

Southern Cayuga Central School District – Curriculum Map

Subject: New York State Certified First Responder

School Year: 2022-2023

Teacher: Michele Shaw

(Map is being revised as the year progresses. Time frame

may need to be shifted due to constraints).

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame	Virtual Learning
Safety	Essential Question: How do we maintain safety in the laboratory and classroom?	Review of safety procedures Review of safety equipment Safety Poster	Quiz	2 days	https://www.youtube.com/watch?v=VRWRmIEHr3A http://quizizz.com/join?gc=37985728
Homeland Security FEMA	Essential Question: How is incident command used to manage a small emergency scene to a large emergency scene?	Completion of the following federal classes: Incident Command System 100 Hazardous Materials	Certification in: ICS 100 Haz Mat	1 week	https://training.fema.gov/is/courseoverview.aspx?code=IS-100.b https://training.fema.gov/is/courseoverview.aspx?code=IS-5.a
The Human Body	Essential Question: How do medical professionals use simple knowledge of the anatomy and function of the upper airway, heart, vessels, blood, lungs, skin, muscles, and bones as the	Identify selected topographic anatomy on a real or simulated patient. Videos Worksheets Body System Poster HSPI.com Power point Notes	Quizzes Exam Presentations	4 week	https://www.wisc-online.com/search?searchType=1&q=anatomical+terminology http://www.bbc.com/earth/story/the-making-of-me-and-you

	<p>foundation of emergency care?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Topographic Anatomy ● Anterior ● Posterior ● Lateral ● Medial ● Distal ● Proximal ● Circulatory System ● Digestive System ● Genitourinary System ● Integumentary System ● Respiratory System ● Nervous System ● Skeletal System 				<p>https://www.wired.com/story/98-degrees-is-a-normal-body-temperature-right-not-quite/</p> <p>https://www.zooniverse.org/projects/h-spiers/where-are-my-body-organs/classify</p>
Administrative Paperwork		<p>Following paperwork must be completed to continue with course work:</p> <ul style="list-style-type: none"> ● Students Contract ● Agency Form ● ADA 	Forms completed and signed by appropriate personal	1 day	
Preparatory Part 1	<p>EMS Systems:</p> <ul style="list-style-type: none"> ● EMS Systems, ● Workforce Safety & Wellness, <p>Essential Question: How do medical personnel use simple knowledge of the emergency medical services (EMS) system,</p>	<p>Power Point</p> <p>Google Classroom</p> <p>Notes</p> <p>Video</p> <p>Role Play</p>	<p>Quiz</p> <p>Exam</p> <p>Practical Skills Assessments</p>	4 week	<p>https://www.youtube.com/watch?v=zr2H3ExtCu0</p>

<p>Medical, Legal, and Ethical Issues</p> <ul style="list-style-type: none"> • Communications and Documentation 	<p>safety/well-being of the emergency medical responder, medical/legal issues at the scene of an emergency while awaiting a higher level of care?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • AEMT • ALS • Appropriate Medical Facility • BLS • Defibrillation • CFR • EMT • PSAP • Paramedics <p>Workforce Safety and Wellness</p> <p>Essential Question: See above</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Acceptance • Anger • Bargaining • CISD • Denial • Depression • On-scene Peer Support • Pathogens • Preincident Stress Education • Standard Precautions 	<p>Skills to Master:</p> <p>Demonstrate</p> <ul style="list-style-type: none"> • Integrity, empathy, respect, and careful delivery of service when confronted with patient death and dying, • Proper handwashing techniques, • How to remove medical gloves safely, • How to treat clothing that has come into contact with a patient’s body fluid, • Proper use of safety equipment needed for CFRs, • Scene assessment of a real or simulated rescue event for safety hazards. 			<p>https://www.health.ny.gov/professionals/ems/policy/10-05.htm</p> <p>https://www.emsworld.com/article/10322134/five-steps-scene-safety</p> <p>https://www.youtube.com/watch?v=p-mLtUx2KUM</p> <p>https://www.youtube.com/watch?v=f5ZwgIGGCu4</p> <p>https://www.youtube.com/watch?v=OUiQa2ZQuSw</p> <p>https://fireinyou.org/</p> <p>https://www.fortis.edu/blog/healthcare/emergency-medical-services-5-essential-traits-for-success.html</p> <p>https://www.youtube.com/user/FASNY1</p>
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	<p>Medical, Legal, and Ethical Issues Essential Question: see above</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Abandonment ● Advance Directive ● Competent ● Dependent ● Lividity ● DNR order ● Power of Attorney ● Duty to act ● Expressed Consent ● Good Samaritan laws ● Implied Consent ● Living Will ● Negligence ● Standard of Care <p>Communications and Documentation Essential Question: see above</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Base station ● Mobile Radio ● Paging Systems ● Portable Radio ● Repeater ● Telemetry 	<p>Define, discuss, understand and explain using power point, notes and google classroom</p> <p>Demonstrate</p> <ul style="list-style-type: none"> ● proper radio communication ● an understanding of the rules of communication with colleagues, patients, and bystanders as an EMS professional ● the techniques of successful cross-cultural communication ● completion of a patient care report 			
<p>Preparatory Part 2</p>	<p>Life Span Essential Question:</p>	<p>Skills to master: Demonstrate</p>	<p>Quiz Exam</p>	<p>3 Week</p>	

