

# Model Curriculum

## Emergency Medical Technician- Advanced

< Emergency Medical Technician-Advanced >

SECTOR: **Healthcare**  
SUB-SECTOR: **Allied Health & Paramedics**  
OCCUPATION: **Emergency Medical Technician- Advanced**  
REFERENCE ID: **HSS/Q2302**  
NSQF LEVEL: **5**



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# Emergency Medical Technician-Advanced

## CURRICULUM / SYLLABUS

This program is aimed at training candidates for the job of a “Emergency Medical Technician-Advanced”, in the “Healthcare” Sector/Industry and aims at building the following key competencies amongst the learner

<b>Program Name</b>	<b>&lt; Emergency Medical Technician-Advanced &gt;</b>		
<b>Qualification Pack Name &amp; Reference ID.</b>	HSS/Q2302, version 1.0		
<b>Version No.</b>	1.0	<b>Version Update Date</b>	01 – 06 – 2016
<b>Pre-requisites to Training</b>	Class XII in Science		
<b>Training Outcomes</b>	<p><b>After completing this programme, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand clinical manifestations and principles of management of a large variety of medical and trauma related emergencies.</li> <li>• Choose for proper management of the patient.</li> <li>• Demonstrate emergency interventions like defibrillation.</li> <li>• Function effectively in varied clinical settings, namely Pre Hospital, emergency/critical care, ambulatory care settings.</li> <li>• Take sound decisions regarding hospitalization, or timely referral to other hospitals for various care and recognizing his limitations in knowledge and skills in these areas.</li> <li>• Select correct drug combinations for different clinical problems with thorough knowledge of their pharmacological effects, side-effects, interactions with the other drugs when then use it in the pre hospital settings.</li> <li>• Work cohesively in Resuscitation team along with Emergency Physicians &amp; the Nursing staff personnel and maintain discipline and healthy interaction with the colleagues.</li> <li>• Communicate clearly and consciously, and teach other Emergency Medicine Professionals, the practical clinical skills required for the practice of Emergency medicine.</li> </ul>		

This course encompasses 35 out of 35 National Occupational Standards (NOS) of “Emergency Medical Technician-Advanced” Qualification Pack issued by “SSC: Healthcare Sector Skill Council”.

Sr. No.	Module	Theory Duration (hh:mm)	Practical Duration (hh:mm)	Key Learning Outcomes	Corresponding NOS Code	Equipment Required
1	Introduction to Emergency	03:00	02:00	<ul style="list-style-type: none"> <li>• Define Emergency Medical Services (EMS) systems.</li> </ul>	HSS/ N 2331, 2302, 2303,	Personal



	Medical Care			<ul style="list-style-type: none"> <li>Differentiate the roles and responsibilities of the EMT-Professional from other pre-hospital care providers.</li> <li>Describe the roles and responsibilities related to personal safety.</li> <li>Discuss the roles and responsibilities of the EMT-Professional towards the safety of the crew, the patient, and bystanders.</li> <li>Define quality improvement and discuss the EMT-Professional's role in the process.</li> <li>Define medical direction and discuss the EMT-Professional's role in the process.</li> <li>State the specific statutes and regulations in your state regarding the EMS system.</li> <li>Assess areas of personal attitude and conduct of the EMT-Professional.</li> <li>Characterize the various methods used to access the EMS system in your community.</li> <li>Understand the National Ambulance certification</li> <li>Able to communicate with ERC &amp; ERCP</li> </ul>	9601, 9604, 9606, 9609	9603, 9605, 9607,	Protective Equipment's, emergency kit. Ambulance environment, mannequin
2	The Well-Being of the EMT-A	02:00	03:00	<ul style="list-style-type: none"> <li>List possible emotional reactions that the EMT-Advanced may experience when faced with trauma, illness, death and dying.</li> <li>Discuss the possible reactions that a family member may exhibit when confronted with death and dying.</li> <li>State the steps in the EMT-A's approach to the family confronted with death and dying.</li> </ul>	HSS/ N 2302, 9601, 9604, 9606, 9609	2331, 2303, 9603, 9605, 9607,	Personal Protective Equipment's, emergency kit. Ambulance environment, mannequin



				<ul style="list-style-type: none"> <li>• State the possible reactions that the family of the EMT-Advanced may exhibit due to their outside involvement in EMS</li> <li>• Recognize the signs and symptoms of critical incident stress.</li> <li>• State possible steps that the EMT-Advanced may take to help reduce/alleviate stress.</li> <li>• Explain the need to determine scene safety.</li> <li>• Discuss the importance of body substance isolation (BSI).</li> <li>• Describe the steps the EMT-Advanced should take for personal protection from airborne and blood borne pathogens.</li> <li>• Given a scenario with potential infectious exposure, the EMT-Advanced will use appropriate personal protective equipment. At the completion of the scenario, the EMT-Advanced will properly remove and discard the protective garments.</li> <li>• Given the above scenario, the EMT-Advanced will complete disinfection/ cleaning and all reporting documentation.</li> <li>• List the personal protective equipment necessary for each of the following situations:                  Hazardous materials                  Rescue operations                  Violent scenes                  Crime scenes</li> </ul>		
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				<p>Exposure to airborne/blood borne pathogens</p> <ul style="list-style-type: none"> <li>Describe Hand care procedures and techniques: Hand-Washing before and after Putting on PPE before any exposure Cover cuts and abrasions with water proof dressing and change as necessary.</li> </ul>		
3	Medical & Ethical Issues	05:00	05:00	<ul style="list-style-type: none"> <li>Define the EMT-A's scope of practice.</li> <li>Discuss the importance of DNR orders (advance directives) and local and state provisions regarding EMS application.</li> <li>Define consent and discuss the methods of obtaining consent.</li> <li>Differentiate between expressed and implied consent.</li> <li>Explain the role of consent of minors in providing care.</li> <li>Discuss the implications for the EMT-Advanced in patient refusal of transport.</li> <li>Discuss the issues of abandonment, negligence, and battery and their implications for the EMT-Advanced.</li> <li>State conditions necessary for the EMT-Advanced to have a duty to act.</li> <li>Explain the importance, necessity, and legality of patient confidentiality.</li> <li>Discuss the considerations of the EMT-Advanced in issues of organ retrieval.</li> <li>Differentiate the actions that an EMT-Advanced should take in the preservation of a crime</li> </ul>	HSS/ N 2331, 2302, 2303, 9601, 9603, 9604, 9605, 9606, 9607, 9609	Internet usage to learn



				<p>scene.</p> <ul style="list-style-type: none"> <li>• State the conditions that require an EMT-Advanced to notify law enforcement officials.</li> <li>• Explain the role of EMS and the EMT-Advanced regarding patients with DNR orders.</li> <li>• Explain the rationale for the needs, benefits, and usage of advance directives.</li> <li>• Explain the rationale for the concept of varying degrees of DNR.</li> </ul>		
4	Structure and Function of Human Body- Basic	20:00	10:00	<ul style="list-style-type: none"> <li>• Identify and locate on the body the following topographic terms: medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, and mid-axillary</li> <li>• Describe anatomy and functions of the following major body systems: respiratory, circulatory, musculoskeletal, nervous, and endocrine</li> <li>• Describe mechanism of fluid electrolyte balance and acid base balance in human body</li> </ul>	HSS/ N 2331, 2302, 2303, 2327, 2305, 2328, 2307, 2308, 2329, 2310, 2330, 2312, 2313, 2314,2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326	Mannequin to learn different body parts, e modules to study anatomy and physiology of body parts
5	Introduction to EMS related Medical Terminology & Equipment	05:00	05:00	<ul style="list-style-type: none"> <li>• Understand appropriate use of EMS related medical terminology in daily activities with colleagues, patients and family</li> <li>• Understand Equipment required by EMS professional while in response station, on ambulance and in emergency department.</li> </ul>	HSS/ N 2331, 2302, 2303, 2327, 2305, 2328, 2307, 2308, 2329, 2310, 2330, 2312, 2313, 2314,2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323,	Internet usage to learn



					2324, 2325, 2326	
6	Infection Control & Prevention	10:00	10:00	<ul style="list-style-type: none"> <li>• Understanding of Adjunctive and Prophylactic Use of Antibacterial Agents in EMS</li> <li>• Understanding of Administrative Controls and Work Restrictions</li> <li>• Understanding of Clinical Practice Guidelines for an Infection Control/Exposure Control Program in the Emergency setting</li> <li>• Understanding of Guidelines for Infection Control in emergency Settings</li> <li>• Understanding of Hand Hygiene: Infection Control/Exposure Control Issues for EMS Workers</li> <li>• Understanding of Hazard Communications &amp; Hazardous Waste Regulations for emergency situations/settings</li> <li>• Understand hospital/emergency borne infections</li> <li>• Understanding of Hepatitis: Infection Control/Exposure Control Issues for EMS Workers</li> <li>• Understanding of HIV: Infection Control/Exposure Control Issues for Oral Healthcare Workers</li> <li>• Understanding of HSV and VZV: Infection Control/Exposure Control Issues for Oral Healthcare Workers</li> <li>• Understanding of Influenza Facts and the Healthcare Worker</li> <li>• Understanding of Introduction to Preventing Transmission of Infectious</li> </ul>	HSS/N 9610	Hand sanitizers, PPE, Hand washing techniques, steriliser, disinfectants, policies and procedures for infection control





				<p>Agents in Healthcare Settings</p> <ul style="list-style-type: none"> <li>• Understanding of Maskcessorize: The Art of Choosing the Proper Face Mask for the Task</li> <li>• Understanding of Measles, Mumps and Rubella: Infection Control/Exposure Control Issues for Oral Healthcare Workers</li> <li>• Understanding of Mercury in Dentistry: The Facts</li> <li>• Understanding of Mycobacterium Tuberculosis: Infection Control/Exposure Control Issues for Oral Healthcare Workers</li> <li>• Understanding of New Elements of Standard Precautions and Essential Elements of Transmission-based Precautions</li> <li>• Understanding of Sterilization and Disinfection of Patient-care Items in Oral Healthcare Settings</li> <li>• Understand practices to curb infection</li> <li>• Understand prevention and treatment of needle stick injury</li> <li>• Understand management of blood and body substance spills in the Oral Healthcare setting</li> </ul>		
7	Personal Hygiene	03:00	02:00	<ul style="list-style-type: none"> <li>• To develop understanding of the concept of Healthy Living</li> <li>• To develop understanding &amp; procedures of Hand Hygiene to prevent cross infection including effective hand washing to</li> </ul>	HSS/N 9606, HSS/N 9610	PPE, vaccination kits, hand hygiene measures



				<p>include; social and clinical techniques</p> <ul style="list-style-type: none"> <li>To develop techniques of Grooming</li> <li>To be equipped with Techniques of Use of PPE: the need for and types</li> <li>To be vaccinated against common infectious diseases: immunisation to reduce the health risks for self, patients and members of the dental team</li> <li>Understanding of Mandated, Highly Recommended, and Other Vaccines for Oral Healthcare Personnel Workers</li> </ul>		
8	Professional Behavior during Emergency dealing	03:00	02:00	<ul style="list-style-type: none"> <li>How to maintain restful environment esp. at scene site</li> <li>Learn General and Specific etiquettes to be observed on duty</li> <li>Understand need for compliance of organizational hierarchy and reporting</li> <li>Understand the legal and ethical issues</li> <li>Understand importance of conservation of resources in Ambulances.</li> <li>Understand your boundaries, roles and responsibilities as an EMS professional</li> <li>Understand how you have to use relevant research based protocols and guidelines as evidence to inform one's practice</li> <li>Understand how you have to promote and demonstrate good practice as an individual and as a team member and the reason for doing this.</li> </ul>	HSS/N/9603 & HSS / N / 9607	Use of internet to adopt best practises across the world for professional etiquettes



				<ul style="list-style-type: none"> <li>• Understand the risks to quality and safety if you do not keep up to date with best practice</li> <li>• Understand how you have to manage potential risks to the quality and safety of practice</li> <li>• Understand how you have to evaluate and reflect on the quality of your work and made continual improvements</li> <li>• Understand the reasons for working within the limits of your own competence and authority and the risks to quality and safety if you work outside your boundaries and competence</li> <li>• Able to illustrate of how you have received direct and indirect supervision during your training</li> <li>• State the guidelines and protocols which impact on your work as an EMS professional</li> <li>• List the relevant legislation, standards policies and procedures followed by EMS practice</li> <li>• Able to illustrate of how you have worked autonomously</li> <li>• Understand how you have to ensure the efficient function of medical equipment to reduce the risk to patient health and safety</li> <li>• Understand how you have to evaluate the risks to quality and health and safety arising from; poor communication;</li> </ul>		
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				<p>insufficient support and lack of resources</p> <ul style="list-style-type: none"> <li>• Understand the importance of individuals or team compliance with legislation, protocols and guidelines and organisational systems and requirements</li> <li>• Understand how you would report and minimise risk</li> <li>• Understand the principles of meeting the organisations needs and how this has helped you to recognise your limitations.</li> <li>• Understand when you should seek support from others</li> <li>• Understand the procedures within your workplace for accessing training, learning and development needs for you and others within the organisation</li> <li>• Understand the actions you should take to ensure you have a current, clear and accurate understanding of your roles and responsibilities and how this can be maintained to affects the way in which you work as an individual or as part of a team</li> </ul>		
9	Patient's Rights & Responsibilities	03:00	02:00	<ul style="list-style-type: none"> <li>• Understand sensitivities involved in patient's right</li> <li>• Learn EMT-A's role in maintaining patient's rights</li> </ul>	HSS / N / 9605	internet use to learn patient rights
10	Patient's Environment in Emergency Situations	02:00	03:00	<ul style="list-style-type: none"> <li>• Describe things necessary to make the patient &amp; bystanders feel safe and comfortable while patient ambulation or emergency treatment</li> <li>• Describe impact of comfort on patients health</li> <li>• Describe importance and</li> </ul>	HSS / N / 9606	Mock environment of emergency situations



				<p>methodology of cleanliness, and hygiene environment in ambulance</p> <ul style="list-style-type: none"> <li>Describe variation of patients environment according to settings: road, home, ambulance, hospital, etc.</li> </ul>		
11	Safety & First Aid	02:00	03:00	<ul style="list-style-type: none"> <li>Describe common emergency conditions and what to do in medical emergencies</li> <li>Describe basics of first aid</li> <li>To develop understanding and precautions to ensure self safety</li> <li>Provide care to the patients while moving.</li> <li>Demonstrate the use of protective devices (restraints, safety devices)</li> <li>Practice safe methods while using medical gases in hospital (if any)</li> </ul>	HSS/N 9606	Patient safety tools such as wheel chairs, trolleys, side rails, PPE, First Aid kit, betadine, cotton, bandages, sanitizers, disinfectants etc.
12	History Taking: Baseline Vital Signs and SAMPLE History	10:00	10:00	<ul style="list-style-type: none"> <li>Identify the components of vital signs.</li> <li>Describe the methods to obtain a breathing rate.</li> <li>Identify the attributes that should be obtained when assessing breathing.</li> <li>Differentiate between shallow, labored and noisy breathing.</li> <li>Describe the methods to obtain a pulse rate.</li> <li>Identify the information obtained when assessing a patient's pulse.</li> <li>Differentiate between pale, blue, red and yellow skin color.</li> <li>Identify the normal and abnormal skin temperature.</li> <li>Differentiate between hot,</li> </ul>	HSS / N 2303, 2327, 2305	Vital assessing equipment such as BP apparatus, torch, pulse oximeter etc



				<p>cool and cold skin temperature.</p> <ul style="list-style-type: none"> <li>• Identify normal and abnormal skin conditions.</li> <li>• Identify normal and abnormal capillary refill in infants and children.</li> <li>• Describe the methods to assess the pupils.</li> <li>• Identify normal and abnormal pupil size.</li> <li>• Differentiate between dilated (big) and constricted (small) pupil size.</li> <li>• Differentiate between reactive and non-reactive pupils and equal and unequal pupils.</li> <li>• Describe the methods to assess blood pressure.</li> <li>• Define systolic pressure.</li> <li>• Define diastolic pressure.</li> <li>• Explain the difference between auscultation and palpation for obtaining a blood pressure.</li> <li>• Identify the components of the SAMPLE history.</li> <li>• Differentiate between a sign and a symptom.</li> <li>• State the importance of accurately reporting and recording the baseline vital signs.</li> <li>• Explain the value of performing the baseline vital signs.</li> <li>• Recognize and respond to the feelings patients experience during assessment.</li> <li>• Defend the need for obtaining and recording an accurate set of vital signs.</li> <li>• Explain the rationale of recording additional sets of vital signs.</li> <li>• Explain the importance of</li> </ul>	
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				<p>obtaining a SAMPLE history.</p> <ul style="list-style-type: none"> <li>• Demonstrate the skills involved in assessment of breathing.</li> <li>• Demonstrate the skills associated with obtaining a pulse.</li> <li>• Demonstrate the skills associated with assessing the skin color, temperature, condition, and capillary refill in infants and children.</li> <li>• Demonstrate the skills associated with assessing the pupils.</li> <li>• Demonstrate the skills associated with obtaining blood pressure.</li> <li>• Demonstrate the importance and procedure to identify the patients' position</li> <li>• Demonstrate the checking of bleeding.</li> <li>• Demonstrate the skills that should be used to obtain information from the patient, family, or bystanders at the scene.</li> </ul>		
13	Lifting and Moving Patients	03:00	07:00	<ul style="list-style-type: none"> <li>• Define body mechanics.</li> <li>• Discuss the guidelines and safety precautions that need to be followed when lifting a patient.</li> <li>• Describe the safe lifting of cots and stretchers.</li> <li>• Describe the guidelines and safety precautions for carrying patients and/or equipment.</li> <li>• Discuss one-handed carrying techniques.</li> <li>• Describe correct and safe carrying procedures on</li> </ul>	HSS/ N 2321, HSS/ N 2322, HSS/ N 2323	Patient trolley, wheelchair, stretcher, bed sheets, screens etc.



