.1.3 Adapt language for audience, purpose and situation

1.1.4 Evaluate oral and written information for accuracy, adequacy, clarity, and validity

1.1.5 Predict potential outcomes and/or solutions

1.1.6 Present formal and informal speeches

PERFORMANCE STANDARD 1.2 : APPLY CONCEPTS OF MATHEMATICS KNOWLEDGE

1.2.1 Identify whole numbers, decimals, and fractions

1.2.2 Demonstrate knowledge of arithmetic operations

1.2.3 Formulate data and measurements to solve a problem

1.2.4 Analyze mathematical problem statements

1.2.5 Construct charts/tables/graphs from functions and data

1.2.6 Critique data when interpreting operational documents

PERFORMANCE STANDARD 1.3 : APPLY CONCEPTS OF SCIENCE KNOWLEDGE

1.3.1 Evaluate scientific constructs including conclusions, conflicting data, controls, sources of error, and variables

1.3.2 Apply scientific method in qualitative and quantitative analysis

1.3.3 Recognize elements and their various states of matter

CONTENT STANDARD 2.0 :   DEMONSTRATE THE USE OF COMMUNICATION

PERFORMANCE STANDARD 2.1 :   SELECT AND EMPLOY APPROPRIATE READING AND COMMUNICATION STRATEGIES

2.1.1   Identify the use of content, technical concepts, and vocabulary for analyzing information

2.1.2   Assess the reading strategy needed to fully comprehend a written document

2.1.3   Interpret information, data, and observations for application

2.1.4   Transcribe information, data, and apply information

2.1.5   Communicate information and apply to medical emergencies

PERFORMANCE STANDARD 2.2 :   ENHANCE THE DIVERSITY TO ENHANCE SKILLS

2.2.1   Apply factors and strategies for communicating with diverse workforce

2.2.2   Demonstrate ability to communicate and resolve conflicts

PERFORMANCE STANDARD 2.3 :   CREATE VERBAL AND NONVERBAL BEHAVIORS

2.3.1   Interpret verbal behaviors when communicating with clients and coworkers

2.3.2   Interpret nonverbal behaviors when communicating with clients and coworkers

2.3.3   Respond with restatement and clarification techniques

2.3.4   Exhibit public relations skills to increase internal and external satisfaction

CONTENT STANDARD 3.0 : DEMONSTRATE PROBLEM SOLVING AND CRITICAL THINKING

PERFORMANCE STANDARD 3.1 : UTILIZE CRITICAL THINKING SKILLS INDEPENDENTLY AND AS A TEAM

3.1.1 Identify common tasks that require problem solving

3.1.2 Analyze elements of a problem to develop solutions

3.1.3 Identify alternatives using a variety of skills

PERFORMANCE STANDARD 3.2 : EMPLOY INTERPERSONAL SKILLS TO RESOLVE CONFLICTS

3.2.1 Analyze situations that affect conflict management

3.2.2 Determine outcomes and options

3.2.3 Implement stress management techniques

3.2.4 Demonstrate conflict resolution and reinforce positive outcomes

PERFORMANCE STANDARD 3.3 : MONITOR WORKPLACE PERFORMANCE GOALS

3.3.1 Write realistic performance goals, objectives, and action plans

3.3.2 Synthesize goals and adjust, as needed

3.3.3 Recognize achievement and use appropriate rewards in the workplace

PERFORMANCE STANDARD 3.4 : CONDUCT TECHNICAL RESEARCH

3.4.1 Align information gathered to meet the needs of the audience

3.4.2 Gather technical information using a variety of resources

3.4.3 Evaluate information and data to determine value of research

CONTENT STANDARD 4.0 : USE INFORMATION TECHNOLOGY TOOLS

PERFORMANCE STANDARD 4.1 : DIFFERENTIATE BETWEEN VARIOUS ELECTRONIC TASKS