<ul style="list-style-type: none"> ● Pathophysiology, ● Life Span Development, ● Public Health, ● Principles of Pharmacology ● Medication Administration ● Emergency Medication 	<p>How does a medical professional use knowledge of age-related differences to assess and care for patients?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Infant, ● Toddler, ● School-aged Children, ● Adolescents, ● Early adulthood, ● Middle adulthood, ● Late Adulthood <p>Pathophysiology</p> <p>Essential Question: Why do humans need oxygen?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Tidal Volume ● V/R ratio ● Stroke Volume ● Sphincter muscles ● Mitochondria <p>Medication</p> <p>Essential Question: What are the different forms of medication and how will a medical provider see this in the field?</p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> ● knowledge of various age groups and their differences, <p>Explain</p> <ul style="list-style-type: none"> ● how oxygen is used at the cellular level ● how does the body compensate for decreased levels of oxygen in blood <p>Explain</p> <ul style="list-style-type: none"> ● the different forms of medication ● how to administer the forms of medication 	<p>Practical Skills Assessments</p>		
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	<ul style="list-style-type: none"> ● Nebulized ● Trade Name ● Generic Name 				
Airway Management Respiration Artificial Ventilation	<p>Essential Question: How can a CFR apply knowledge of general anatomy and physiology to assure a patient airway, adequate mechanical ventilation, and respirations while awaiting additional EMS response for patients of all ages?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Airway obstruction ● Alveolar Ventilation ● Aspirator ● BVM device ● CPR ● External cardiac compressions ● Face Mask ● Flowmeter ● Gag reflex ● Head Tilt-chin lift maneuver ● Heimlich maneuver ● Jaw-thrust maneuver ● Manual Suction Devices 	<p>Skills to Master: Demonstrate:</p> <ul style="list-style-type: none"> ● how to check a patient’s level of responsiveness ● head tilt-chin lift maneuver ● jaw-thrust maneuver ● how to check for fluids, solids, and dentures in a patient’s airway ● how to correct a blocked airway using finger sweeps and suction ● How to place a patient in the recovery position. ● The insertion of oral and nasal airways ● How to check for the presence of breathing ● How to perform rescue breathing using a mouth-to-mask device, a mouth-to-barrier device, mouth-to-mouth, and a bag-mask device ● The steps in recognizing respiratory arrest and performing rescue breathing on an adult, a child, and an infant ● Administration of supplemental oxygen using a nasal cannula and a nonbreathing mask ● The operation of a pulse oximeter ● Rescue breathing on a patient with a stoma ● Airway management on a patient in a vehicle 	Quizzes Exams Practical Skills Assessments	3 Weeks	https://www.biologycorner.com/anatomy/respiratory/notes_respiratory_system.html https://www.easyauscultation.com/lung-sounds-audio https://www.youtube.com/watch?v=jTUMa10VM9g https://www.purposegames.com/game/respiratory-system-labeling-interactive-game https://www.youtube.com/watch?v=bD8sDBtmLSI https://www.youtube.com/watch?v=KRtAqeEGq2Q https://www.youtube.com/watch?v=U8byn2NT_lo