				<p>stairs.</p> <ul style="list-style-type: none"> <li>• State the guidelines for reaching and their application.</li> <li>• Describe correct reaching for log rolls.</li> <li>• State the guidelines for pushing and pulling.</li> <li>• Discuss the general considerations of moving patients.</li> <li>• State three situations that may require the use of an emergency move.</li> <li>• Identify the following patient carrying devices: <ul style="list-style-type: none"> <li>• Stretcher: Wheeled Ambulance, Portable Ambulance, Scoop, Basket, flexible, etc.</li> <li>• Stair chair, long spine board</li> </ul> </li> <li>• Explain the rationale for properly lifting and moving patients.</li> </ul>		
14	Pharmacology related to EMS	15:00	15:00	<ul style="list-style-type: none"> <li>• Identify which medications will be carried on the unit.</li> <li>• State the medications carried on the unit by the generic name.</li> <li>• Identify the medications with which the EMT-A may assist the patient with administering.</li> <li>• State the medications the EMT-A can assist the patient with by the generic name.</li> <li>• Discuss the forms in which the medications may be found.</li> <li>• Explain the rationale for the administration of medications.</li> <li>• Demonstrate general steps for assisting patient with self-administration of medications.</li> <li>• Read the labels and inspect</li> </ul>	HSS / N / 2328, 2307-2308, 2310, 2312-2319, 2324, 2325	E-modules and internet use to learn about it





15	Basic Life Support	05:00	10:00	<p>each type of medication.</p> <ul style="list-style-type: none"> <li>• Describe identification of cardiac arrest</li> <li>• Understand Principles of basic life support ( Adult chain of survival ,CABDs of giving CPR)</li> <li>• Describe the correct protocol of chest compression, ventilation and assessment steps</li> <li>• Differentiate the single rescuer and two rescuer CPR</li> <li>• Differentiate the BLS of adult, child and infant</li> <li>• Describe Fundamentals of early defibrillation.</li> <li>• Describe the operation of AED</li> <li>• Differentiate the use of an AED for adult to child &amp; infant</li> <li>• Describe the conditions when choking occurs</li> <li>• Describe the protocol of giving life support during choking</li> <li>• Differentiate choking support in adult, child and infant</li> <li>• Acquire Skills to perform following:                         <ul style="list-style-type: none"> <li>– Adult BLS</li> <li>– Chest Compression</li> <li>– Mouth to Mouth ventilation</li> <li>– Mouth to Mask ventilation</li> <li>– Compression with breaths</li> <li>– Use of an AED</li> <li>– Assessment steps</li> <li>– BVM ventilation</li> <li>– Two person CPR</li> </ul> </li> <li>Child BLS</li> </ul>	HSS/ N 2328	<p>Stretcher, mannequins, cots, patient safety measures tools, wheelchair, side rails, assisted devices, AED's, crash cart trolley, ambu bags, ET tubes, etc</p>
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				<ul style="list-style-type: none"> <li>- Child Compression</li> <li>- Child Assessment</li> <li>- Child two rescuer CPR</li> <li>Infant BLS</li> <li>- Infant Compression single rescuer</li> <li>- Infant BVM ventilation</li> <li>- Infant two rescuer compression</li> <li>- Infant assessment</li> <li>- Infant two rescuer CPR</li> <li>- Use of an AED for Child &amp; Infant</li> </ul>		
16	Bio Medical Waste Management	03:00	02:00	<ul style="list-style-type: none"> <li>• To gain understanding of importance of proper and safe disposal of bio-medical waste &amp; treatment</li> <li>• To gain understanding of categories of bio-medical waste</li> <li>• To learn about disposal of bio-medical waste – colour coding, types of containers, transportation of waste, etc.</li> <li>• To gain broad understanding of standards for bio-medical waste disposal</li> <li>• To gain broad understanding of means of bio-medical waste treatment</li> </ul>	HSS / N / 9609	Different coded color bins, different variety of bio medical waste management, Visit to treatment plan of bio medical waste etc.
17	Basic Airway	05:00	10:00	<ul style="list-style-type: none"> <li>• Describe the airway anatomy and physiology</li> <li>• Identify the signs of adequate and inadequate breathing.</li> <li>• Describe the methods of opening the airway: head-tilt chin-lift, jaw thrust, etc.</li> <li>• Describe the equipment used to open the airway: oropharyngeal (oral) airway, nasopharyngeal (nasal) airway</li> <li>• Relate mechanism of injury to opening the airway.</li> <li>• Describe the importance,</li> </ul>	HSS/ N 2328, 2307, 2308, 2329, 2313, 2314,2315, 2316, 2318, 2319, 2324	ET tubes, Oral care kit, PPE, vitals assessing tools, emergency care, NG tube, gauge, bandage, patient positions charts and demonstration, face mask, AED's, mannequins, Battery, PPE,



				<p>techniques and methods of suctioning.</p> <ul style="list-style-type: none"> <li>• Describe the artificial ventilation: importance and use of different equipment to perform it like pocket mask, bag-valve-mask, flow restricted oxygen-powered ventilation device</li> <li>• Differentiate the use of bag-valve mask for one and two rescuers.</li> <li>• Describe the variations of the method of artificial ventilation for infants and children and patients with laryngectomies</li> <li>• Describe the importance, uses and different types of oxygen equipment &amp; oxygen delivery equipment</li> <li>• Describe the techniques of operation of oxygen equipment &amp; oxygen delivery equipment</li> <li>• Differentiate the oxygen flow requirements needed for use of different airway equipment: non-rebreather face mask, nasal cannula, etc.</li> <li>• Differentiate the variations needed in oxygen administration for infants and children and patients with laryngectomies</li> <li>• Describe the importance, uses and different types of resuscitation devices used for pulmonary resuscitation</li> <li>• Demonstrate how to artificially ventilate a patient with a stoma.</li> <li>• Demonstrate how to insert</li> </ul>		defibrillators
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				<p>an oropharyngeal (oral) airway.</p> <ul style="list-style-type: none"> <li>• Demonstrate how to insert a nasopharyngeal (nasal) airway.</li> <li>• Demonstrate the correct operation of oxygen tanks and regulators.</li> <li>• Demonstrate the use of a non-rebreather face mask and state the oxygen flow requirements needed for its use.</li> <li>• Demonstrate the use of a nasal cannula and state the flow requirements needed for its use.</li> <li>• Demonstrate how to artificially ventilate the infant and child patient.</li> <li>• Demonstrate oxygen administration for the infant and child patient.</li> </ul>		
18	Advanced Airway	15:00	15:00	<ul style="list-style-type: none"> <li>• Differentiate between the airway anatomy in the infant, child, and the adult.</li> <li>• Explain the pathophysiology of airway compromise.</li> <li>• Describe the proper use of airway adjuncts.</li> <li>• Review the use of oxygen therapy in airway management.</li> <li>• Describe the indications, contraindications, and technique for insertion of nasal gastric tubes.</li> <li>• Describe how to perform the Sellick maneuver (cricoid pressure).</li> <li>• Describe the indications for advanced airway management.</li> <li>• List the equipment required for orotracheal intubation.</li> <li>• Describe the proper use of the curved blade for</li> </ul>	HSS/ N 2328, 2318	<p>Oral care kit, PPE, vitals assessing tools, emergency care, NG tube, gauge, bandage, patient positions charts and demonstration, face mask, AED's, mannequins, Battery, PPE, defibrillators</p>



				<p>oro-tracheal intubation.</p> <ul style="list-style-type: none"> <li>• Describe the proper use of the straight blade for oro-tracheal intubation.</li> <li>• State the reasons for and proper use of the stylet in oro-tracheal intubation.</li> <li>• Describe the methods of choosing the appropriate size endotracheal tube in an adult patient.</li> <li>• State the formula for sizing an infant or child endotracheal tube.</li> <li>• List complications associated with advanced airway management.</li> <li>• Define the various alternative methods for sizing the infant and child endotracheal tube.</li> <li>• Describe the skill of oro-tracheal intubation in the adult patient.</li> <li>• Describe the skill of oro-tracheal intubation in the infant and child patient.</li> <li>• Describe the skill of confirming endotracheal tube placement in the adult, infant and child patient.</li> <li>• State the consequence of and the need to recognize unintentional esophageal intubation.</li> <li>• Describe the skill of securing the endotracheal tube in the adult, infant and child patient.</li> <li>• Recognize and respect the feelings of the patient and family during advanced airway procedures.</li> <li>• Explain the value of performing advanced</li> </ul>		
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				<p>airway procedures.</p> <ul style="list-style-type: none"> <li>• Defend the need for the EMT-Basic to perform advanced airway procedures.</li> <li>• Explain the rationale for the use of a stylet.</li> <li>• Explain the rationale for having a suction unit immediately available during intubation attempts.</li> <li>• Explain the rationale for confirming breath sounds.</li> <li>• Explain the rationale for securing the endotracheal tube.</li> <li>• Demonstrate how to perform the Sellick maneuver (cricoid pressure).</li> <li>• Demonstrate the skill of oro-tracheal intubation in the adult patient.</li> <li>• Demonstrate the skill of oro-tracheal intubation in the infant and child patient.</li> <li>• Demonstrate the skill of confirming endotracheal tube placement in the adult patient.</li> <li>• Demonstrate the skill of confirming endotracheal tube placement in the infant and child patient.</li> <li>• Describe the skill of securing the endotracheal tube in the adult, infant and child patient.</li> <li>• Demonstrate the skill of securing the endotracheal tube in the adult patient.</li> <li>• Demonstrate the skill of securing the endotracheal tube in the infant and child patient.</li> </ul>		
19	Patient Assessment	05:00	10:00	<ul style="list-style-type: none"> <li>• Recognize hazards/potential hazards.</li> </ul>	HSS/ N 2302	Inch tape, Vitals assessing



	(Scene Size up)			<ul style="list-style-type: none"> <li>Describe common hazards found at the scene of a trauma and a medical patient.</li> <li>Determine if the scene is safe to enter.</li> <li>Discuss common mechanisms of injury/nature of illness.</li> <li>Discuss the reason for identifying the total number of patients at the scene.</li> <li>Explain the reason for identifying the need for additional help or assistance.</li> <li>Explain the rationale for crew members to evaluate scene safety prior to entering.</li> <li>Serve as a model for others explaining how patient situations affect your evaluation of mechanism of injury or illness.</li> <li>Observe various scenarios and identify potential hazards.</li> </ul>		equipment's, torch etc
20	Patient Assessment (Initial Assessment)	03:00	07:00	<ul style="list-style-type: none"> <li>Summarize the reasons for forming a general impression of the patient.</li> <li>Discuss methods of assessing altered mental status.</li> <li>Differentiate between assessing the altered mental status in the adult, child and infant patient.</li> <li>Discuss methods of assessing the airway in the adult, child and infant patient.</li> <li>State reasons for management of the cervical spine once the</li> </ul>	HSS/ N 2327	Inch tape, Vitals assessing equipment's, torch etc



				<p>patient has been determined to be a trauma patient.</p> <ul style="list-style-type: none"> <li>• Describe methods used for assessing if a patient is breathing.</li> <li>• State what care should be provided to the adult, child and infant patient with adequate breathing.</li> <li>• Differentiate between a patient with adequate and inadequate breathing.</li> <li>• Distinguish between methods of assessing breathing in the adult, child and infant patient.</li> <li>• Compare the methods of providing airway care to the adult, child and infant patient.</li> <li>• Describe the methods used to obtain a pulse.</li> <li>• Differentiate between obtaining a pulse in an adult, child and infant patient.</li> <li>• Discuss the need for assessing the patient for external bleeding.</li> <li>• Describe normal and abnormal findings when assessing skin color, temperature, &amp; condition.</li> <li>• Describe normal and abnormal findings when assessing skin capillary refill in the infant and child patient.</li> <li>• Explain the reason for prioritizing a patient for care and transport.</li> <li>• Explain the importance of forming a general impression of the patient.</li> <li>• Explain the value of performing an initial assessment.</li> <li>• Demonstrate the</li> </ul>		
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				<p>techniques for assessing mental status.</p> <ul style="list-style-type: none"> <li>• Demonstrate the techniques for assessing the airway.</li> <li>• Demonstrate the techniques for assessing if the patient is breathing.</li> <li>• Demonstrate the techniques for assessing if the patient has a pulse.</li> <li>• Demonstrate the techniques for assessing the patient for external bleeding.</li> <li>• Demonstrate the ability to prioritize patients.</li> <li>• Demonstrate the techniques for assessing the patient's skin color, temperature, condition and capillary refill (infants and children only).</li> </ul>		
21	Patient Assessment (Physical Examination)	10:00	15:00	<ul style="list-style-type: none"> <li>• Assess the condition of the patient by:                             <ul style="list-style-type: none"> <li>○ Observing patient position</li> <li>○ Observing the colour of the skin as well as ease of breathing and paying attention to any signs of laboured breathing or coughing</li> <li>○ Checking if there is any bleeding from the nose or ears</li> <li>○ Looking at the pupil dilation/difference in pupil sizes, as it may be suggestive of concussion</li> <li>○ Checking if the patient is under the effect of alcohol or any other drug</li> </ul> </li> </ul>	HSS/ N 2327	Inch tape, Vitals assessing equipment's, torch etc



				<ul style="list-style-type: none"> <li>○ Checking the patient’s mouth to ensure the airway is clear</li> <li>○ Gently checking the neck, starting from the back</li> <li>○ Checking for any swelling or bruises</li> <li>○ Checking the chest to ascertain if any object is stuck</li> <li>○ Checking the ribcage for bruising or swelling and the abdomen for any kind of swelling or lumps</li> <li>○ Checking for any damage to the pelvis</li> <li>○ Asking the victim if they are able to feel their legs</li> <li>○ Observing the colour of toes to check for any circulation problems</li> </ul>		
22	Patient Assessment (Focused History & physical exam- Trauma patients)	05:00	10:00	<ul style="list-style-type: none"> <li>● Discuss the reasons for reconsideration concerning the mechanism of injury.</li> <li>● State the reasons for performing a rapid trauma assessment.</li> <li>● Recite examples and explain why patients should receive a rapid trauma assessment.</li> <li>● Describe the areas included in the rapid trauma assessment and discuss what should be evaluated.</li> <li>● Differentiate when the rapid assessment may be altered in order to provide patient care.</li> <li>● Discuss the reason for performing a focused history and physical exam.</li> <li>● Recognize and respect the feelings that patients might experience during assessment.</li> </ul>	HSS/ N 2327, 2313-2316	Inch tape, Vitals assessing equipment’s, torch etc



				<ul style="list-style-type: none"> <li>Demonstrate the rapid trauma assessment that should be used to assess a patient based on mechanism of injury.</li> </ul>		
23	Patient Assessment (Focused History & physical exam- Medical patients)	05:00	10:00	<ul style="list-style-type: none"> <li>Describe the unique needs for assessing an individual with a specific chief complaint with no known prior history.</li> <li>Differentiate between the history and physical exam that is performed for responsive patients with no known prior history and patients responsive with a known prior history.</li> <li>Describe the unique needs for assessing an individual who is unresponsive or has an altered mental status.</li> <li>Differentiate between the assessment that is performed for a patient who is unresponsive or has an altered mental status and other medical patients requiring assessment.</li> <li>Attend to the feelings that these patients might be experiencing.</li> <li>Demonstrate the patient care skills that should be used to assist with a patient who is responsive with no known history.</li> </ul>	HSS/ N 2327, 2328, 2307-2308, 2329, 2310, 2330, 2312, 2317-2319, 2324	Inch tape, Vitals assessing equipment's, torch etc
24	Patient Assessment (Detailed Physical Exam)	05:00	05:00	<ul style="list-style-type: none"> <li>Discuss the components of the detailed physical exam.</li> <li>State the areas of the body that are evaluated during the detailed physical exam.</li> <li>Explain what additional care should be provided while performing the detailed physical exam.</li> <li>Distinguish between the</li> </ul>	HSS/ N 2327, 2328, 2307-2308, 2329, 2310, 2330, 2312-2319, 2324	Inch tape, Vitals assessing equipment's, torch etc