4.1.1   Use personal information management applications to increase workplace efficiency

4.1.2   Apply technological tools to expedite workflow

4.1.3   Operate electronic mail application to communicate

4.1.4   Critique internet applications to perform workplace tasks

4.1.5   Differentiate writing and publishing applications to prepare department communications

PERFORMANCE STANDARD 4.2 : ORGANIZE AND MANIPULATE TASKS

4.2.1   Operate computer based applications

4.2.2   Access support as needed to maintain operations

4.2.3   Manage and compress files for efficiency

4.2.4   Facilitate group work through management

4.2.5   Manage interrelated data elements

4.2.6   Perform calculations and analyses using spreadsheets

CONTENT STANDARD 5.0 : IDENTIFY KEY ORGANIZATIONAL SYSTEMS

PERFORMANCE STANDARD 5.1 : **DESCRIBE THE SCOPE OF DEPARTMENTAL ORGANIZATIONS**

5.1.1   Differentiate the types and functions of EMS departments

5.1.2   Explain the interactions of common departments

5.1.3   Identify local, state, and national organizational systems

5.1.4   Complete National Incident Management System (NIMS) and Incident Command System (ICS) 100, 200, and 700

5.1.5   Identify career tracks within the EMS agencies

PERFORMANCE STANDARD 5.2 : **IMPLEMENT QUALITY CONTROL SYSTEMS AND PRACTICES**

5.2.1   Create quality control standards and practices

5.2.2   Use national and statewide standards to implement control practices

CONTENT STANDARD 6.0 : UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY, AND THE ENVIRONMENT

PERFORMANCE STANDARD 6.1 : IMPLEMENT PERSONAL AND DEPARTMENTAL SAFETY REGULATIONS

6.1.1 Assess workplace conditions with regard to safety and health
6.1.2 Identify and determine safety hazards
6.1.3 Select appropriate personal protective equipment
6.1.4 Employ safety hierarchy and communication systems
6.1.5 Implement safety precautions to maintain safe workplace

PERFORMANCE STANDARD 6.2 : APPLY EMPLOYEE RIGHTS AND RESPONSIBILITIES

6.2.1 Identify rules and laws designed to promote safety and health
6.2.2 Provide rationale for laws, regulations, and rules
6.2.3 Recognize reporting responsibilities for occupational exposures or injuries

PERFORMANCE STANDARD 6.3 : EMPLOY EMERGENCY PROCEDURES AND DISASTER RESPONSE PLANS

6.3.1 Conduct training on First Aid and CPR
6.3.2 Create a training plan for safety equipment training
6.3.3 Assess emergency and/or disaster situations
6.3.4 Evaluate an emergency or disaster plan
6.3.5 Identify and contrast systems of disaster response

PERFORMANCE STANDARD 6.4 : DESCRIBE AND APPLY HEALTHY BEHAVIORS

6.4.1 Analyze risk factors and consequences of unhealthy behaviors
6.4.2 Evaluate information and products as related to traditional and alternative healthcare
6.4.3 Develop a wellness plan that can be used in personal and professional life
6.4.4 Explain behaviors that promote health and wellness
6.4.5 Describe strategies for prevention of diseases including health screenings and examinations
6.4.6 Recognize practices and lifestyle choices (diet and physical activity) that promote prevention of disease and injury
6.4.7 Identify safety practices related to high-risk behaviors
6.4.8 Discuss complementary and alternative health practices
6.4.9 Recognize different types of stress
6.4.10 Develop healthy stress management techniques

CONTENT STANDARD 7.0 :   **UNDERSTAND THE IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES**