	<ul style="list-style-type: none"> Minute Ventilation 				
Professional Rescuer CPR	<p>Essential Question: How does a CFR use assessment information to recognize shock, respiratory failure or arrest, and cardiac arrest based on assessment findings and manage the emergency while awaiting additional emergency response?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Automated external defibrillators (AEDs) Brachial Pulse Cardiac Arrest Carotid Pulse Chest Compression Child Circulatory System Femoral Pulse Gastric distention One-rescuer CFR Plasma Platelets Pulse Radial Pulse Two-rescuer CPR Ventilations Ventricular Fibrillation 	<p>Skills to master: Demonstrate:</p> <ul style="list-style-type: none"> Adult chest compressions Infant chest compressions Child chest compressions One-rescuer adult CPR Two-Rescuer adult CPR How to switch rescuer positions during two-rescuer adult CPR One-rescuer infant CPR Two-rescuer infant CPR Child CPR Creating sufficient space to perform CPR Automated external defibrillation 	<p>Quizzes Exams Practical Skill Assessments</p>	3 Weeks	

<p>Patient Assessment</p>	<p>Essential Question: How does a CFR use scene information and simple patient assessment findings to identify and manage immediate life threats and injuries within the scope and practice of the emergency medical system?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Scene Size-up ● Primary Assessment ● History Taking ● Secondary Assessment ● Reassessment 	<p>Skills to Master: Demonstrate the following five steps of the patient assessment sequence:</p> <ul style="list-style-type: none"> - Scene size-up - Primary assessment, including - Forming a general impression of the patient - Assessing the patient’s responsiveness - Assessing the patient’s airway - Assessing the patient’s breathing - Assessing the patient’s circulation (including severe bleeding) - Updating responding EMS units - Obtaining the patient’s medical history using the SAMPLE format - Performing a secondary assessment, including: - Performing a full-body examination - Identifying and measuring a patient’s vital signs - Performing an ongoing reassessment 	<p>Quizzes Exams Practical Skills Assessments</p>	<p>3 Weeks</p>	<p>https://www.youtube.com/watch?v=cwyJHy8zaE4</p>
<p>Medical</p> <ul style="list-style-type: none"> - Medical Emergencies - Poisoning and Substance Abuse - Behavioral Emergencies 	<p>Medical Emergencies</p> <p>Essential Question: How does a CFR recognize and manage life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response?</p> <p>Vocabulary:</p>	<p>Skills to Master: Demonstrate the following:</p> <ul style="list-style-type: none"> ● Patient assessment on a medical patient ● Placing an unconscious patient in the recovery position ● How to protect a patient who is seizing from sustaining further harm ● How to assist a patient with administering his or her nitroglycerine pills or spray 	<p>Quizzes Exams Practical Skills Assessments</p>	<p>4 Weeks</p>	<p>http://limmercreative.com/quiz-test-your-shock-knowledge/</p> <p>https://www.ted.com/talks/jan_rader_in_the_opioid_crisis_heres_what_it_takes_to_save_a_life?utm_source=newsletter_daily&utm_campaign=d</p>