				<p>detailed physical exam that is performed on a trauma patient and that of the medical patient.</p> <ul style="list-style-type: none"> <li>• Explain the rationale for the feelings that these patients might be experiencing.</li> <li>• Demonstrate the skills involved in performing the detailed physical exam.</li> </ul>		
25	Patient Assessment (On-going Assessment)	02:00	05:00	<ul style="list-style-type: none"> <li>• Discuss the reasons for repeating the initial assessment as part of the ongoing assessment.</li> <li>• Describe the components of the on-going assessment.</li> <li>• Describe trending of assessment components.</li> <li>• Explain the value of performing an on-going assessment.</li> <li>• Recognize and respect the feelings that patients might experience during assessment.</li> <li>• Explain the value of trending assessment components to other health professionals who assume care of the patient.</li> <li>• Demonstrate the skills involved in performing the on-going assessment.</li> </ul>	HSS/ N 2327, 2328, 2307-2308, 2329, 2310, 2330, 2312-2319, 2324	Inch tape, Vitals assessing equipment's, torch etc
26	Patient Assessment (Communication)	03:00	07:00	<ul style="list-style-type: none"> <li>• List the proper methods of initiating and terminating a radio call.</li> <li>• State the proper sequence for delivery of patient information.</li> <li>• Explain the importance of effective communication of patient information in the verbal report.</li> <li>• Identify the essential components of the verbal report.</li> <li>• Describe the attributes for</li> </ul>	HSS/ N 9601, 2303	Inch tape, Vitals assessing equipment's, torch etc



				<p>increasing effectiveness and efficiency of verbal communications.</p> <ul style="list-style-type: none"> <li>• State legal aspects to consider in verbal communication.</li> <li>• Discuss the communication skills that should be used to interact with the patient.</li> <li>• Discuss the communication skills that should be used to interact with the family, bystanders, individuals from other agencies while providing patient care and the difference between skills used to interact with the patient</li> <li>• List the correct radio procedures in the following phases of a typical call: To &amp; at the scene, To &amp; at the facility, To &amp; at the station.</li> <li>• Explain the rationale for providing efficient and effective radio communications and patient reports.</li> <li>• Perform a simulated, organized, concise radio transmission.</li> <li>• Perform an organized, concise patient report that would be given to the staff at a receiving facility.</li> <li>• Perform a brief, organized report that would be given to an ALS provider arriving at an incident scene at which the EMT-Basic was already providing care.</li> </ul>		
27	Patient Assessment (Documentation)	03:00	05:00	<ul style="list-style-type: none"> <li>• Explain the components of the written report and list the information that should be included on the</li> </ul>	HSS/ N 2323, 2303	Inch tape, Vitals assessing equipment's, torch etc,



				<p>written report.</p> <ul style="list-style-type: none"> <li>Identify the various sections of the written report.</li> <li>Describe what information is required in each section of the pre-hospital care report and how it should be entered.</li> <li>Define the special considerations concerning patient refusal.</li> <li>Describe the legal implications associated with the written report.</li> <li>Discuss all state and/or local record and reporting requirements.</li> <li>Explain the rationale for patient care documentation.</li> <li>Explain the rationale for the EMS system gathering data.</li> <li>Explain the rationale for using medical terminology correctly.</li> <li>Explain the rationale for using an accurate and synchronous clock so that information can be used in trending.</li> <li>Complete a pre-hospital care report.</li> </ul>		sample forms and formats
28	Trauma Emergencies (Bleeding And Shock)	05:00	15:00	<ul style="list-style-type: none"> <li>List the structure and function of the circulatory system.</li> <li>Differentiate between arterial, venous and capillary bleeding.</li> <li>State methods of emergency medical care of external bleeding.</li> <li>Establish the relationship between body substance isolation and bleeding.</li> <li>Establish the relationship between airway management and the</li> </ul>	HSS/ N 2313	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>trauma patient.</p> <ul style="list-style-type: none"> <li>• Establish the relationship between mechanism of injury and internal bleeding.</li> <li>• List the signs of internal bleeding.</li> <li>• List the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding.</li> <li>• List signs and symptoms of shock (hypoperfusion).</li> <li>• State the steps in the emergency medical care of the patient with signs and symptoms of shock (hypoperfusion).</li> <li>• Explain the sense of urgency to transport patients that are bleeding and show signs of shock (hypo-perfusion).</li> <li>• Demonstrate direct pressure as a method of emergency medical care of external bleeding.</li> <li>• Demonstrate the use of diffuse pressure as a method of emergency medical care of external bleeding.</li> <li>• Demonstrate the use of pressure points and tourniquets as a method of emergency medical care of external bleeding</li> <li>• Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding.</li> <li>• Demonstrate the care of the patient exhibiting signs and symptoms of shock (hypo-perfusion).</li> </ul>		
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				<ul style="list-style-type: none"> <li>• Demonstrate completing a pre-hospital care report for patient with bleeding and/or shock (hypo-perfusion)</li> </ul>		
29	Trauma Emergencies (Soft Tissue Injuries And Burns)	05:00	15:00	<ul style="list-style-type: none"> <li>• State the major functions of the skin.</li> <li>• List the layers of the skin.</li> <li>• Establish the relationship between body substance isolation (BSI) and soft tissue injuries.</li> <li>• List the types of closed soft tissue injuries.</li> <li>• Describe the emergency medical care of the patient with a closed soft tissue injury.</li> <li>• State the types of open soft tissue injuries.</li> <li>• Describe the emergency medical care of the patient with an open soft tissue injury.</li> <li>• Discuss the emergency medical care considerations for a patient with a penetrating chest injury.</li> <li>• State the emergency medical care considerations for a patient with an open wound to the abdomen.</li> <li>• Differentiate the care of an open wound to the chest from an open wound to the abdomen.</li> <li>• List the classifications of burns.</li> <li>• Define superficial burn.</li> <li>• List the characteristics of a superficial burn.</li> <li>• Define partial thickness burn.</li> <li>• List the characteristics of a partial thickness burn.</li> <li>• Define partial thickness burn.</li> </ul>	HSS/ N 2314	Sample medicines, list of common emergency medicines, internet use for best practices across the world





				<ul style="list-style-type: none"> <li>• List the characteristics of a partial thickness burn.</li> <li>• Define full thickness burn.</li> <li>• List the characteristics of a full thickness burn.</li> <li>• Describe the emergency medical care of the patient with a superficial burn.</li> <li>• Describe the emergency medical care of the patient with a partial thickness burn</li> <li>• Describe the emergency medical care of the patient with a full thickness burn.</li> <li>• List the functions of dressing and bandaging.</li> <li>• Describe the purpose of a bandage.</li> <li>• Describe the steps in applying a pressure dressing.</li> <li>• Establish the relationship between airway management and the patient with chest injury, burns, blunt and penetrating injuries.</li> <li>• Describe the effects of improperly applied dressings, splints and tourniquets.</li> <li>• Describe the emergency medical care of a patient with an impaled object.</li> <li>• Describe the emergency medical care of a patient with an amputation.</li> <li>• Describe the emergency care for a chemical burn.</li> <li>• Describe the emergency care for an electrical burn.</li> <li>• Demonstrate the steps in the emergency medical care of closed &amp; open soft tissue injuries.</li> </ul>		
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				<ul style="list-style-type: none"> <li>• Demonstrate the steps in the emergency medical care of a patient with an open chest wound.</li> <li>• Demonstrate the steps in the emergency medical care of a patient with open abdominal wounds.</li> <li>• Demonstrate the steps in the emergency medical care of a patient with an impaled object.</li> <li>• Demonstrate the steps in the emergency medical care of a patient with an amputation.</li> <li>• Demonstrate the steps in the emergency medical care of an amputated part.</li> <li>• Demonstrate the steps in the emergency medical care of a patient with superficial burns.</li> <li>• Demonstrate the steps in the emergency medical care of a patient with partial thickness, full thickness, chemical, electrical burns.</li> <li>• Demonstrate completing a prehospital care report for patients with soft tissue injuries.</li> <li>• Demonstrate the steps in the emergency medical care of closed soft tissue injuries.</li> </ul>		
30	Trauma Emergencies (Musculoskeletal Care)	05:00	15:00	<ul style="list-style-type: none"> <li>• Describe the function of the muscular system.</li> <li>• Describe the function of the skeletal system.</li> <li>• List the major bones or bone groupings of the spinal column; the thorax; the upper extremities; the lower extremities.</li> <li>• Differentiate between an open and a closed painful, swollen, deformed</li> </ul>	HSS/ N 2315	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>extremity.</p> <ul style="list-style-type: none"> <li>• State the reasons for splinting.</li> <li>• List the general rules of splinting</li> <li>• List the complications of splinting.</li> <li>• List the emergency medical care for a patient with a painful, swollen, deformed extremity.</li> <li>• Explain the rationale for splinting at the scene versus load and go.</li> <li>• Explain the rationale for immobilization of the painful, swollen, deformed extremity.</li> <li>• Demonstrate the emergency medical care of a patient with a painful, swollen, deformed extremity.</li> <li>• Demonstrate completing a prehospital care report for patients with musculoskeletal injuries.</li> </ul>		
31	Trauma Emergencies (Injuries To The Head And Spine)	03:00	07:00	<ul style="list-style-type: none"> <li>• State the components of the nervous system.</li> <li>• List the functions of the central nervous system.</li> <li>• Define the structure of the skeletal system as it relates to the nervous system.</li> <li>• Relate mechanism of injury to potential injuries of the head and spine.</li> <li>• Describe the implications of not properly caring for potential spine injuries.</li> <li>• State the signs and symptoms of a potential spine injury.</li> <li>• Describe the method of determining if a responsive patient may have a spine</li> </ul>	HSS/ N 2316	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>injury.</p> <ul style="list-style-type: none"> <li>• Relate the airway emergency medical care techniques to the patient with a suspected spine injury.</li> <li>• Describe how to stabilize the cervical spine.</li> <li>• Discuss indications for sizing and using a cervical spine immobilization device.</li> <li>• Establish the relationship between airway management and the patient with head and spine injuries.</li> <li>• Describe a method for sizing a cervical spine immobilization device.</li> <li>• Describe how to log roll a patient with a suspected spine injury.</li> <li>• Describe how to secure a patient to a long spine board.</li> <li>• List instances when a short spine board should be used.</li> <li>• Describe how to immobilize a patient using a short spine board.</li> <li>• Describe the indications for the use of rapid extrication.</li> <li>• List steps in performing rapid extrication.</li> <li>• State the circumstances when a helmet should be left on the patient.</li> <li>• Discuss the circumstances when a helmet should be removed.</li> <li>• Identify different types of helmets.</li> <li>• Describe the unique characteristics of sports helmets.</li> <li>• Explain the preferred</li> </ul>		
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				<p>methods to remove a helmet.</p> <ul style="list-style-type: none"> <li>• Discuss alternative methods for removal of a helmet.</li> <li>• Describe how the patient's head is stabilized to remove the helmet.</li> <li>• Differentiate how the head is stabilized with a helmet compared to without a helmet.</li> <li>• Explain the rationale for immobilization of the entire spine when a cervical spine injury is suspected.</li> <li>• Explain the rationale for utilizing immobilization methods apart from the straps on the cots.</li> <li>• Explain the rationale for utilizing a short spine immobilization device when moving a patient from the sitting to the supine position.</li> <li>• Explain the rationale for utilizing rapid extrication approaches only when they indeed will make the difference between life and death.</li> <li>• Defend the reasons for leaving a helmet in place for transport of a patient.</li> <li>• Defend the reasons for removal of a helmet prior to transport of a patient.</li> <li>• Demonstrate opening the airway in a patient with suspected spinal cord injury.</li> <li>• Demonstrate evaluating a responsive patient with a suspected spinal cord</li> </ul>		
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				<p>injury.</p> <ul style="list-style-type: none"> <li>• Demonstrate stabilization of the cervical spine.</li> <li>• Demonstrate the four person log roll for a patient with a suspected spinal cord injury.</li> <li>• Demonstrate how to log roll a patient with a suspected spinal cord injury using two people.</li> <li>• Demonstrate securing a patient to a long spine board.</li> <li>• Demonstrate using the short board immobilization technique.</li> <li>• Demonstrate procedure for rapid extrication.</li> <li>• Demonstrate preferred methods for stabilization of a helmet.</li> <li>• Demonstrate helmet removal technique.</li> <li>• Demonstrate alternative methods for stabilization of a helmet.</li> <li>• Demonstrate completing a pre-hospital care report for patients with head and spinal injuries.</li> </ul>		
32	Trauma Emergencies (Chest injuries)	03:00	07:00	<ul style="list-style-type: none"> <li>• Differentiate between a pneumothorax, a hemothorax, a tension pneumothorax, and a sucking chest wound.</li> <li>• Describe the emergency medical care of a patient with a flail chest, sucking chest wound</li> <li>• Signs of pericardial tamponade.</li> <li>• Complications that can accompany chest injuries.</li> </ul>	HSS/ N 2314	Sample medicines, list of common emergency medicines, internet use for best practices across the world
33	Trauma Emergencies (Abdominal & Genital injuries)	03:00	07:00	<ul style="list-style-type: none"> <li>• Steps in the emergency medical care of a patient with a blunt or penetrating abdominal injury</li> <li>• Describe how solid and</li> </ul>	HSS/ N 2314	Sample medicines, list of common emergency



				<p>hollow organs can be injured</p> <ul style="list-style-type: none"> <li>Emergency medical care of a patient with an object impaled in the abdomen, abdominal evisceration, genitourinary injury</li> </ul>		<p>medicines, internet use for best practices across the world</p>
34	Operations (Ambulance Operations)	07:00	08:00	<ul style="list-style-type: none"> <li>Discuss the medical and non-medical equipment needed to respond to a call.</li> <li>List the phases of an ambulance call.</li> <li>Describe the general provisions of state laws relating to the operation of the ambulance and privileges in any or all of the following categories: Speed, Warning lights, siren, right of way, parking, turning.</li> <li>List contributing factors to unsafe driving conditions.</li> <li>Describe the considerations that should be given to:                             <ul style="list-style-type: none"> <li>Request for escorts.</li> <li>Following an escort vehicle.</li> <li>Intersections.</li> </ul> </li> <li>Discuss "Due Regard For Safety of All Others" while operating an emergency vehicle.</li> <li>State what information is essential in order to respond to a call.</li> <li>Discuss various situations that may affect response to a call.</li> <li>Differentiate between the various methods of moving a patient to the unit based upon injury or illness.</li> <li>Apply the components of the essential patient</li> </ul>	HSS/ N 2331, 2322, 2326	<p>Sample medicines, list of common emergency medicines, internet use for best practices across the world</p>



				<p>information in a written report.</p> <ul style="list-style-type: none"> <li>• Summarize the importance of preparing the unit for the next response.</li> <li>• Identify what is essential for completion of a call.</li> <li>• Distinguish among the terms cleaning, disinfection, high-level disinfection, and sterilization.</li> <li>• Describe how to clean or disinfect items following patient care.</li> <li>• Explain the rationale for appropriate report of patient information.</li> <li>• Explain the rationale for having the unit prepared to respond.</li> </ul>		
35	Operations (Gaining Access)	03:00	02:00	<ul style="list-style-type: none"> <li>• Describe the purpose of extrication.</li> <li>• Discuss the role of the EMT-Basic in extrication.</li> <li>• Identify what equipment for personal safety is required for the EMT-Basic.</li> <li>• Define the fundamental components of extrication.</li> <li>• State the steps that should be taken to protect the patient during extrication.</li> <li>• Evaluate various methods of gaining access to the patient.</li> <li>• Distinguish between simple and complex access.</li> </ul>	HSS/ N 2331, 2322, 2326	Sample medicines, list of common emergency medicines, internet use for best practices across the world
36	Mass casualty incident & Triage	08:00	12:00	<ul style="list-style-type: none"> <li>• Explain the EMT-Basic's role during a call involving hazardous materials.</li> <li>• Describe what the EMT-Basic should do if there is reason to believe that there is a hazard at the scene.</li> <li>• Describe the actions that an EMT-Basic should take to ensure bystander safety.</li> </ul>	HSS/ N 2305, 2320	Sample medicines, list of common emergency medicines, internet use for best practices across the





				<ul style="list-style-type: none"> <li>• State the role the EMT-Basic should perform until appropriately trained personnel arrive at the scene of a hazardous materials situation.</li> <li>• Break down the steps to approaching a hazardous situation.</li> <li>• Discuss the various environmental hazards that affect EMS.</li> <li>• Describe the criteria for a multiple-casualty situation.</li> <li>• Summarize the components of basic triage: START triage model for adult patients, Jump START Triage for paediatric patients and the SMART triage tagging system</li> <li>• Define the role of the EMT-Basic in a disaster operation and Establish an Incident Management Structure on arrival at the scene including: As Incident Commander, designating Triage Team(s), Treatment Team(s), and a Transport Officer</li> <li>• Describe basic concepts of incident management.</li> <li>• Explain the methods for preventing contamination of self, equipment and facilities along with methods to use the equipment</li> <li>• Review the local mass casualty incident plan.</li> </ul>		world
37	Medical (Respiratory Emergencies)	10:00	10:00	<ul style="list-style-type: none"> <li>• List the structure and function of the respiratory system.</li> <li>• State the signs and symptoms of a patient with</li> </ul>	HSS/ N 2318	Sample medicines, list of common emergency