PERFORMANCE STANDARD 7.1 :   **APPLY ETHICAL REASONING TO WORKPLACE SITUATIONS**

7.1.1   Evaluate alternative responses to legal responsibilities and employer policies

7.1.2   Identify personal and long-term workplace consequences for unethical behaviors

7.1.3   Create a plan to deal with legal and ethical considerations

PERFORMANCE STANDARD 7.2 :   **INTERPRET WRITTEN AGENCY POLICIES AND PROCEDURES**

7.2.1   Critique departmental policies and procedures

7.2.2   Discuss the effect of policies and procedures on a specific work situation

7.2.3   Create standard operating procedures for a department or agency

CONTENT STANDARD 8.0 :   USE LEADERSHIP AND TEAMWORK SKILLS

PERFORMANCE STANDARD 8.1 :   EMPLOY LEADERSHIP SKILLS TO ACCOMPLISH GOALS AND OBJECTIVES

8.1.1   Analyze various roles of leadership within organizations

8.1.2   Exhibit positive character traits and flexibility when interacting with others

PERFORMANCE STANDARD 8.2 :   ESTABLISH AND MAINTAIN EFFECTIVE WORKING RELATIONSHIPS

8.2.1   Build effective working relationships using interpersonal skills

8.2.2   Demonstrate sensitivity to and value for diversity

8.2.3   Manage stress and control emotions

8.2.4   Recognize methods for building positive team relationships

8.2.5   Collaborate electronically with peers, experts, and others to create digital products

PERFORMANCE STANDARD 8.3 :   USE TEAMWORK TO ACCOMPLISH GOALS AND OBJECTIVES

8.3.1   Work collaboratively toward common goals

8.3.2   Develop and communicate goals and objectives

8.3.3   Prioritize tasks to be completed

8.3.4   Develop timelines using time management knowledge and skills

8.3.5   Use project-management skills to improve workflow and efficiency

8.3.6   Collaborate with the healthcare team using healthcare information and technologies

CONTENT STANDARD 9.0 :   DEMONSTRATE KNOWLEDGE AND TECHNICAL SKILLS

PERFORMANCE STANDARD 9.1 :   IDENTIFY FUNDAMENTALS OF EMERGENCY MEDICAL SERVICES

9.1.1   Define the roles and responsibilities of personnel in EMS systems

9.1.2   Recognize the role of evidence-based research in EMS development

9.1.3   Define quality assurance and continuous quality improvement

9.1.4   Discuss workforce safety and wellness, distinguishing between positive and negative coping methods

9.1.5   Understand principles of medical documentation and report writing

9.1.6   Incorporate dynamic team communication within EMS systems

9.1.7   Identify components of the EMS communication systems

9.1.8   Recognize principles of communicating with patients in a manner that achieves a positive relationship

9.1.9   Explain the importance, necessity, and legality of patient confidentiality

9.1.10 Compare various statutory responsibilities regarding standard of care

9.1.11 Identify mandated reporting situations

9.1.12 Recognize moral dilemmas in patient advocacy

PERFORMANCE STANDARD 9.2 :   DESCRIBE THE STRUCTURE AND FUNCTION OF HUMAN BODY SYSTEMS

9.2.1   Use simple knowledge of upper airway, heart, vessels, blood, lungs, skin, muscles, and bones as a foundation of emergency care

9.2.2   Apply fundamental knowledge of human systems to the practice of EMS

PERFORMANCE STANDARD 9.3 :   USE MEDICAL TERMINOLOGY

9.3.1   Memorize contextual clues to understand medical and anatomical terms

9.3.2   Apply foundational, anatomical, and medical terms and abbreviations in written and oral communication

PERFORMANCE STANDARD 9.4 :   INCORPORATE PRINCIPLES OF PATHOPHYSIOLOGY

9.4.1   Use concepts to solve situational shock and respiratory compromise to respond to life threats

9.4.2   Apply fundamental knowledge of the pathophysiology of respiration and perfusion to patient assessment and management

PERFORMANCE STANDARD 9.5 :   UNDERSTAND LIFE SPAN DEVELOPMENT

9.5.1   Distinguish age-related differences to assess and care for patients

9.5.2   Apply fundamental knowledge of life span development to patient assessment and management

PERFORMANCE STANDARD 9.6 :   **IDENTIFY EMS ROLE IN PUBLIC HEALTH**

9.6.1   Develop awareness of local public health resources and the role EMS personnel play in public health emergencies

9.6.2   Distinguish the principles of illness and injury prevention in emergency care

PERFORMANCE STANDARD 9.7 :   **UNDERSTAND FUNDAMENTALS OF PHARMACOLOGY**

9.7.1   Develop awareness of emergency medications

9.7.2   Use simple knowledge of the medications that the EMS personnel may self-administer or administer to a peer in an emergency

9.7.3   Apply fundamental knowledge of the medications that the EMS personnel may assist/administer to a patient during an emergency (e.g., Naloxone, aspirin, etc.)