<p>- Environmental Emergencies</p>	<ul style="list-style-type: none"> ● Abdominal Aortic Aneurysm (AAA) ● Absence Seizures ● Acute Abdomen ● Angina pectoris ● Asthma ● Atherosclerosis ● Bronchitis ● Cardiac Arrest ● COPD ● Diabetes ● Diabetic Coma ● Dyspnea ● Generalized seizures ● Insulin shock ● Nitroglycerin ● Stroke <p>Poisoning and Substance Abuse</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Acid ● Amphetamines ● Anaphylactic Shock ● Barbiturates ● Base ● Carbon Monoxide ● CNS ● Cocaine ● Coma ● DTs ● Hallucinogens ● Hives ● Poison ● SCBA 	<ul style="list-style-type: none"> ● How to support a patient experiencing a heart attack ● Care of a patient with congestive heart failure ● The steps to treat a patient with dyspnea ● The use of the Cincinnati Prehospital Stroke Scale as a stroke assessment tool ● Treatment of a patient who is in insulin shock ● Treatment of a patient in a diabetic coma ● Treatment of a patient with abdominal pain ● How to measure blood pressure in a dialysis patient <p>Skills to Master:</p> <p>Demonstrate:</p> <ul style="list-style-type: none"> ● Treatment of a patient who has ingested a poison ● Treatment of a patient who has inhaled a poison ● Treatment of a patient who has been injected with poison ● How to assess a patient with an auto-injector ● Treatment of a patient who has absorbed a poison ● How to brush a dry chemical off a patient and then flush with water ● How to use water to flush a patient who has come in contact with liquid poison ● Administration of nerve agent auto-injector kits 			<p>https://www.youtube.com/watch?v=V0CdS128-q4</p> <p>https://limmereducation.com/wp-content/uploads/2020/04/AMS_Differentials_DLE-2020.pdf</p> <p>https://emtreview.com/wp-content/uploads/2016/04/Critical-Thinking-Scenarios-Medical.pdf</p> <p>https://emtreview.com/wp-content/uploads/2016/04/Diabetic-Emergencies.pdf</p>
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	<ul style="list-style-type: none"> ● Toxic <p>Behavioral Emergencies:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Behavioral emergencies ● CISD ● Emotional Shock ● Empathy ● PTSD ● Psychotic behavior ● Redirection ● Restatement ● Situational Crisis ● Suicide <p>Environmental Emergencies:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Drowning ● Frostbite ● Heat Cramps ● Heat Exhaustion 	<ul style="list-style-type: none"> ● Treatment of a patient who has experienced a drug overdose <p>Skills to Master</p> <p>Demonstrate:</p> <ul style="list-style-type: none"> ● How to calm a patient experiencing a behavioral crisis ● The following communication techniques: ● Restatement ● Redirection ● Empathy ● Management of the following crises: ● Suicide attempt ● Sexual assault ● Death and dying <p>Skills to Master</p> <p>Demonstrate:</p> <ul style="list-style-type: none"> ● Patient assessment on a patient who has sustained an injury or illness from exposure to heat, exposure to cold, or submersion ● Cooling a patient who has experienced exposure to heat ● Treating a patient who has experienced exposure to cold 			
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	<ul style="list-style-type: none"> ● Heatstroke ● Hypothermia ● Laryngospasm ● Submersion Injury 	<ul style="list-style-type: none"> ● Treating a patient who has a submersion injury ● Treating a patient who has a lighting injury 			
Trauma <ul style="list-style-type: none"> ● Bleeding, Shock, and Soft-Tissue Injuries ● Injuries to Muscles and Bones 	Bleeding, Shock, and Soft-tissue Injuries Essential Question: How does a CFR use simple knowledge of shock and respiratory compromise to respond to life threats. Vocabulary: <ul style="list-style-type: none"> ● Abrasion ● Anaphylactic Shock ● Arterial Bleeding ● Atria ● Avulsion ● Blood Pressure ● Brachial Artery Pressure Point ● Bruise ● Capillary Bleeding ● Cardiogenic Shock ● Chemical Burns ● Closed Wound ● CHF ● Cravat ● Dressing ● Tourniquet ● Electrical Burns ● Entrance Wound ● Exit Wound ● Femoral Artery Pressure Point 	Skills to Master Demonstrate: <ul style="list-style-type: none"> ● How and where to locate a patient's pulse ● The general treatment for shock ● The treatment for shock caused by pump failure ● The treatment for shock caused by pipe failure ● The treatment for shock caused by fluid loss ● The use of the femoral and brachial pressure points to control blood loss ● Treatment of avulsions and amputations ● Treatment of soft-tissue injuries ● The emergency medical care for patients with the following injuries: <ul style="list-style-type: none"> ● Face and scalp wounds ● Nosebleeds ● Eye injuries ● Neck wounds ● Chest and back wounds ● Open abdominal wounds ● genital wounds ● Extremity wounds ● Gunshot wounds ● Bits ● Treatment of the following types of burns: <ul style="list-style-type: none"> ● Thermal ● Respiratory ● Chemical ● Electrical 	Quizzes Exams Practical Skills Assessments	4 Weeks	https://www.emsworld.com/article/220942/spinal-cord-injury-and-neurogenic-shock https://classroom.iihs.org/e/248 https://classroom.iihs.org/e/243 https://classroom.iihs.org/e/165 https://classroom.iihs.org/e/245 https://classroom.iihs.org/e/208 https://classroom.iihs.org/e/253 https://classroom.iihs.org/e/289 https://classroom.iihs.org/e/164 https://classroom.iihs.org/e/247