				<p>breathing difficulty.</p> <ul style="list-style-type: none"> <li>Describe the emergency medical care of the patient with breathing difficulty.</li> <li>Recognize the need for medical direction to assist in the emergency medical care of the patient with breathing difficulty.</li> <li>Describe the emergency medical care of the patient with breathing difficulty.</li> <li>Establish the relationship between airway management and the patient with breathing difficulty.</li> <li>List signs of adequate air exchange.</li> <li>State the generic name, medication forms, dose, administration, action, indications and contraindications for the prescribed inhaler.</li> <li>Distinguish between the emergency medical care of the infant, child and adult patient with breathing difficulty.</li> <li>Differentiate between upper airway obstruction and lower airway disease in the infant and child patient.</li> <li>Defend EMT-Basic treatment regimens for various respiratory emergencies.</li> <li>Explain the rationale for administering an inhaler.</li> <li>Demonstrate the emergency medical care for breathing difficulty.</li> <li>Perform the steps in facilitating the use of an inhaler.</li> </ul>		<p>medicines, internet use for best practices across the world</p>
38	Medical (Cardiovascular)	20:00	30:00	<ul style="list-style-type: none"> <li>Describe the structure and function of the</li> </ul>	HSS/ N 2328	Sample



	Emergencies)			<p>cardiovascular system.</p> <ul style="list-style-type: none"> <li>• Describe the emergency medical care of the patient experiencing chest pain/discomfort.</li> <li>• List the indications for automated external defibrillation (AED).</li> <li>• List the contraindications for automated external defibrillation.</li> <li>• Define the role of EMT-B in the emergency cardiac care system.</li> <li>• Explain the impact of age and weight on defibrillation.</li> <li>• Discuss the position of comfort for patients with various cardiac emergencies.</li> <li>• Establish the relationship between airway management and the patient with cardiovascular compromise.</li> <li>• Predict the relationship between the patient experiencing cardiovascular compromise and basic life support.</li> <li>• Discuss the fundamentals of early defibrillation.</li> <li>• Explain the rationale for early defibrillation.</li> <li>• Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator.</li> <li>• Explain the importance of prehospital ACLS intervention if it is available.</li> <li>• Explain the importance of</li> </ul>		<p>medicines, list of common emergency medicines, internet use for best practices across the world</p>
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				<p>urgent transport to a facility with Advanced Cardiac Life Support if it is not available in the prehospital setting.</p> <ul style="list-style-type: none"> <li>• Discuss the various types of automated external defibrillators.</li> <li>• Differentiate between the fully automated and the semi-automated defibrillator.</li> <li>• Discuss the procedures that must be taken into consideration for standard operations of the various types of automated external defibrillators.</li> <li>• State the reasons for assuring that the patient is pulseless and apneic when using the automated external defibrillator.</li> <li>• Discuss the circumstances which may result in inappropriate shocks.</li> <li>• Explain the considerations for interruption of CPR, when using the automated external defibrillator.</li> <li>• Discuss the advantages and disadvantages of automated external defibrillators.</li> <li>• Summarize the speed of operation of automated external defibrillation.</li> <li>• Discuss the use of remote defibrillation through adhesive pads.</li> <li>• Discuss the special considerations for rhythm monitoring.</li> <li>• List the steps in the operation of the automated external defibrillator.</li> <li>• Discuss the standard of care that should be used to</li> </ul>		
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				<p>provide care to a patient with persistent ventricular fibrillation and no available ACLS.</p> <ul style="list-style-type: none"> <li>• Discuss the standard of care that should be used to provide care to a patient with recurrent ventricular fibrillation and no available ACLS.</li> <li>• Differentiate between the single rescuer and multi-rescuer care with an automated external defibrillator.</li> <li>• Explain the reason for pulses not being checked between shocks with an automated external defibrillator.</li> <li>• Discuss the importance of coordinating ACLS trained providers with personnel using automated external defibrillators.</li> <li>• Discuss the importance of post-resuscitation care.</li> <li>• List the components of post-resuscitation care.</li> <li>• Explain the importance of frequent practice with the automated external defibrillator.</li> <li>• Discuss the need to complete the Automated Defibrillator: Operator's Shift Checklist.</li> <li>• Discuss the role of the American Heart Association (AHA) in the use of automated external defibrillation.</li> <li>• Explain the role medical direction plays in the use of automated external defibrillation.</li> </ul>		
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				<ul style="list-style-type: none"> <li>• State the reasons why a case review should be completed following the use of the automated external defibrillator.</li> <li>• Discuss the components that should be included in a case review.</li> <li>• Discuss the goal of quality improvement in automated external defibrillation.</li> <li>• Recognize the need for medical direction of protocols to assist in the emergency medical care of the patient with chest pain.</li> <li>• List the indications for the use of nitroglycerin.</li> <li>• State the contraindications and side effects for the use of nitroglycerin.</li> <li>• Define the function of all controls on an automated external defibrillator, and describe event documentation and battery defibrillator maintenance.</li> <li>• Defend the reasons for obtaining initial training in automated external defibrillation and the importance of continuing education.</li> <li>• Defend the reason for maintenance of automated external defibrillators.</li> <li>• Explain the rationale for administering nitroglycerin to a patient with chest pain or discomfort.</li> <li>• Demonstrate the assessment and emergency medical care of a patient experiencing chest pain/discomfort.</li> <li>• Demonstrate the application and operation of the automated external defibrillator.</li> </ul>		
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				<ul style="list-style-type: none"> <li>• Demonstrate the maintenance of an automated external defibrillator.</li> <li>• Demonstrate the assessment and documentation of patient response to the automated external defibrillator.</li> <li>• Demonstrate the skills necessary to complete the Automated Defibrillator:                     <ul style="list-style-type: none"> <li>• Operator's Shift Checklist.</li> <li>• Perform the steps in facilitating the use of nitroglycerin for chest pain or discomfort.</li> </ul> </li> <li>• Demonstrate the assessment and documentation of patient response to discomfort.</li> <li>• Practice completing a prehospital care report for patients with cardiac emergencies.</li> </ul>		
39	Medical (Cerebrovascular Emergencies)	05:00	10:00	<ul style="list-style-type: none"> <li>• List the structure and function of the nervous system.</li> <li>• Describe the basic types, causes, and symptoms of stroke</li> <li>• Describe the emergency medical care to a patient experiencing symptoms of a stroke.</li> <li>• Describe managing airway, breathing, and circulation.</li> <li>• Assess the patient's level of consciousness and document any signs of stroke</li> <li>• Assess vital signs: Blood pressure, heart rate, and respiratory rate.</li> <li>• Describe a standardized pre-hospital stroke scale</li> </ul>	HSS/ N 2307	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>assessment such as the Cincinnati pre-hospital stroke scale.</p> <ul style="list-style-type: none"> <li>• Describe checking serum blood sugar.</li> <li>• Collect critical background information on the victim and the onset of the stroke symptoms such as the medical history (especially any past strokes), the estimate of the time since any potential stroke symptoms first appeared, current medical conditions of the patient and current medications.</li> <li>• Explain how patients, family, or bystanders should respond to a potential stroke.</li> <li>• Discuss the actions recommended for emergency responders to potential stroke victims.</li> <li>• Explain the importance of transporting stroke patients immediately to an emergency department that has the personnel and equipment to provide comprehensive acute stroke treatment.</li> <li>• Carry out first triage of potential stroke victims.</li> <li>• Expedite transport of the patient to the nearest hospital equipped to handle strokes</li> <li>• Explain the importance of immediately notifying the Emergency Department of the hospital of the arrival of a potential stroke victim</li> <li>• Administer an IV line and oxygen and monitor the functioning of the heart on-route to the hospital</li> <li>• Forward a written report to</li> </ul>		
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				the emergency department with details on medical history and onset of the stroke symptoms		
40	Medical (Diabetes/ Altered Mental Status)	05:00	10:00	<ul style="list-style-type: none"> <li>Identify the patient taking diabetic medications with altered mental status and the implications of a diabetes history.</li> <li>State the steps in the emergency medical care of the patient taking diabetic medicine with an altered mental status and a history of diabetes.</li> <li>Establish the relationship between airway management and the patient with altered mental status.</li> <li>State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose.</li> <li>Evaluate the need for medical direction in the emergency medical care of the diabetic patient.</li> <li>Explain the rationale for administering oral glucose.</li> <li>Demonstrate the steps in the emergency medical care for the patient taking diabetic medicine with an altered mental status and a history of diabetes.</li> <li>Demonstrate the steps in the administration of oral glucose.</li> <li>Demonstrate the assessment and documentation of patient response to oral glucose.</li> <li>Demonstrate how to</li> </ul>	HSS/N/2324	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				complete a pre-hospital care report for patients with diabetic emergencies.		
41	Medical (Allergies)	05:00	10:00	<ul style="list-style-type: none"> <li>Recognize the patient experiencing an allergic reaction.</li> <li>Describe the emergency medical care of the patient with an allergic reaction.</li> <li>Establish the relationship between the patient with an allergic reaction and airway management.</li> <li>Describe the mechanisms of allergic response and the implications for airway management.</li> <li>State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector.</li> <li>Evaluate the need for medical direction in the emergency medical care of the patient with an allergic reaction.</li> <li>Differentiate between the general category of those patients having an allergic reaction and those patients having an allergic reaction and requiring immediate medical care, including immediate use of epinephrine auto-injector.</li> <li>Explain the rationale for administering epinephrine using an auto-injector.</li> <li>Demonstrate the emergency medical care of the patient experiencing an allergic reaction.</li> <li>Demonstrate the use of epinephrine auto-injector.</li> <li>Demonstrate the assessment and documentation of patient</li> </ul>	HSS/ N 2308	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>response to an epinephrine injection.</p> <ul style="list-style-type: none"> <li>• Demonstrate proper disposal of equipment.</li> <li>• Demonstrate completing a pre-hospital care report for patients with allergic emergencies.</li> </ul>		
42	Medical (Poisoning/Overdose)	05:00	10:00	<ul style="list-style-type: none"> <li>• List various ways that poisons enter the body.</li> <li>• List signs/symptoms associated with poisoning.</li> <li>• Discuss the emergency medical care for the patient with possible overdose.</li> <li>• Describe the steps in the emergency medical care for the patient with suspected poisoning.</li> <li>• Establish the relationship between the patient suffering from poisoning or overdose and airway management.</li> <li>• State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects and reassessment strategies for activated charcoal.</li> <li>• Recognize the need for medical direction in caring for the patient with poisoning or overdose.</li> <li>• Explain the rationale for administering activated charcoal.</li> <li>• Explain the rationale for contacting medical direction early in the prehospital management of the poisoning or overdose patient.</li> </ul>	HSS/ N 2329	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<ul style="list-style-type: none"> <li>• Demonstrate the steps in the emergency medical care for the patient with possible overdose.</li> <li>• Demonstrate the steps in the emergency medical care for the patient with suspected poisoning.</li> <li>• Perform the necessary steps required to provide a patient with activated charcoal.</li> <li>• Demonstrate the assessment and documentation of patient response.</li> </ul>		
43	Medical (Environmental Emergencies)	05:00	10:00	<ul style="list-style-type: none"> <li>• Describe the various ways that the body loses heat.</li> <li>• List the signs and symptoms of exposure to cold.</li> <li>• Explain the steps in providing emergency medical care to a patient exposed to cold.</li> <li>• List the signs and symptoms of exposure to heat.</li> <li>• Explain the steps in providing emergency care to a patient exposed to heat.</li> <li>• Recognize the signs and symptoms of water-related emergencies.</li> <li>• Describe the complications of near drowning.</li> <li>• Discuss the emergency medical care of bites and stings.</li> <li>• Demonstrate the assessment and emergency medical care of a patient with exposure to cold.</li> <li>• Demonstrate the assessment and emergency medical care of a patient with exposure to heat.</li> <li>• Demonstrate the</li> </ul>	HSS/ N 2310	Sample medicines, list of common emergency medicines, internet use for best practices across the world



				<p>assessment and emergency medical care of a near drowning patient.</p> <ul style="list-style-type: none"> <li>• Demonstrate completing a pre-hospital care report for patients with environmental emergencies.</li> </ul>		
44	<p>Medical (Behavioural Emergencies)</p>	05:00	10:00	<ul style="list-style-type: none"> <li>• Define behavioral emergencies.</li> <li>• Discuss the general factors that may cause an alteration in a patient's behavior.</li> <li>• State the various reasons for psychological crises.</li> <li>• Discuss the characteristics of an individual's behavior which suggests that the patient is at risk for suicide.</li> <li>• Discuss special medical/legal considerations for managing behavioral emergencies.</li> <li>• Discuss the special considerations for assessing a patient with behavioral problems.</li> <li>• Discuss the general principles of an individual's behavior which suggests that he is at risk for violence</li> <li>• Discuss methods to calm behavioral emergency patients.</li> <li>• Explain the rationale for learning how to modify your behavior toward the patient with a behavioral emergency.</li> <li>• Demonstrate the assessment and emergency medical care of the patient experiencing a behavioral</li> </ul>	HSS/ N 2330	<p>Sample medicines, list of common emergency medicines, internet use for best practices across the world</p>



				<p>emergency.</p> <ul style="list-style-type: none"> <li>• Demonstrate various techniques to safely restrain a patient with a behavioral problem.</li> </ul>		
45	<p>Medical (Paediatric Emergencies)</p>	05:00	10:00	<ul style="list-style-type: none"> <li>• Identify the developmental considerations for the following age groups: Infant, Toddler, Pre-school, School age, adolescent</li> <li>• Describe differences in anatomy and physiology of the infant, child and adult patient.</li> <li>• Differentiate the response of the ill or injured infant or child (age specific) from that of an adult.</li> <li>• Indicate various causes of respiratory emergencies.</li> <li>• Differentiate between respiratory distress and respiratory failure.</li> <li>• List the steps in the management of foreign body airway obstruction.</li> <li>• Summarize emergency medical care strategies for respiratory distress and respiratory failure.</li> <li>• Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient.</li> <li>• Describe the methods of determining end organ perfusion in the infant and child patient.</li> <li>• State the usual cause of cardiac arrest in infants and children versus adults.</li> <li>• List the common causes of seizures in the infant and child patient.</li> <li>• Describe the management of seizures in the infant and child patient.</li> <li>• Differentiate between the injury patterns in adults,</li> </ul>	HSS/ N 2317	<p>Sample medicines, list of common emergency medicines, internet use for best practices across the world</p>



				<p>infants, and children.</p> <ul style="list-style-type: none"> <li>• Discuss the field management of the infant and child trauma patient.</li> <li>• Summarize the indicators of possible child abuse and neglect.</li> <li>• Describe the medical legal responsibilities in suspected child abuse.</li> <li>• Recognize need for EMT-Basic debriefing following a difficult infant or child transport.</li> <li>• Explain the rationale for having knowledge and skills appropriate for dealing with the infant and child patient.</li> <li>• Attend to the feelings of the family when dealing with an ill or injured infant or child.</li> <li>• Understand the provider's own response (emotional) to caring for infants or children.</li> <li>• Demonstrate the techniques of foreign body airway obstruction removal in the infant.</li> <li>• Demonstrate the techniques of foreign body airway obstruction removal in the child.</li> <li>• Demonstrate the assessment of the infant and child.</li> <li>• Demonstrate bag-valve-mask artificial ventilations for the infant.</li> <li>• Demonstrate bag-valve-mask artificial ventilations for the child.</li> <li>• Demonstrate oxygen delivery for the infant and</li> </ul>		
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				child.		
46	Medical (Geriatric Emergencies)	02:00	03:00	<ul style="list-style-type: none"> <li>• Appropriate ways to communicate with geriatric patients</li> <li>• Discuss the GEMS diamond</li> <li>• Leading causes of death of the geriatric population</li> <li>• Physiologic changes of aging.</li> <li>• Problem known as polypharmacy</li> <li>• Define elder abuse &amp; its causes</li> <li>• Describe the following basics of patient assessment for the geriatric patient:                             <ul style="list-style-type: none"> <li>– Scene size-up</li> <li>– Initial assessment</li> <li>– Focused history and physical exam</li> <li>– Detailed physical exam</li> <li>– Ongoing assessment</li> </ul> </li> <li>• Common chief complaints of older patients.</li> <li>• Trauma assessment in older patients for the following injuries:                             <ul style="list-style-type: none"> <li>– Injuries to the spine</li> <li>– Head injuries</li> <li>– Injuries to the pelvis</li> <li>– Hip fractures</li> </ul> </li> <li>• Acute illnesses in older people</li> </ul>	General Topic	Sample medicines, list of common emergency medicines, internet use for best practices across the world
47	Medical (Gynaecologic/ Obstetric Emergencies)	05:00	10:00	<ul style="list-style-type: none"> <li>• Describe the following structures: Uterus, vagina, foetus, placenta, umbilical cord, amniotic sac, and perineum</li> <li>• Identify and explain the use of the contents of an obstetrics kit</li> <li>• Identify pre-delivery emergencies</li> <li>• State indications of an imminent delivery</li> <li>• Differentiate the emergency medical care</li> </ul>	HSS/ N 2312	Sample medicines, list of common emergency medicines, internet use for best practices across the world