9.7.4   Understand medication safety principles

PERFORMANCE STANDARD 9.8 :   **DESCRIBE TECHNIQUES OF AIRWAY MANAGEMENT**

9.8.1   Use knowledge of general anatomy and physiology to assure a patient airway, adequate mechanical ventilation, and respiration

9.8.2   Apply knowledge of general anatomy and physiology to patient assessment and management in order to assure a patient airway, adequate mechanical ventilation, and respiration

PERFORMANCE STANDARD 9.9 :   **DISCUSS RATIONALE FOR SYSTEMATIC ASSESSMENT**

9.9.1   Discuss the components of scene size-up and management

9.9.2   Describe stages of primary assessment and immediate life-saving interventions

9.9.3   Demonstrate components of medical history taking

9.9.4   Demonstrate the skills involved in performing physical examination and assessment of vital signs

9.9.5   Interpret diagnostic information using monitoring devices

9.9.6   Exhibit ongoing assessment and reassessment

PERFORMANCE STANDARD 9.10 :   **IDENTIFY MEDICAL EMERGENCIES**

9.10.1   Identify patients exhibiting general medical complaints

9.10.2   Assess and manage patients with respiratory complaints

9.10.3   Recognize and manage patients with cardiac complaints

9.10.4   Assess and manage patients with diabetic and altered mental status complaints

9.10.5   Assess and manage patients with allergic reactions

9.10.6   Assess and manage patients with poisoning and overdose emergencies

9.10.7   Assess and manage patients having an environmental emergency

9.10.8   Assess and manage patients with behavioral emergencies

9.10.9   Assess and manage patients experiencing an obstetrical or gynecological emergency

PERFORMANCE STANDARD 9.11 :   **IDENTIFY SYMPTOMS AND TREATMENT OF SHOCK**

9.11.1   Use assessment information to recognize shock

9.11.2   Apply fundamental knowledge of the causes, pathophysiology, and management of shock

PERFORMANCE STANDARD 9.12 :   **RECOGNIZE AND MANAGE TRAUMA EMERGENCIES**

9.12.1   Apply fundamental knowledge of trauma systems and associated care

9.12.2   Recognize and manage various injuries associated with trauma

9.12.3   Develop awareness of special considerations in trauma treatment

9.12.4   Analyze and manage environmental emergencies

9.12.5   Assess and manage multi-system traumas

9.12.6   Assess and manage a Multi-Casualty Incident (MCI) using the National Incident Management System guidelines

PERFORMANCE STANDARD 9.13 :   **UNDERSTAND SPECIAL PATIENT POPULATIONS**

9.13.1   Assess and manage emergencies involving obstetrics, neonates, pediatrics, geriatrics, and patients with special challenges

PERFORMANCE STANDARD 9.14 :   **UNDERSTAND EMS OPERATIONS**

9.14.1   Identify safe operating procedures for a ground ambulance

9.14.2   Recognize and work within incident command system and perform triage

9.14.3   Assess and manage multiple casualty incidents

9.14.4   Describe safe air method operations and criteria for utilizing air medical response

9.14.5   Demonstrate extrication techniques

9.14.6   Identify hazardous materials scene procedures

9.14.7   Recognize risks and responsibilities of operating on the scene of a natural or man-made disaster

9.14.8   Demonstrate lifting and moving techniques

CONTENT STANDARD 10.0 : DEMONSTRATE EMPLOYABILITY SKILLS

PERFORMANCE STANDARD 10.1 :   **DEMONSTRATE JOB RETENTION AND LIFELONG LEARNING SKILLS**

10.1.1   Maintain an employment/career portfolio

10.1.2   Create strategies for balancing work and family roles

10.1.3   Demonstrate understanding of the need for lifelong learning in a rapidly changing job market

10.1.4   Identify strategies to maintain employment in the face of job reductions

10.1.5   Formulate strategies to achieve career goals

10.1.6   Investigate various educational options needed for job advancement

10.1.7   Develop interpersonal skills needed for job retention