	<ul style="list-style-type: none"> ● Full-thickness burns <p>Injuries to Muscles and Bones Essential Question: How does a CFR use simple knowledge of shock and respiratory compromise to respond to life threats.</p> <ul style="list-style-type: none"> ● Vocabulary: Abdominal Breathing ● Cerebrospinal Fluid ● Closed Fracture ● Closed Head Injury ● Dislocation ● Flail Chest ● Mechanism of Injury ● Open Fracture ● Paralysis ● Rigid Splint ● Seizure ● Sling ● Soft Splint ● Sprain ● Traction Splint ● Trauma 	<p>Skills to Master: Demonstrate:</p> <ul style="list-style-type: none"> ● The use of standard precautions when assessing or treating patients with musculoskeletal injuries. ● Assessment of a patient with musculoskeletal injury ● How to check circulation, sensation, and movement in an injured extremity. ● How to splint various extremities ● Treatment of head injuries ● Treatment of facial injuries. ● Treatment of spinal injuries. ● How to remove the mask on a sport helmet. ● How to remove a helmet. ● Treatment of Fractured ribs, Flail Chest and Penetrating chest wound. 			<p>https://classroom.iihs.org/e/165</p> <p>https://classroom.iihs.org/e/46</p> <p>https://classroom.iihs.org/e/252</p> <p>https://classroom.iihs.org/e/51</p> <p>https://classroom.iihs.org/e/254</p> <p>https://www.nhtsa.gov/risky-driving/seat-belts</p> <p>https://drive.google.com/open?id=1Ig6ZL6pLMxQJae0G4Tgsr3Jloh4L15uzPtSmoKCYS6c&authuser=0</p> <p>https://www.youtube.com/watch?v=vsvDUhqlfhs</p> <p>https://emtreview.com/wp-content/uploads/2017/10/Finish-the-story-trauma.pdf</p>
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<p>Special Patient Populations</p> <ul style="list-style-type: none"> • Childbirth • Pediatric Emergencies • Geriatric Emergencies 	<p>Childbirth</p> <p>Essential Question: How does a CFR recognize and manage life threats based on simple assessment findings for a patient with special needs while awaiting additional emergency response?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Bag of Waters • Birth canal • Bloody show • Breech Presentation • Contractions • Crowning • Ectopic Pregnancy • Fetus • Labor • Miscarriage • Placenta • Premature infants • Prolapsed Umbilical Cord • Suctioning • Umbilical Cord • Uterus • Vagina <p>Pediatric Emergencies</p> <p>Essential Question: How does a CFR recognize and manage life threats based on simple assessment findings for a patient with special needs</p>	<p>Skills to Master</p> <p>Demonstrate:</p> <ul style="list-style-type: none"> • How to prep the mother for birth • The use of standard precautions in childbirth • How to assist with delivery of an infant • How to deliver the placenta • Resuscitation of a newborn • Treatment for complications of childbirth <p>Skills to Master</p> <p>Demonstrate:</p> <ul style="list-style-type: none"> • The examination process for a child • Implementation of the pediatric assessment triangle 	<p>Quizzes Exams Practical Skills Assessments</p>	<p>4 Weeks</p>	<p>https://www.livescience.com/65487-3d-image-baby-skulls-birth.html?utm_source=notification</p> <p>https://emtreview.com/wp-content/uploads/2016/06/Child-Development-Kid-Calls.pdf</p>
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	<p>while awaiting additional emergency response?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Asthma ● Chest-thrust Maneuver ● Croup ● Drowning ● Epiglottitis ● Epilepsy ● Mottlinig ● Pediatric Assessment Triangle ● Suctioning <p>Geriatric Emergencies</p> <p>Essential Question: How does a CFR recognize and manage life threats based on simple assessment findings for a patient with special needs while awaiting additional emergency response?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Alzheimer disease ● Dementia ● Depression ● Elder Abuse ● Externally Rotated ● Geriatric Patient ● Hospice ● Osteoporosis ● Senile Dementia ● Suicide 	<ul style="list-style-type: none"> ● How to determine the respiration and pulse rates for a child ● Performance or oral airway management ● How to treat a child with mild to severe airway obstruction and respiratory failure ● How to treat illnesses and medical emergencies such as AMS, Asthma, Croup, Epiglottitis, Drowning, Heat illnesses, High Fever, Seizures, Vomiting and diarrhea, abdominal pain, Poisoning, Sudden infant death syndrome <p>Skills to Master</p> <p>Demonstrate:</p> <ul style="list-style-type: none"> ● Effective communication with elderly patients who have hearing or sight impairment. 			