				<p>provided to a patient with pre-delivery emergencies from a normal delivery</p> <ul style="list-style-type: none"> <li>• Perform the steps in pre-delivery preparation of the mother</li> <li>• Establish the relationship between body substance isolation and childbirth</li> <li>• Explain the steps to assist in the delivery</li> <li>• State the steps required for care of the baby as the head appears</li> <li>• Explain how and when to cut the umbilical cord</li> <li>• Perform the steps in the delivery of the placenta</li> <li>• Perform the steps in the emergency medical care of the mother post-delivery</li> <li>• Summarise neonatal resuscitation procedures</li> <li>• Identify the procedures for the following abnormal deliveries: Breech birth, multiple births, prolapsed cord, limb presentation</li> <li>• Differentiate the special considerations for multiple births</li> <li>• Recognise special considerations of meconium</li> <li>• Identify special considerations of a premature baby</li> <li>• Perform the emergency medical care of a patient with a gynaecological emergency</li> <li>• Perform steps required for emergency medical care of a mother with excessive bleeding</li> <li>• Complete a Pre-Hospital</li> </ul>		
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				Care report for patients with obstetrical/gynaecological emergencies		
48	Medical (Abdominal Emergencies)	05:00	05:00	<ul style="list-style-type: none"> <li>Recognise the anatomical components of the abdomen and their functions</li> <li>Recognise the symptoms and cause of visceral pain</li> <li>Recognise the symptoms and causes of parietal pain</li> <li>Recognise the symptoms and possible causes of referred pain</li> <li>Describe the focused history and physical exam of the patient including: Inspection, Palpation and Auscultation</li> <li>Establish airway in patient</li> <li>Describe placement of patient in position of comfort</li> <li>Look for signs of hypoperfusion</li> <li>Recognise possible diagnoses for abdominal pain</li> <li>State the treatment for managing various causes of abdominal pain</li> <li>Recognise potential diagnoses which imply the condition of the patient may deteriorate and highlight the need for frequent reassessment and advanced life support interventions</li> <li>Alert the Emergency Centre/ Healthcare provider in advance of a priority case (when required)</li> </ul>	HSS/ N 2319	Sample medicines, list of common emergency medicines, internet use for best practices across the world
49	Institutional Emergencies, Fire safety and &	04:00	06:00	<ul style="list-style-type: none"> <li>Learn actions to be initiated in case of fire</li> <li>Describe how to use fire extinguisher</li> </ul>	HSS/ N 9606	Crash cart, emergency codes, fire extinguisher



	security			<ul style="list-style-type: none"> <li>Understand suspicious behavior of individuals and tracking the same.</li> </ul>		
50	Sensitization on current best practices in EMS & Quality Assurance	08:00	02:00	<ul style="list-style-type: none"> <li>Basic sensitization of EMS divisions &amp; team</li> <li>Basic sensitization of advanced equipment and technology used for EMS.</li> <li>Basic Sensitization on regulatory guidelines set time to time regarding EMS, ambulances, emergency pharmacology, etc.</li> </ul>	HSS/ N 9611	E-module to learn and search tools
51	Basic Computer Knowledge	05:00	15:00	<ul style="list-style-type: none"> <li>To gain broad understanding about Application of computers in laboratory Practice</li> <li>Introduction to Computers:                             <ul style="list-style-type: none"> <li>Block diagram</li> <li>Input and Output devices</li> <li>Storage devices</li> </ul> </li> <li>Introduction to operating systems                             <ul style="list-style-type: none"> <li>Need of Operating systems (OS)</li> <li>Function of OS</li> <li>Windows 2000 – Utilities and basic operations</li> <li>Microsoft office 2000 – MS Word, MS Excel</li> </ul> </li> </ul>	HSS/ N 2331, 2326, 2321-2323, 9611	Computer with internet facility
52	Soft Skills & Communication	15:00	15:00	<ul style="list-style-type: none"> <li>Understand Art of Effective Communication</li> <li>Able to handle effective Communication with Patients &amp; Family</li> <li>Able to handle effective Communication with Peers/ colleagues using medical terminology in communication</li> <li>Discuss the methods of verbal and non-verbal communication a dental</li> </ul>	HSS/ N 2401, HSS / N/9603, HSS/N/9604, HSS/N/9605 & HSS/N/9607	Self-learning and understanding



				<p>assistant would employ within a dental practice</p> <ul style="list-style-type: none"> <li>• Learn basic reading and writing skills</li> <li>• Learn sentence formation</li> <li>• Learn grammar and composition</li> <li>• Learn how to enhance vocabulary</li> <li>• Learn Goal setting, team building, team work, time management, thinking and reasoning &amp; communicating with others</li> <li>• Learn problem solving</li> <li>• Understand need for customer service and service excellence in Medical service</li> <li>• Understand work ethics in hospital set up</li> <li>• Learn objection handling</li> <li>• Learn Telephone and Email etiquettes</li> <li>• Learn Basic computer working like feeding the data, saving the data and retrieving the data.</li> <li>• Learn to analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently</li> <li>• Learn identification of rapidly changing situations and adapt accordingly</li> <li>• Learn decision making ability</li> <li>• Learn planning and organization of work</li> </ul>		
	<b>Total Duration</b>	<b>306:00</b>	<b>444:00</b>	<p><b>Unique Equipment Required:</b> BP apparatus (Manual), BP apparatus (Automatic), Pulsoximeter, Thermometer, Stethoscope, Torch, Glucometer, Spine Board with Straps, Head Motion Immobilizer (HMR), Cervical Collar Large, Cervical Collar Medium, Cervical Collar Small, Stair Chair, Wheel Chair, Scoop Stretcher, Helmet, CPR Manikin Adult, CPR Manikin Infant, Pocket Mask Adult, Adult Ambu Bag with Mask, Infant Ambu Bag with Mask, Automated External Defibrillator (AED), AHA BLS DVD, Adult Airway manikin, Oropharyngeal Airways 00,0,1,2,3,4; Nasopharyngeal airways, Nasal Cannula (Adult), Nasal Cannula (Paed), Simple face mask (Adult), Simple face</p>		
	<b>Total Duration for OJT</b>	<b>250:00</b>				



				<p>mask(Paed), Non-rebreather Face Mask, Partial rebreather face Mask, Venturi mask, Reservoir bag, Nebulization Mask (Adult), Laryngeal Mask Airway, Oxygen Cylinder B Type, Oxygen Cylinder D Type, Flow meter, Humidifier, Regulator, Nebulizer, Suction machine (Automatic), Suction pump (Manual), Suction Catheter hard tip, Suction Catheter soft tip All Size, Laryngoscope with Blades*, Stillet* 2, Endotracheal Tube* All Size, IV Cannula 16,18,20,22,24; Macro drip IV set, Microdrip IV Set, IV Fluid NS,RL,D25%; Syringes 5ml,10ml,50ml; Malleable Splints, Bandages 6cm,10cm,15cm; Crepe Bandages 6cm,10cm,15cm; Inhalers, Spacer, Nasogastric Tube* 16,18; Cardiac Monitor*, Chest Leads*, Collapsible Trolley Stretcher, Fully Equipped Ambulance</p> <p><b>Class Room equipped with following arrangements:</b></p> <ul style="list-style-type: none"> <li>• Interactive lectures &amp; Discussion</li> <li>• Brain Storming</li> <li>• Charts &amp; Models</li> <li>• Activity</li> <li>• Video presentation</li> </ul> <p><b>Skill lab equipped with following arrangements:</b></p> <ul style="list-style-type: none"> <li>• Unique equipment as enlisted at the last</li> <li>• Practical Demonstration of various functions</li> <li>• Case study</li> <li>• Role play</li> </ul> <p><b>Visit to Ambulance &amp; Emergency Medical Services</b> Field assignment</p>
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Grand Total Course Duration: **1000:00 Hours (750 Hours for Class Room & Skill Lab Training + 250 Hours OJT/Internship/Clinical or Laboratory Training)**

*(This syllabus/ curriculum has been approved by **SSC: Healthcare Sector Skill Council**)*

**Annexure1: Assessment Criteria****Assessment Criteria for Emergency Medical Technician-Advanced**

<b><u>Job Role</u></b>	Emergency Medical Technician-Advanced
<b><u>Qualification Pack Code</u></b>	HSS/Q2302
<b><u>Sector Skill Council</u></b>	Healthcare Sector Skill Council

**Guidelines for Assessment**

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack, every trainee should score as per assessment grid.
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

<b>Skills Practical and Viva (80% weightage)</b>	
	<b>Marks Allotted</b>
<b>Grand Total-1 (Subject Domain)</b>	<b>400</b>
<b>Grand Total-2 (Compulsory NOS)</b>	<b>10</b>
<b>Grand Total-3 (Soft Skills and Communication)</b>	<b>90</b>
<b>Grand Total-(Skills Practical and Viva)</b>	<b>500</b>
<b>Passing Marks (80% of Max. Marks)</b>	<b>400</b>
<b>Theory (20% weightage)</b>	
	<b>Marks Allotted</b>
<b>Grand Total-1 (Subject Domain)</b>	<b>80</b>
<b>Grand Total-2 (Soft Skills and Communication)</b>	<b>20</b>
<b>Grand Total-(Theory)</b>	<b>100</b>



<b>Passing Marks (50% of Max. Marks)</b>		<b>50</b>			
<b>Grand Total-(Skills Practical and Viva + Theory)</b>		<b>600</b>			
<b>Overall Result</b>		<b>Criteria is to pass in both theory and practical individually. If fail in any one of them, then candidate is fail</b>			
<b>Detailed Break Up of Marks</b>		<b>Skills Practical &amp; Viva</b>			
<b>Subject Domain</b>		<b>Pick any 2 NOS each of 200 marks totaling 400</b>			
<b>Assessable Outcomes</b>	<b>Assessment Criteria for the Assessable Outcomes</b>	<b>Total Marks (400)</b>	<b>Out Of</b>	<b>Marks Allocation</b>	
				<b>Viva</b>	<b>Skills Practical</b>
1.HSS/ N 2331: Respond to emergency calls (Advanced)	PC1. Understand the emergency codes used in the hospital for emergency situations	<b>200</b>	10	10	0
	PC2. Reflect professionalism through use of appropriate language while speaking to the dispatch team		4	0	4
	PC3. Use communication equipment such as mobile phones, radio communication equipment, megaphones and other equipment as required by the EMS provider		10	2	8
	PC4. Evaluate the situation of the patient(s) on the basis of the call with the dispatch centre		10	2	8
	PC5. Demonstrate teamwork while preparing for an emergency situation with a fellow EMT and/or a nurse		4	0	4
	PC6. Recognise the boundary of one's role and responsibility and seek supervision from the medical officer on duty when situations are beyond one's competence and authority		4	0	4
	PC7. Prepare for the emergency by practicing Body Substance Isolation (BSI). This includes putting on:				
	a. Hospital Gowns		10	0	10
	b. Medical Gloves		10	0	10
	c. Shoe Covers		10	0	10
	d. Surgical Masks		10	0	10
	e. Safety Glasses		10	0	10
	f. Helmets		10	0	10
g. Reflective Clothing	10	0	10		



	PC8. Prepare the ambulance with the required medical equipment and supplies as per the medical emergency. A large selection of equipment and supplies specialised for Emergency Medical Services include diagnostic kits, disposables, and patient care products. The EMT should ensure all materials, supplies, medications and other items required for Advanced Life Support (ALS) have been stocked in the Ambulance		40	4	36
	PC9. Demonstrate active listening in interactions with the dispatch team, colleagues and the medical officer		10	0	10
	PC10. Establish trust and rapport with colleagues		4	0	4
	PC11. Maintain competence within one's role and field of practice		4	0	4
	PC12. Promote and demonstrate good practice as an individual and as a team member at all times		4	0	4
	PC13. Identify and manage potential and actual risks to the quality and safety of practice		10	6	4
	PC14. Evaluate and reflect on the quality of one's work and make continuing improvements		4	0	4
	PC15. Understand basic medico-legal principles		8	8	0
	PC16. Function within the scope of care as defined by state, regional and local regulatory agencies		4	4	0
	<b>Total</b>		<b>200</b>	<b>36</b>	<b>164</b>
2. HSS/ N 2327: Assess patient at the site (advanced)	PC1. Explain clearly:	<b>200</b>			
	o An EMT's role and scope, responsibilities and accountability in relation to the assessment of health status and needs		4	4	0
	o What information need to be obtained and stored in records		4	4	0
	o With whom the information might be shared		4	4	0
	o What is involved in the assessment		4	4	0
	PC2. Obtain informed consent of the patient for the assessment process, unless impossible as a consequence of their condition		4	2	2
	PC3. Conduct all observations and measurements systematically and thoroughly in order of priority (including Airway, Breathing, Circulation)		25	5	20
PC4. Respect the patient's privacy, dignity,	2	0	2		





wishes and beliefs			
PC5. Minimise any unnecessary discomfort and encourage the patient to participate as fully as possible in the process	2	0	2
PC6. Communicate with the patient clearly and in a manner and pace that is appropriate to:			
o Their level of understanding	2	0	2
o Their culture and background			
o Their need for reassurance and support			
PC7. Recognise promptly any life-threatening or high risk conditions	5	1	4
PC8. Make full and effective use of any protocols, guidelines and other sources of guidance and advice to inform decision making	4	2	2
PC9. Assess the condition of the patient by:			
o Observing patient position	10	2	8
o Observing the colour of the skin as well as ease of breathing and paying attention to any signs of laboured breathing or coughing	10	2	8
o Checking if there is any bleeding from the nose or ears	10	2	8
o Looking at the pupil dilation/difference in pupil sizes, as it may be suggestive of concussion	10	2	8
o Checking if the patient is under the effect of alcohol or any other drug	10	2	8
o Checking the patient's mouth to ensure the airway is clear	10	2	8
o Gently checking the neck, starting from the back	10	2	8
o Checking for any swelling or bruises	10	2	8
o Checking the chest to ascertain if any object is stuck	10	2	8
o Checking the ribcage for bruising or swelling and the abdomen for any kind of swelling or lumps	10	2	8
o Checking for any damage to the pelvis	10	2	8
o Asking the victim if they are able to feel their legs	10	2	8
o Observing the colour of toes to check for any circulation problems	10	2	8
PC10. Use appropriate equipment if	10	2	8



	required				
	<b>Total</b>		200	54	146
3. HSS/ N 2305 (Patient Triage based on the defined clinical criteria of severity of illness)	PC1. Have the expertise to quickly assess whether the patient requires immediate life-saving intervention or whether they could wait	<b>200</b>	40	10	30
	PC2. Know how to check all the vital signs		40	10	30
	PC3. Identify a high-risk case		40	20	20
	PC4. Assess the kind of resources the person will require. For e.g. The EMT should know the standard resources required for a person who comes to the emergency department for a similar ailment		20	5	15
	PC5. Communicate clearly and assertively		3	0	3
	PC6. Collaboratively be able to supervise/work collaboratively with other departments		4	0	4
	PC7. Multitask without compromising on quality and accuracy of care provided		3	0	3
	PC8. Use SALT method in day-to-day handling and START in mass casualty handling and disasters		50	10	40
	<b>Total</b>			200	55
4. HSS/ N 2328: Manage cardiovascular emergency (advanced)	PC1. Describe the structure and function of the cardiovascular system	<b>200</b>	2	2	0
	PC2. Provide emergency medical care to a patient experiencing chest pain/discomfort		15	0	15
	PC3. Identify the symptoms of hypertensive emergency		3	0	3
	PC4. Identify the indications and contraindications for automated external defibrillation (AED)		3	0	3
	PC5. Explain the impact of age and weight on defibrillation		3	3	0
	PC6. Discuss the position of comfort for patients with various cardiac emergencies		2	1	1
	PC7. Establish the relationship between airway management and the patient with cardiovascular compromise		5	2	3
	PC8. Predict the relationship between the patient experiencing cardiovascular compromise and basic life support		5	5	0
	PC9. Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator		2	2	0
	PC10. Explain the importance of pre-hospital Advanced Life Support (ALS) intervention if it is available		10	10	0



PC11. Explain the importance of urgent transport to a facility with Advanced Life Support if it is not available in the pre-hospital setting	5	5	0
PC12. Explain the usage of aspirin and clopidogrel	5	5	0
PC13. Differentiate between the fully automated and the semi-automated defibrillator	5	5	0
PC14. Discuss the procedures that must be taken into consideration for standard operations of the various types of automated external defibrillators	5	3	2
PC15. Assure that the patient is pulseless and apnoeic when using the automated external defibrillator	3	0	3
PC16. Identify circumstances which may result in inappropriate shocks	3	3	0
PC17. Explain the considerations for interruption of CPR, when using the automated external defibrillator	3	3	0
PC18. Summarise the speed of operation of automated external defibrillation	3	3	0
PC19. Discuss the use of remote defibrillation through adhesive pads	3	3	0
PC20. Operate the automated external defibrillator	25	0	25
PC21. Discuss the standard of care that should be used to provide care to a patient with recurrent ventricular fibrillation and no available ACLS	3	3	0
PC22. Differentiate between the single rescuer and multi-rescuer care with an automated external defibrillator	10	5	5
PC23. Explain the reason for pulses not being checked between shocks with an automated external defibrillator	3	3	0
PC24. Identify the components and discuss the importance of post-resuscitation care	10	4	6
PC25. Explain the importance of frequent practice with the automated external defibrillator	2	2	0
PC26. Discuss the need to complete the Automated Defibrillator: Operator's Shift checklist	5	5	0
PC27. Explain the role medical direction plays in the use of automated external defibrillation	5	5	0



	PC28. State the reasons why a case review should be completed following the use of the automated external defibrillator		5	5	0
	PC29. Discuss the components that should be included in a case review		5	5	0
	PC30. Discuss the goal of quality improvement in automated external defibrillation		5	5	0
	PC31. Recognise the need for medical direction of protocols to assist in the emergency medical care of the patient with chest pain		5	5	0
	PC32. List the indications for the use of nitro-glycerine		7	7	0
	PC33. State the contraindications and side effects for the use of nitro-glycerine		5	5	0
	PC34. Perform maintenance checks of the automated external defibrillator		10	0	10
	PC35. Perform ECG tracing		10	0	10
	PC36. Perform manual defibrillation, cardioversion and transcutaneous pacing		15	0	15
	PC37. Manage acute heart failure		10	10	0
	<b>Total</b>		200	114	86
5.HSS/ N 2307 (Manage Cerebrovascular Emergency)	PC1. Describe the basic types, causes, and symptoms of stroke	<b>200</b>	20	20	0
	PC2. Provide emergency medical care to a patient experiencing symptoms of a stroke		10	0	10
	PC3. Manage airway, breathing, and circulation		10	0	10
	PC4. Assess the patient's level of consciousness and document any signs of stroke		10	0	10
	PC5. Assess vital signs: Blood pressure, heart rate, and respiratory rate		10	0	10
	PC6. Perform a standardised pre-hospital stroke scale assessment such as the Cincinnati pre-hospital stroke scale		20	0	20
	PC7. Check serum blood sugar		5	0	5
	PC8. Collect critical background information on the victim and the onset of the stroke symptoms such as the medical history (especially any past strokes), the estimate of the time since any potential stroke symptoms first appeared, current medical conditions of the patient and current medications		25	15	10
	PC9. Determine the time of onset of symptoms		10	10	0



	PC10. Explain how patients, family, or bystanders should respond to a potential stroke		10	10	0
	PC11. Discuss the actions recommended for emergency responders to potential stroke victims		10	10	0
	PC12. Explain the importance of transporting stroke patients immediately to an emergency department that has the personnel and equipment to provide comprehensive acute stroke treatment		10	10	0
	PC13. Carry out first triage of potential stroke victims		5	0	5
	PC14. Expedite transport of the patient to the nearest hospital equipped to handle strokes		10	10	0
	PC15. Explain the importance of immediately notifying the Emergency Department of the hospital of the arrival of a potential stroke victim		15	15	0
	PC16. Administer an IV line and oxygen and monitor the functioning of the heart on-route to the hospital		10	0	10
	PC17. Forward a written report to the emergency department with details on medical history and onset of the stroke symptoms		10	5	5
	<b>Total</b>		200	105	95
6.HSS/ N 2308 (Manage Allergic Reaction)	PC1. Recognise the patient experiencing an allergic reaction	<b>200</b>	20	10	10
	PC2. Perform the emergency medical care of the patient with an allergic reaction		50	0	50
	PC3. Establish the relationship between the patient with an allergic reaction and airway management		15	7	8
	PC4. Recognise the mechanisms of allergic response and the implications for airway management		20	10	10
	PC5. State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector		20	20	0
	PC6. Administer treatment appropriately in case of not having access to epinephrine auto-injectors		25	0	25
	PC7. Evaluate the need for medical emergency medical care for the patient with an allergic reaction		30	15	15

	PC8. Differentiate between the general category of those patients having an allergic reaction and those patients having a severe allergic reaction, requiring immediate medical care including immediate use of epinephrine auto-injector		20	20	0
	<b>Total</b>		200	82	118
7.HSS/ N 2329: Manage poisoning or overdose (advanced)	PC1. Recognise various ways that poisons enter the body	<b>200</b>	20	20	0
	PC2. Recognise signs/symptoms associated with various poisoning		30	20	10
	PC3. Perform the emergency medical care for the patient with possible overdose		40	10	30
	PC4. Perform the steps in the emergency medical care for the patient with suspected poisoning		40	10	30
	PC5. Establish the relationship between the patient suffering from poisoning or overdose and airway management		20	10	10
	PC6. State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects and re-assessment strategies for activated charcoal		10	10	0
	PC7. Recognise the need for medical direction in caring for the patient with poisoning or overdose		10	10	0
	PC8. Perform gastric lavage		30	0	30
	<b>Total</b>		200	90	110
8.HSS/ N 2310 (Manage Environmental Emergency)	PC1. Recognise the various ways by which body loses heat	<b>200</b>	10	10	0
	PC2. List the signs and symptoms of exposure to cold		20	20	0
	PC3. Perform the steps in providing emergency medical care to a patient exposed to cold		60	20	40
	PC4. List the signs and symptoms of exposure to heat		10	10	0
	PC5. Perform the steps in providing emergency care to a patient exposed to heat		50	10	40
	PC6. Recognise the signs and symptoms of water-related emergencies		25	10	15
	PC7. Identify the complications of near-drowning		10	10	0
	PC8. Perform emergency medical care for bites and stings		10	5	5
	PC9. Explain various relevant National Disaster Management Agency (NDMA) guidelines		5	5	0
			<b>Total</b>		200



9.HSS/ N 2330: Manage behavioural emergency (advanced)	PC1. Recognise the general factors that may cause an alteration in a patient's behaviour	<b>200</b>	10	10	0
	PC2. Recognise the various reasons for psychological crises		20	10	10
	PC3. Identify the characteristics of an individual's behaviour which suggest that the patient is at risk for suicide		30	15	15
	PC4. Identify special medical/legal considerations for managing behavioural emergencies		60	25	35
	PC5. Recognise the special considerations for assessing a patient with behavioural problems		40	20	20
	PC6. Identify the general principles of an individual's behaviour, which suggest the risk for violence		20	10	10
	PC7. Identify physical and chemical methods to calm behavioural emergency patients		20	10	10
	<b>Total</b>		200	100	100
10.HSS/ N 2312 (Manage Obstetrics/Gynaecology emergencies)	PC1. Identify the following structures: Uterus, vagina, foetus, placenta, umbilical cord, amniotic sac, and perineum	<b>200</b>	5	5	0
	PC2. Identify and explain the use of the contents of an obstetrics kit		10	10	0
	PC3. Identify pre-delivery emergencies		10	10	0
	PC4. State indications of an imminent delivery		5	5	0
	PC5. Differentiate the emergency medical care provided to a patient with pre-delivery emergencies from a normal delivery		10	10	0
	PC6. Perform the steps in pre-delivery preparation of the mother		20	0	20
	PC7. Establish the relationship between body substance isolation and childbirth		10	5	5
	PC8. Perform the steps to assist in the delivery		20	0	20
	PC9. State the steps required for care of the baby as the head appears		10	5	5
	PC10. Explain how and when to cut the umbilical cord		10	5	5
	PC11. Perform the steps in the delivery of the placenta		10	5	5
	PC12. Perform the steps in the emergency medical care of the mother post-delivery		10	5	5
	PC13. Summarise neonatal resuscitation procedures		10	10	0

	PC14. Identify the procedures for the following abnormal deliveries: Breech birth, multiple births, prolapsed cord, limb presentation		10	10	0
	PC15. Differentiate the special considerations for multiple births		10	10	0
	PC16. Recognise special considerations of meconium		5	5	0
	PC17. Identify special considerations of a premature baby		5	5	0
	PC18. Perform the emergency medical care of a patient with a gynaecological emergency		10	0	10
	PC19. Perform steps required for emergency medical care of a mother with excessive bleeding		10	5	5
	PC20. Complete a Pre-Hospital Care report for patients with obstetrical/gynaecological emergencies		10	10	0
	<b>Total</b>		200	120	80
11.HSS/ N 2313 (Manage Bleeding and Shock)	PC1. Recognise the structure and function of the circulatory system	<b>200</b>	15	15	0
	PC2. Differentiate between arterial, venous and capillary bleeding		15	15	0
	PC3. State methods of emergency medical care of external bleeding		20	10	10
	PC4. Establish the relationship between body substance isolation and bleeding		10	5	5
	PC5. Establish the relationship between airway management and the trauma patient		20	5	15
	PC6. Establish the relationship between mechanism of injury and internal bleeding		20	10	10
	PC7. Recognise the signs of internal bleeding		20	10	10
	PC8. Perform the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding		20	0	20
	PC9. Recognise the signs and symptoms of shock (hypo perfusion)		20	10	10
	PC10. Perform the steps in the emergency medical care of the patient with signs and symptoms of shock (hypo perfusion)		20	10	10
	PC11. Recognize different types of shock and initiate appropriate medical management		20	10	10
	<b>Total</b>		200	100	100
12. HSS/ N 2314 (Manage Soft Tissue Injury and Burns)	PC1. Recognise the major functions of the skin	<b>200</b>	5	5	0
	PC2. Recognise the layers of the skin		5	5	0





PC3. Establish the relationship between body substance isolation (BSI) and soft tissue injuries	5	5	0
PC4. Recognise the types of closed soft tissue injuries	5	5	0
PC5. Perform the emergency medical care of the patient with a closed soft tissue injury	10	0	10
PC6. State the types of open soft tissue injuries	5	5	0
PC7. Recognise the emergency medical care of the patient with an open soft tissue injury	10	5	5
PC8. Recognise the emergency medical care considerations for a patient with a penetrating chest injury	5	5	0
PC9. Perform the emergency medical care considerations for a patient with an open wound to the abdomen	5	5	0
PC10. Differentiate the care of an open wound to the chest from an open wound to the abdomen	3	3	0
PC11. Classify burns	3	3	0
PC12. Recognise superficial burn	3	3	0
PC13. Recognise the characteristics of a superficial burn	3	3	0
PC14. Recognise partial thickness burn	3	3	0
PC15. Recognise the characteristics of a partial thickness burn	3	3	0
PC16. Recognise full thickness burn	3	3	0
PC17. Recognise the characteristics of a full thickness burn	3	3	0
PC18. Perform the emergency medical care of the patient with a superficial burn	10	0	10
PC19. Perform the emergency medical care of the patient with a partial thickness burn	10	0	10
PC20. Perform the emergency medical care of the patient with a full thickness burn	10	0	10
PC21. Recognise the functions of dressing and bandaging	8	8	0
PC22. Describe the purpose of a bandage	5	5	0
PC23. Perform the steps in applying a pressure dressing	8	0	8
PC24. Establish the relationship between airway management and the patient with chest injury, burns, blunt and penetrating injuries	10	5	5



	PC25. Know the ramification of improperly applied dressings, splints and tourniquets		10	5	5
	PC26. Perform the emergency medical care of a patient with an impaled object		10	5	5
	PC27. Perform the emergency medical care of a patient with an amputation		10	5	5
	PC28. Perform the emergency care for a chemical burn		10	5	5
	PC29. Perform the emergency care for an electrical burn		10	5	5
	PC30. Recognise inhalation injury and perform emergency care		10	10	0
	<b>Total</b>		200	117	83
13.HSS/ N 2315 (Manage Musculoskeletal injuries)	PC1. Recognise the function of the muscular system	<b>200</b>	4	4	0
	PC2. Recognise the function of the skeletal system		4	4	0
	PC3. Recognise the major bones or bone groupings of the spinal column; the thorax; the upper extremities; the lower extremities		6	6	0
	PC4. Differentiate between an open and a closed painful, swollen, deformed extremity		6	6	0
	PC5. Manage musculoskeletal injuries including thoracic and abdominal injuries		20	10	10
	PC6. State the reasons for splinting		20	10	10
	PC7. List the general rules of splinting		40	10	30
	PC8. Ramification & complications of splinting		20	2	18
	PC9. Perform the emergency medical care for a patient with a painful, swollen, deformed extremity		40	10	30
	PC10. How to apply pelvic binder techniques for fracture of pelvis		40	10	30
	<b>Total</b>			200	72
14.HSS/ N 2316 (Manage Injuries to head and spine Description)	PC1. State the components of the nervous system	<b>200</b>	5	5	0
	PC2. List the functions of the central nervous system		5	5	0
	PC3. Recognise the structure of the skeletal system as it relates to the nervous system		5	5	0
	PC4. Relate mechanism of injury to potential injuries of the head and spine		5	5	0
	PC5. Recognise the implications of not properly caring for potential spine injuries		5	5	0
	PC6. State the signs and symptoms of a potential spine injury		5	5	0



	PC7. Recognise the method of determining if a responsive patient may have a spine injury		5	5	0
	PC8. Relate the airway emergency medical care techniques to the patient with a suspected spine injury		10	5	5
	PC9. Identify how to stabilise the cervical spine		15	5	10
	PC10. Indications for sizing and using a cervical spine immobilisation device		5	5	0
	PC11. Establish the relationship between airway management and the patient with head and spine injuries		10	5	5
	PC12. Recognise a method for sizing a cervical spine immobilisation device		10	5	5
	PC13. Log roll a patient with a suspected spine injury		15	5	10
	PC14. Secure a patient to a long spine board		10	5	5
	PC15. List instances when a short spine board should be used		5	5	0
	PC16. Immobilise a patient using a short spine board		10	10	0
	PC17. Recognise the indications for the use of rapid extrication		5	5	0
	PC18. Understand the steps in performing rapid extrication		10	5	5
	PC19. Identify the circumstances when a helmet should be left on the patient		5	5	0
	PC20. Identify the circumstances when a helmet should be removed		5	5	0
	PC21. Identify alternative methods for removal of a helmet		5	5	0
	PC22. Stabilise patient's head to remove the helmet		15	5	10
	PC23. Differentiate how the head is stabilised with a helmet compared to without a helmet		5	5	0
	PC24. Immobilise paediatric and geriatric victims		5	0	5
	PC25. Manage scalp bleeding		15	5	10
	PC26. Manage eye injury		5	5	0
	<b>Total</b>		200	130	70
15.HSS/ N 2317 (Manage Infants, Neonates and Children)	PC1. Identify the developmental considerations for the age groups of infants, toddlers, pre-school, school age and adolescent	<b>200</b>	10	10	0



	PC2. Identify differences in anatomy and physiology of the infant, child and adult patient		10	10	0
	PC3. Differentiate the response of the ill or injured infant or child (age specific) from that of an adult		10	5	5
	PC4. Understand various causes of respiratory emergencies		10	10	0
	PC5. Differentiate between respiratory distress and respiratory failure		10	10	0
	PC6. Perform the steps in the management of foreign body airway obstruction		30	0	30
	PC7. Implement emergency medical care strategies for respiratory distress and respiratory failure		10	5	5
	PC8. Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient		10	5	5
	PC9. Recognise the methods of determining end organ perfusion in the infant and child patient		10	5	5
	PC10. Identify the usual cause of cardiac arrest in infants and children versus adults		10	10	0
	PC11. Recognise the common causes of seizures in the infant and child patient		10	10	0
	PC12. Perform the management of seizures in the infant and child patient		30	0	30
	PC13. Differentiate between the injury patterns in adults, infants, and children		10	10	0
	PC14. Perform the field management of the infant and child trauma patient		10	5	5
	PC15. Summarise the indicators of possible child abuse and neglect		10	10	0
	PC16. Recognise the medical legal responsibilities in suspected child abuse		5	5	0
	PC17. Recognise need for EMT debriefing following a difficult infant or child transport		5	5	0
	<b>Total</b>		200	115	85
16.HSS/ N 2318 (Manage respiratory emergency)	PC1. Recognise the anatomical components of the upper airway including:	<b>200</b>	10	10	0
	a. Nasopharynx				
	b. Nasal air passage				
	c. Pharynx				
	d. Mouth				
	e. Oropharynx				
f. Epiglottis					



PC2. Recognise the anatomical components of the lower airway including:	a. Larynx	10	10	0	
	b. Trachea				
	c. Alveoli				
	d. Bronchi				
	e. Carina				
	f. Diaphragm				
	PC3. Recognise the characteristics of normal breathing	10	5	5	
	PC4. Recognise the signs of abnormal breathing including:	a. Dyspnoea	30	15	15
		b. Upper airway obstruction			
		c. Acute pulmonary oedema			
d. Chronic obstructive pulmonary disease					
e. Bronchitis					
f. Emphysema					
g. Pneumothorax					
h. Asthma					
i. Pneumonia					
j. Pleural effusion					
k. Pulmonary embolism					
l. Hyperventilation					
PC5. Recognise the characteristics of abnormal breath sounds	20	10	10		
PC6. Recognise the characteristics of irregular breathing patterns	30	15	15		
PC7. Complete a focused history and physical exam of the patient	30	0	30		
PC8. Establish airway in patient with respiratory difficulties	15	5	10		
PC9. Contact Dispatch and Medical Control for choosing nebulizer therapy	15	10	5		
PC10. Understand the various types of Metered Dose Inhalers including:	a. Preventil	20	20	0	
	b. Ventoiln				
	c. Alupent				
	d. Metaprel				
	e. Brethine				
	f. Albuterol				



	g. Metaproterenol				
	h. Terbutaline				
	PC11. Understand the contraindications and side effects for various types of Metered Dose Inhalers		10	10	0
	<b>Total</b>		200	110	90
17.HSS/ N 2319 (Manage severe abdominal pain)	PC1. Recognise the anatomical components of the abdomen and their functions including:				
	<b>a. Left Upper Quadrant</b>				
	o Most of the stomach				
	o Spleen				
	o Pancreas				
	o Large intestine				
	o Small intestine				
	o Left kidney (upper portion)				
	<b>b. Right Upper Quadrant</b>				
	o Liver				
	o Gallbladder				
	o Part of the large intestine				
	o Right kidney (upper portion)				
	o Small intestine				
	<b>c. Right Lower Quadrant</b>				
	o Appendix				
	o Large intestine				
	o Female reproductive organs				
	o Small intestine				
	o Right kidney (lower portion)				
	o Right ureter				
	o Right ovary & fallopian tube				
	<b>d. Left Lower Quadrant</b>				
	o Large intestine				
	o Small intestine				
	o Left kidney (lower portion)				
	o Left ureter				
o Left ovary					
o Left fallopian tube					
<b>e. Midline structures</b>					
o Small intestine					
o Urinary bladder					
o Uterus					
PC2. Recognise the symptoms and cause of visceral pain		200	20	20	0
PC3. Recognise the symptoms and causes of parietal pain			10	5	5
			10	5	5