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<p>EMS Operations</p> <ul style="list-style-type: none"> ● Lifting and Moving Patients Operations ● Transport Operations ● Vehicle Extrication and Special Rescue ● Incident Management 	<p>Lifting and Moving Patients Essential Question: How does the CFR use simple knowledge of the EMS system, safety/well-being of the CFR, medical/legal issues at the scene of an emergency while awaiting a higher level of care?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Arm-to-arm drag ● Blanket drag ● Cervical collar ● Clothes drag ● Cradle-in-arms carry ● Extremities ● Fire fighter drag ● Log rolling ● One-person walking assist ● Portable stretcher ● Recovery position ● Scoop stretcher ● Stair chair ● Straddle lift ● Straddle slide ● Two-person chair carry ● Two-person extremity carry ● Two-person seat carry 	<p>Skills to Master Demonstrate:</p> <ul style="list-style-type: none"> ● The components of good body mechanics ● The steps needed to perform emergency patient drags ● The steps needed to perform carries for nonambulatory patients ● The steps needed to perform the following walking assists for ambulatory patients ● The steps in the each of the following procedures for patients with suspected spinal injuries: ● Applying a cervical collar ● Moving patients using long backboards ● Assisting with short backboard devices ● Log rolling ● Straddle lifting ● Straddle sliding ● Strapping ● Immobilizing the patient's head 	<p>Quizzes Exams Practical Skills Assessments</p>	<p>3 weeks</p>	<p>https://emtreview.com/wp-content/uploads/2016/04/Get-Moving.pdf</p>
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	<ul style="list-style-type: none"> ● Two-person walking assist <p>Transport Operations Essential Question: How does a CFR use knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Landing Zones ● Flairs <p>Vehicle Extrication and Special Rescue Essential Question: How does a CFR use knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Air embolism ● Choking ● Decompression sickness ● Extrication ● Flotation device ● Fusees ● Golden hour ● HazMat 	<p>Skills to Master Demonstrate:</p> <ul style="list-style-type: none"> ● Performance of all phases of an emergency response ● How to set up a helicopter landing zone ● How to assist with loading a patient into a helicopter <p>Skills to Master Demonstrate:</p> <ul style="list-style-type: none"> ● The simple extrication procedures that and CFR can preform ● The role of an CFR in special rescue situations ● The steps you can take in assisting with a water rescue ● The initial treatment of a patient in the water ● The initial treatment of a patient with diving injuries ● The steps you can take in assisting with an ice rescue ● Role in handling farm rescue incidents ● Your role in handling emergencies involving bus crashes <p>Skills to Master</p>			
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	<ul style="list-style-type: none"> ● Reach-throw-row-go ● Riptides ● Tempered glass ● Wooden cribbing <p>Incident Management Essential Question: How does a CFR use knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Explosives ● Hot zone ● Incendiary device ● ICS ● Incubation period ● Insecticides ● Metabolic agents ● MCI ● NIMS ● Nerve agents ● Pulmonary agents ● Radiation ● START triage ● Terrorism ● Triage warm zone ● WMD 	<p>Demonstrate:</p> <ul style="list-style-type: none"> ● The actions an CFR should take in hazardous materials incidents before the arrival of specially trained personnel. ● Triage of a multiple-casualty incident using the START triage system. 			
<p>Practical Skills Sessions</p>		<p>Students practice the 4 Skills station that they will need to demonstrate proficiency on for the New York State Practical Skills Exam</p>	<p>Course Final Written Exam</p>	<p>2 Weeks</p>	<p>https://www.health.ny.gov/professionals/em/pdf/statewide_prehospital_treatment</p>

					protocols_ver16-04.pdf
New York State Practical Exam		Held at Cayuga County Emergency Management Office			
New York State Written Exam		Held at Cayuga County Emergency Management Office			