	PC4. Recognise the symptoms and possible causes of referred pain including:		
	a. Right shoulder (or neck, jaw, scapula) – possible irritation of the diaphragm (usually on the right); gallstone; subphrenic abscess; free abdominal blood	10	10 0
	b. Left shoulder (or neck, jaw, scapula) – possible irritation of the diaphragm (usually on the left); ruptured spleen; pancreatic disease or cancer; subphrenic abscess; abdominal blood	10	10 0
	c. Midline, back pain – aortic aneurysm or dissection; pancreatitis, pancreatic cancer, kidney stone	10	10 0
	d. Mid-abdominal pain – small bowel irritation, gastroenteritis, early appendicitis	10	10 0
	e. Lower abdominal pain – diverticular disease (herniations of the mucosa and submucosa of the intestines), Crohn’s disease (a type of inflammatory bowel disease), ulcerative colitis	10	10 0
	f. Sacrum pain – perirectal abscess, rectal disease	10	10 0
	g. Epigastrium pain – peptic, duodenal ulcer; gallstone, hepatitis, pancreatitis, angina pectoris	10	10 0
	h. Testicular pain – renal colic; appendicitis	10	10 0
	PC5. Complete a focused history and physical exam of the patient including:		
	a. Visual inspection	25	0 25
	b. Auscultating the abdomen		
	c. Palpating the abdomen		
	PC6. Establish airway in patient	5	0 5
	PC7. Place patient in position of comfort	5	0 5
	PC8. Calm and reassure the patient	5	0 5
	PC9. Look for signs of hypoperfusion	5	0 5
	PC10. Recognise possible diagnoses for abdominal pain	5	5 0
	PC11. State the treatment for managing various causes of abdominal pain	10	5 5
	PC12. Recognise potential diagnoses which imply the condition of the patient may deteriorate and highlight the need for frequent reassessment and advanced life support interventions	10	5 5



	PC13. Alert the Emergency Centre/ Healthcare provider in advance of a priority case (when required)		10	5	5
	<b>Total</b>		200	130	70
18.HSS/ N 2320 (Manage Mass Casualty Incident)	PC1. Establish an Incident Management Structure on arrival at the scene including:				
	a. Designating an Incident Commander to manage the incident		5	5	0
	b. As Incident Commander, designating Triage Team(s), Treatment Team(s), and a Transport Officer		5	5	0
	PC2. Set up separate areas for treatment, triage and transport		10	10	0
	PC3. Conduct an initial triage of patients by using the START triage model for adult patients, JumpSTART Triage for paediatric patients and the SMART triage tagging system		40	0	40
	PC4. Use appropriate personal protective equipment while conducting initial triage		10	5	5
	PC5. Tag severity/ criticality of patient using colour coded tags		40	0	40
	PC6. Direct non-injured and/or slightly injured victims to the triage area set up for those with minor injuries	<b>200</b>	10	5	5
	PC7. Monitor patients with minor injuries for changes in their condition		10	5	5
	PC8. Maintain an open airway and stop uncontrolled bleeding		10	0	10
	PC9. Extract patients from the casualty area based on initial triage to designated triage and treatment areas		10	0	10
	PC10. Use equipment like cots and litters for extraction where required		10	5	5
	PC11. Re-triage patients extracted to the triage and treatment areas		10	10	0
	PC12. Provide treatment and deliver patients to transport area		10	5	5
	PC13. Transport patients to healthcare facility		10	5	5
PC14. Alert healthcare facilities in advance of possible arrival of multiple patients		10	5	5	
	<b>Total</b>		200	65	135
19.HSS/ N 2324 (Manage diabetes emergency)	PC1. Identify the patient taking diabetic medications and the implications of a diabetes history	<b>200</b>	40	20	20
	PC2. Perform the steps in the emergency medical care of the patient taking diabetic medicine with a history of diabetes		40	0	40





	PC3. Establish the relationship between airway management and the patient with altered mental status		40	10	30
	PC4. Recognize the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose		30	30	0
	PC5. Evaluate the need for medical direction in the emergency medical care of the diabetic patient		50	20	20
	<b>Total</b>		200	80	110
20. HSS/ N 2325: Manage advanced venous access and administration of medications	PC1. Recognise the specific anatomy and physiology pertinent to medication administration	<b>200</b>	5	5	0
	PC2. Differentiate temperature readings between the Centigrade and Fahrenheit scales		3	3	0
	PC3. Discuss formulas as a basis for performing drug calculations		10	3	7
	PC4. Calculate oral and parenteral drug dosages for all emergency medications administered to adults, infants and children		10	3	7
	PC5. Calculate intravenous infusion rates for adults, infants, and children		20	0	20
	PC6. Discuss legal aspects affecting medication administration		5	5	0
	PC7. Discuss medical asepsis and the differences between clean and sterile techniques		5	5	0
	PC8. Describe use of antiseptics and disinfectants		3	3	0
	PC9. Describe the use of universal precautions and body substance isolation (BSI) procedures when administering a medication		2	2	0
	PC10. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of peripheral venous cannulation		25	0	25
	PC11. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of intraosseous needle placement and infusion		20	20	0
	PC12. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of administering medications by the inhalation route		20	20	0
	PC13. Differentiate among the different dosage forms of oral medications		5	5	0



	PC14. Describe the equipment needed and general principles of administering oral medicationsy		7	7	0
	PC15. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of rectal medication administration		10	10	0
	PC16. Describe the equipment needed, techniques utilized, complications, and general principles for the preparation and administration of parenteral medication		10	10	0
	PC17. Differentiate among the different percutaneous routes of medication administration		5	5	0
	PC18. Differentiate among the different parenteral routes of medication administration		5	5	0
	PC19. Describe the purpose, equipment needed, techniques utilized, complications, and general principles for obtaining a blood sample		10	5	5
	PC20. Describe disposal of contaminated items and sharps		2	0	2
	PC21. Synthesize a pharmacologic management plan including medication administration		3	3	0
	PC22. Integrate pathophysiological principles of medication administration with patient management		10	5	5
	PC23. Comply with universal precautions and body substance isolation		5	0	5
	<b>Total</b>		200	124	76
21. HSS/ N 2326: Manage critical care aeromedical and inter-facility transport	PC1. Understand the role of the critical care inter-facility transport teams in the patient care continuum	<b>200</b>	5	0	5
	PC2. Understand the importance of providing the highest quality of care in a timely and safe manner		5	0	5
	PC3. Understand how the needs and characteristics of patients influence and drive the competencies of critical care inter-facility transport professionals		10	5	5
	PC4. Define and differentiate between the following				
	a. Pre-hospital Emergency Medical Services				
	b. Inter-facility EMS transport		20	20	0
	c. Critical Care				
d. Critical Care Transport					



	PC5. Compare and contrast the role of critical care inter-facility transport with the Emergency Medical Services pre-hospital system		5	5	0
	PC6. Describe roles of team members in critical care inter-facility transport		10	10	0
	PC7. Differentiate between critically ill trauma and medical patient transport theories		10	5	5
	a. Scoop and run				
	b. Stay and play/resuscitate				
	PC8. Describe safe transport techniques		20	20	0
	PC9. Describe appropriate transport equipment necessary for various critical care inter-facility transports		25	10	15
	PC10. Describe the pertinent rules and regulations for critical care paramedics in inter-facility transports		15	10	5
	PC11. Describe the components needed to provide the highest quality of care during critical care inter-facility transport		15	5	10
	PC12. Describe the importance of initial stabilization of the patient prior to transport		5	0	5
	PC13. Describe how disaster and mass casualty events will affect critical care interfacility transport		10	10	0
	PC14. Adhere fully to the steps involved in treating and transporting the patient		10	5	5
	PC15. Positively manage situations where transport is a problem		5	5	0
	PC16. Allocate the means of transport keeping in mind the emergency, weather conditions and availability of transport		10	0	10
	PC17. Adhere fully to procedures once the patient reaches the hospital		10	5	5
	PC18. Use correct medication and equipment for treatment of immediate threats to life		10	5	5
	<b>Total</b>		200	120	80
22. HSS/ N 9610 (Follow infection control policies and procedures)	PC1. Perform the standard precautions to prevent the spread of infection in accordance with organisation requirements	<b>200</b>	5	0	5
	PC2. Perform the additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection		5	0	5



PC3. Minimise contamination of materials, equipment and instruments by aerosols and splatter	5	2	3
PC4. Identify infection risks and implement an appropriate response within own role and responsibility	5	5	0
PC5. Document and report activities and tasks that put patients and/or other workers at risk	5	5	0
PC6. Respond appropriately to situations that pose an infection risk in accordance with the policies and procedures of the organization	5	5	0
PC7. Follow procedures for risk control and risk containment for specific risks	5	0	5
PC8. Follow protocols for care following exposure to blood or other body fluids as required	5	0	5
PC9. Place appropriate signs when and where appropriate	5	5	0
PC10. Remove spills in accordance with the policies and procedures of the organization	5	0	5
PC11. Maintain hand hygiene by washing hands before and after patient contact and/or after any activity likely to cause contamination	5	5	0
PC12. Follow hand washing procedures	15	0	15
PC13. Implement hand care procedures	10	0	10
PC14. Cover cuts and abrasions with water-proof dressings and change as necessary	10	5	5
PC15. Wear personal protective clothing and equipment that complies with Indian Standards, and is appropriate for the intended use	10	5	5
PC16. Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each patient contact	5	3	2
PC17. Demarcate and maintain clean and contaminated zones in all aspects of health care work	5	3	2
PC18. Confine records, materials and medicaments to a well-designated clean zone	5	5	0
PC19. Confine contaminated instruments and equipment to a well-designated contaminated zone	10	2	8
PC20. Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste	5	0	5



	PC21. Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified	10	5	5	
	PC22. Store clinical or related waste in an area that is accessible only to authorised persons	5	5	0	
	PC23. Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release	5	5	0	
	PC24. Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements	5	2	3	
	PC25. Wear personal protective clothing and equipment during cleaning procedures	5	2	3	
	PC26. Remove all dust, dirt and physical debris from work surfaces	10	2	8	
	PC27. Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled	5	2	3	
	PC28. Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols	10	2	8	
	PC29. Dry all work surfaces before and after use	5	2	3	
	PC30. Replace surface covers where applicable	5	2	3	
	PC31. Maintain and store cleaning equipment	5	2	3	
	<b>Total</b>	200	81	119	
<b>Grand Total-1 (Subject Domain)</b>		<b>400</b>			
<b>Compulsory NOS with Clinical NOS</b>		<b>Perform this NOS compulsorily with the clinical NOS of subject domain carrying 10 marks totaling 10</b>			
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (100)	Out Of	Marks Allocation	
				Viva	Observation/ Role Play
20. HSS/ N 2302 (Size up the scene at the site)	PC1. Ensure that all safety precautions are taken at the scene of the emergency	<b>10</b>	1	0	1



PC2. Introduce themselves to patient(s) and ask for their consent to any treatment	0.5	0	0.5
PC3. Understand the implications of nuclear, radioactive, biological, chemical and explosive incidents and take appropriate action	1	0.5	0.5
PC4. Collaborate effectively with other emergency response agencies and explain the situation clearly to them. This includes bomb disposal squads, fire departments, chemical, biological and nuclear agencies	0.5	0	0.5
PC5. Reassure patient(s) and bystanders by working in a confident, efficient manner	0.5	0	0.5
PC6. Work expeditiously while avoiding mishandling of patient(s) and undue haste	0.5	0	0.5
PC7. Recognise and react appropriately to persons exhibiting emotional reactions	0.5	0	0.5
PC8. Interact effectively with the patient(s), relatives and bystanders who are in stressful situations	0.5	0	0.5
PC9. Obtain information regarding the incident through accurate and complete scene assessment and document it accordingly	0.5	0	0.5
PC10. Evaluate the scene and call for backup if required	0.5	0	0.5
PC11. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority	0.5	0	0.5
PC12. Maintain competence within one's role and field of practice	0.5	0	0.5
PC13. Collaborate with the law agencies at a crime scene	1	0.5	0.5
PC14. Promote and demonstrate good practice as an individual and as a team member at all times	0.5	0	0.5
PC15. Identify and manage potential and actual risks to the quality and safety of work done	0.5	0	0.5
PC16. Evaluate and reflect on the quality of one's work and make continuing improvements	0.5	0	0.5
PC17. Understand relevant medico-legal principles	0.5	0	0.5
PC18. Function within the scope of care defined by state, regional and local regulatory	0.5	0	0.5
<b>Total</b>	10	1	9
<b>Grand Total-2 (Compulsory NOS)</b>	<b>10</b>		



Soft Skills and Communication		Pick one field from both part 1 and part 2 randomly each carrying 45 marks totaling 90			
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (100)	Out Of	Marks Allocation	
				Viva	Observation/ Role Play
<b>Part 1 (Pick one field randomly carrying 45 marks)</b>					
<b>1. Decision making and leadership quality</b>					
HSS/ N 2321 (Select the proper provider institute for transfer)	PC1. Explain to the patient about his role and the reason for selecting a particular health provider	<b>18</b>	2	2	0
	PC2. Consolidate complete medical history of the patient with the severity of the damage and impending risk in terms of time and the kind of treatment required		4	2	2
	PC3. Allocate patient to the nearest provider institute		2	2	0
	PC4. Base the allocation on the kind of care required namely primary, secondary or tertiary care centres		2	2	0
	PC5. Make sure that the selection of the institute is in adherence with the legal regulation		2	2	0
	PC6. Obtain guidance from medical officer for selection of proper provider institute		2	2	0
	PC7. Provide pre-arrival information to the receiving hospital		2	2	0
	PC8. Obtain guidance of medical officer when ambulance needed to be stopped en-route (e.g. during emergency child birth)		2	2	0
	<b>Total</b>		<b>18</b>	<b>16</b>	<b>2</b>
HSS/ N 2322 (Transport patient to the provider institute)	PC1. Adhere fully to the rules and regulations related to the usage of ground and air transport	<b>16</b>	2	2	0
	PC2. Adhere fully to the steps involved in treating and transporting the patient		4	2	2
	PC3. Positively manage situations where transport is a problem		2	2	0
	PC4. Allocate the means of transport keeping in mind the emergency, weather conditions and availability of transport		2	2	0
	PC5. Adhere fully to procedures once the patient reaches the hospital		2	2	0



	PC6. Use correct medication and equipment for treatment of immediate threats to life		4	2	2
	<b>Total</b>		16	12	4
HSS/ N 2323 (Manage Patient Handover to the provider institute)	PC1. Provide a verbal report to the medical staff on the condition of the patient and initial findings	<b>11</b>	4	2	2
	PC2. Complete the Patient Care Report (PCR) and hand it over to the medical staff		4	2	2
	PC3. Hand over the consent form signed by the patient or a relative		3	1	2
	<b>Total</b>		11	5	6
<b>Decision making and leadership quality Total</b>		<b>45</b>	<b>45</b>	<b>33</b>	<b>12</b>
<b>2. Attitude</b>					
HSS/ N 9603 (Act within the limits of one's competence and authority)	PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice	<b>25</b>	1	0	1
	PC2. Work within organisational systems and requirements as appropriate to one's role		2	0	2
	PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority		4	2	2
	PC4. Maintain competence within one's role and field of practice		2	0	2
	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice		4	2	2
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		4	2	2
	PC7. Identify and manage potential and actual risks to the quality and safety of practice		4	2	2
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements		4	2	2
	<b>Total</b>			25	10
HSS/ N 9607 (Practice Code of conduct while performing duties)	PC1. Adhere to protocols and guidelines relevant to the role and field of practice	<b>20</b>	3	1	2
	PC2. Work within organisational systems and requirements as appropriate to the role		3	1	2
	PC3. Recognise the boundary of the role and responsibility and seek supervision when situations are beyond the competence and authority		3	1	2
	PC4. Maintain competence within the role and field of practice		1	0	1





	PC5. Use protocols and guidelines relevant to the field of practice		4	2	2
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		1	0	1
	PC7. Identify and manage potential and actual risks to the quality and patient safety		1	0	1
	PC8. Maintain personal hygiene and contribute actively to the healthcare ecosystem		4	2	2
	<b>Total</b>		20	7	13
<b>Attitude Total</b>		<b>45</b>	<b>45</b>	<b>17</b>	<b>28</b>
<b>3. Attiquete</b>					
HSS/ N 9605 (Manage work to meet requirements)	PC1. Clearly establish, agree, and record the work requirements	<b>20</b>	10	5	5
	PC2. Utilise time effectively		2	0	2
	PC3. Ensure his/her work meets the agreed requirements		2	0	2
	PC4. Treat confidential information correctly		2	2	0
	PC5. Work in line with the organisation's procedures and policies and within the limits of his/her job role		4	2	2
	<b>Total</b>		20	9	11
HSS/ N 9601 (Collate and Communicate Health Information)	PC1. Respond to queries and information needs of all individuals	<b>25</b>	2	2	0
	PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics		5	0	5
	PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them		5	0	5
	PC4. Utilise all training and information at one's disposal to provide relevant information to the individual		5	5	0
	PC5. Confirm that the needs of the individual have been met		2	2	0
	PC6. Adhere to guidelines provided by one's organisation or regulatory body relating to confidentiality		2	2	0
	PC7. Respect the individual's need for privacy		2	2	0
	PC8. Maintain any records required at the end of the interaction		2	2	0
	<b>Total</b>		25	15	10
<b>Attiquete Total</b>		<b>45</b>	<b>45</b>	<b>24</b>	<b>21</b>

**Part 2 (Pick one field randomly carrying 45 marks)**

**1. Safety management**

HSS/ N 9606 (Maintain a safe, healthy, and secure working environment)	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements	<b>45</b>	6	2	4
	PC2. Comply with health, safety and security procedures for the workplace		2	0	2
	PC3. Report any identified breaches in health, safety, and security procedures to the designated person		2	1	1
	PC4. Identify potential hazards and breaches of safe work practices		6	4	2
	PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority		6	4	2
	PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected		6	4	2
	PC7. Follow the organisation’s emergency procedures promptly, calmly, and efficiently		6	2	4
	PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person		5	3	2
	PC9. Complete any health and safety records legibly and accurately		6	2	4
	<b>Total</b>		45	22	23

**2. Waste Management**

HSS/ N 9609 (Follow biomedical waste disposal protocols)	PC1. Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type	<b>45</b>	6	2	4
	PC2. Apply appropriate health and safety measures and standard precautions for infection prevention and control and personal protective equipment relevant to the type and category of waste		6	3	3
	PC3. Segregate the waste material from work areas in line with current legislation and organisational requirements		4	0	4
	PC4. Segregation should happen at source with proper containment, by using different colour coded bins for different categories of waste		6	3	3
	PC5. Check the accuracy of the labelling that identifies the type and content of waste		4	2	2



	PC6. Confirm suitability of containers for any required course of action appropriate to the type of waste disposal		4	4	0
	PC7. Check the waste has undergone the required processes to make it safe for transport and disposal		4	4	0
	PC8. Transport the waste to the disposal site, taking into consideration its associated risks		4	4	0
	PC9. Report and deal with spillages and contamination in accordance with current legislation and procedures		4	4	0
	PC10. Maintain full, accurate and legible records of information and store in correct location in line with current legislation, guidelines, local policies and protocols		3	3	0
	<b>Total</b>		<b>45</b>	<b>29</b>	<b>16</b>
<b>3. Team Work</b>					
HSS/ N 9604 (Work effectively with others)	PC1. Communicate with other people clearly and effectively	<b>45</b>	2	0	2
	PC2. Integrate one's work with other people's work effectively		2	0	2
	PC3. Pass on essential information to other people on timely basis		2	0	2
	PC4. Work in a way that shows respect for other people		2	0	2
	PC5. Carry out any commitments made to other people		6	6	0
	PC6. Reason out the failure to fulfil commitment		6	6	0
	PC7. Identify any problems with team members and other people and take the initiative to solve these problems		15	10	5
	PC8. Follow the organisation's policies and procedures		10	4	6
	<b>Total</b>		<b>45</b>	<b>26</b>	<b>19</b>
<b>4. Ethics</b>					
HSS/ N 2303 (Follow evidence based Protocol while managing patients)	PC1. Understand the appropriate and permissible medical service procedures which may be rendered by an EMT to a patient not in a hospital. For example, steps to be followed for cardiovascular emergencies or emergency of an environmental nature like burns, hypothermia	<b>45</b>	9	4	5



	PC2. Understand the communication protocols for medical situations that require direct voice communication between the EMT and the Medical officer prior to the EMT rendering medical services to the patients outside the hospital		9	4	5
	PC3. Adhere to laws, regulations and procedures relating to the work of an EMT		9	4	5
	PC4. Demonstrate professional judgement in determining treatment modalities within the parameters of relevant protocols		9	4	5
	PC5. Understand the universal approach to critical patient care and package-up-patient-algorithm(transport protocol)		9	4	5
	<b>Total</b>		45	20	25
<b>5. Quality</b>					
HSS/ N 9611: Monitor and assure quality	PC1. Conduct appropriate research and analysis	<b>45</b>	5	5	0
	PC2. Evaluate potential solutions thoroughly		5	0	5
	PC3. Participate in education programs which include current techniques, technology and trends pertaining to the dental industry		3	3	0
	PC4. Read Dental hygiene, dental and medical publications related to quality consistently and thoroughly		5	5	0
	PC5. Report any identified breaches in health, safety, and security procedures to the designated person		3	0	3
	PC6. Identify and correct any hazards that he/she can deal with safely, competently and within the limits of his/her authority		3	0	3
	PC7. Promptly and accurately report any hazards that he/she is not allowed to deal with to the relevant person and warn other people who may be affected		3	0	3
	PC8. Follow the organisation's emergency procedures promptly, calmly, and efficiently		3	0	3
	PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person		5	2	3
	PC10. Complete any health and safety records legibly and accurately		10	5	5
	<b>Total</b>		45	20	25
<b>Grand Total-3 (Soft Skills and Communication)</b>			<b>90</b>		
<b>Detailed Break Up of Marks</b>			<b>Theory</b>		



Subject Domain		Pick all NOS compulsorily totaling 80 marks
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Out Of
1.HSS/ N 2331: Respond to emergency calls (Advanced)	PC1. Understand the emergency codes used in the hospital for emergency situations	2
	PC2. Reflect professionalism through use of appropriate language while speaking to the dispatch team	
	PC3. Use communication equipment such as mobile phones, radio communication equipment, megaphones and other equipment as required by the EMS provider	
	PC4. Evaluate the situation of the patient(s) on the basis of the call with the dispatch centre	
	PC5. Demonstrate teamwork while preparing for an emergency situation with a fellow EMT and/or a nurse	
	PC6. Recognise the boundary of one's role and responsibility and seek supervision from the medical officer on duty when situations are beyond one's competence and authority	
	PC7. Prepare for the emergency by practicing Body Substance Isolation (BSI). This includes putting on:	
	a. Hospital Gowns	
	b. Medical Gloves	
	c. Shoe Covers	
	d. Surgical Masks	
	e. Safety Glasses	
	f. Helmets	
	g. Reflective Clothing	
PC8. Prepare the ambulance with the required medical equipment and supplies as per the medical emergency. A large selection of equipment and supplies specialised for Emergency Medical Services include diagnostic kits, disposables, and patient care products. The EMT should ensure all materials, supplies, medications and other items required for Advanced Life Support (ALS) have been stocked in the Ambulance		
PC9. Demonstrate active listening in interactions with the dispatch team, colleagues and the medical officer		
PC10. Establish trust and rapport with colleagues		



	<p>PC11. Maintain competence within one’s role and field of practice</p> <p>PC12. Promote and demonstrate good practice as an individual and as a team member at all times</p> <p>PC13. Identify and manage potential and actual risks to the quality and safety of practice</p> <p>PC14. Evaluate and reflect on the quality of one’s work and make continuing improvements</p> <p>PC15. Understand basic medico-legal principles</p> <p>PC16. Function within the scope of care as defined by state, regional and local regulatory agencies</p>	
<p>2. HSS/ N 2327: Assess patient at the site (advanced)</p>	<p>PC1. Explain clearly:</p> <ul style="list-style-type: none"> <li>o An EMT’s role and scope, responsibilities and accountability in relation to the assessment of health status and needs</li> <li>o What information need to be obtained and stored in records</li> <li>o With whom the information might be shared</li> <li>o What is involved in the assessment</li> </ul> <p>PC2. Obtain informed consent of the patient for the assessment process, unless impossible as a consequence of their condition</p> <p>PC3. Conduct all observations and measurements systematically and thoroughly in order of priority (including Airway, Breathing, Circulation)</p> <p>PC4. Respect the patient’s privacy, dignity, wishes and beliefs</p> <p>PC5. Minimise any unnecessary discomfort and encourage the patient to participate as fully as possible in the process</p> <p>PC6. Communicate with the patient clearly and in a manner and pace that is appropriate to:</p> <ul style="list-style-type: none"> <li>o Their level of understanding</li> <li>o Their culture and background</li> <li>o Their need for reassurance and support</li> </ul> <p>PC7. Recognise promptly any life-threatening or high risk conditions</p> <p>PC8. Make full and effective use of any protocols, guidelines and other sources of guidance and advice to inform decision making</p> <p>PC9. Assess the condition of the patient by:</p> <ul style="list-style-type: none"> <li>o Observing patient position</li> <li>o Observing the colour of the skin as well as ease of breathing and paying attention to any signs of laboured breathing or coughing</li> <li>o Checking if there is any bleeding from the nose</li> </ul>	<p>4</p>



	<p>or ears</p> <ul style="list-style-type: none"> <li>o Looking at the pupil dilation/difference in pupil sizes, as it may be suggestive of concussion</li> <li>o Checking if the patient is under the effect of alcohol or any other drug</li> <li>o Checking the patient’s mouth to ensure the airway is clear</li> <li>o Gently checking the neck, starting from the back</li> <li>o Checking for any swelling or bruises</li> <li>o Checking the chest to ascertain if any object is stuck</li> <li>o Checking the ribcage for bruising or swelling and the abdomen for any kind of swelling or lumps</li> <li>o Checking for any damage to the pelvis</li> <li>o Asking the victim if they are able to feel their legs</li> <li>o Observing the colour of toes to check for any circulation problems</li> </ul> <p>PC10. Use appropriate equipment if required</p>	
<p>3. HSS/ N 2305 (Patient Triage based on the defined clinical criteria of severity of illness)</p>	<p>PC1. Have the expertise to quickly assess whether the patient requires immediate life-saving intervention or whether they could wait</p> <p>PC2. Know how to check all the vital signs</p> <p>PC3. Identify a high-risk case</p> <p>PC4. Assess the kind of resources the person will require. For e.g. The EMT should know the standard resources required for a person who comes to the emergency department for a similar ailment</p> <p>PC5. Communicate clearly and assertively</p> <p>PC6. Collaboratively be able to supervise/work collaboratively with other departments</p> <p>PC7. Multitask without compromising on quality and accuracy of care provided</p> <p>PC8. Use SALT method in day-to-day handling and START in mass casualty handling and disasters</p>	<p>2</p>
<p>4. HSS/ N 2328: Manage cardiovascular emergency (advanced)</p>	<p>PC1. Describe the structure and function of the cardiovascular system</p> <p>PC2. Provide emergency medical care to a patient experiencing chest pain/discomfort</p> <p>PC3. Identify the symptoms of hypertensive emergency</p> <p>PC4. Identify the indications and contraindications for automated external defibrillation (AED)</p>	<p>4</p>

PC5. Explain the impact of age and weight on defibrillation
PC6. Discuss the position of comfort for patients with various cardiac emergencies
PC7. Establish the relationship between airway management and the patient with cardiovascular compromise
PC8. Predict the relationship between the patient experiencing cardiovascular compromise and basic life support
PC9. Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator
PC10. Explain the importance of pre-hospital Advanced Life Support (ALS) intervention if it is available
PC11. Explain the importance of urgent transport to a facility with Advanced Life Support if it is not available in the pre-hospital setting
PC12. Explain the usage of aspirin and clopidogrel
PC13. Differentiate between the fully automated and the semi-automated defibrillator
PC14. Discuss the procedures that must be taken into consideration for standard operations of the various types of automated external defibrillators
PC15. Assure that the patient is pulseless and apnoeic when using the automated external defibrillator
PC16. Identify circumstances which may result in inappropriate shocks
PC17. Explain the considerations for interruption of CPR, when using the automated external defibrillator
PC18. Summarise the speed of operation of automated external defibrillation
PC19. Discuss the use of remote defibrillation through adhesive pads
PC20. Operate the automated external defibrillator
PC21. Discuss the standard of care that should be used to provide care to a patient with recurrent ventricular fibrillation and no available ACLS
PC22. Differentiate between the single rescuer and multi-rescuer care with an automated external defibrillator
PC23. Explain the reason for pulses not being checked between shocks with an automated external defibrillator
PC24. Identify the components and discuss the importance of post-resuscitation care





	<p>PC25. Explain the importance of frequent practice with the automated external defibrillator</p> <p>PC26. Discuss the need to complete the Automated Defibrillator: Operator's Shift checklist</p> <p>PC27. Explain the role medical direction plays in the use of automated external defibrillation</p> <p>PC28. State the reasons why a case review should be completed following the use of the automated external defibrillator</p> <p>PC29. Discuss the components that should be included in a case review</p> <p>PC30. Discuss the goal of quality improvement in automated external defibrillation</p> <p>PC31. Recognise the need for medical direction of protocols to assist in the emergency medical care of the patient with chest pain</p> <p>PC32. List the indications for the use of nitro-glycerine</p> <p>PC33. State the contraindications and side effects for the use of nitro-glycerine</p> <p>PC34. Perform maintenance checks of the automated external defibrillator</p> <p>PC35. Perform ECG tracing</p> <p>PC36. Perform manual defibrillation, cardioversion and transcutaneous pacing</p> <p>PC37. Manage acute heart failure</p>	
5.HSS/ N 2307 (Manage Cerebrovascular Emergency)	<p>PC1. Describe the basic types, causes, and symptoms of stroke</p> <p>PC2. Provide emergency medical care to a patient experiencing symptoms of a stroke</p> <p>PC3. Manage airway, breathing, and circulation</p> <p>PC4. Assess the patient's level of consciousness and document any signs of stroke</p> <p>PC5. Assess vital signs: Blood pressure, heart rate, and respiratory rate</p> <p>PC6. Perform a standardised pre-hospital stroke scale assessment such as the Cincinnati pre-hospital stroke scale</p> <p>PC7. Check serum blood sugar</p>	4



	<p>PC8. Collect critical background information on the victim and the onset of the stroke symptoms such as the medical history (especially any past strokes), the estimate of the time since any potential stroke symptoms first appeared, current medical conditions of the patient and current medications</p> <p>PC9. Determine the time of onset of symptoms</p> <p>PC10. Explain how patients, family, or bystanders should respond to a potential stroke</p> <p>PC11. Discuss the actions recommended for emergency responders to potential stroke victims</p> <p>PC12. Explain the importance of transporting stroke patients immediately to an emergency department that has the personnel and equipment to provide comprehensive acute stroke treatment</p> <p>PC13. Carry out first triage of potential stroke victims</p> <p>PC14. Expedite transport of the patient to the nearest hospital equipped to handle strokes</p> <p>PC15. Explain the importance of immediately notifying the Emergency Department of the hospital of the arrival of a potential stroke victim</p> <p>PC16. Administer an IV line and oxygen and monitor the functioning of the heart on-route to the hospital</p> <p>PC17. Forward a written report to the emergency department with details on medical history and onset of the stroke symptoms</p>	
6.HSS/ N 2308 (Manage Allergic Reaction)	<p>PC1. Recognise the patient experiencing an allergic reaction</p> <p>PC2. Perform the emergency medical care of the patient with an allergic reaction</p> <p>PC3. Establish the relationship between the patient with an allergic reaction and airway management</p> <p>PC4. Recognise the mechanisms of allergic response and the implications for airway management</p> <p>PC5. State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector</p> <p>PC6. Administer treatment appropriately in case of not having access to epinephrine auto-injectors</p> <p>PC7. Evaluate the need for medical emergency medical care for the patient with an allergic reaction</p> <p>PC8. Differentiate between the general category of those patients having an allergic reaction and those patients having a severe allergic reaction, requiring immediate medical care including immediate use of epinephrine auto-injector</p>	4
7.HSS/ N 2329: Manage poisoning or overdose	<p>PC1. Recognise various ways that poisons enter the body</p>	4



(advanced)	PC2. Recognise signs/symptoms associated with various poisoning	
	PC3. Perform the emergency medical care for the patient with possible overdose	
	PC4. Perform the steps in the emergency medical care for the patient with suspected poisoning	
	PC5. Establish the relationship between the patient suffering from poisoning or overdose and airway management	
	PC6. State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects and re-assessment strategies for activated charcoal	
	PC7. Recognise the need for medical direction in caring for the patient with poisoning or overdose	
	PC8. Perform gastric lavage	
	8.HSS/ N 2310 (Manage Environmental Emergency)	
PC2. List the signs and symptoms of exposure to cold		
PC3. Perform the steps in providing emergency medical care to a patient exposed to cold		
PC4. List the signs and symptoms of exposure to heat		
PC5. Perform the steps in providing emergency care to a patient exposed to heat		
PC6. Recognise the signs and symptoms of water-related emergencies		
PC7. Identify the complications of near-drowning		
PC8. Perform emergency medical care for bites and stings		
PC9. Explain various relevant National Disaster Management Agency (NDMA) guidelines		
9.HSS/ N 2330: Manage behavioural emergency (advanced)	PC1. Recognise the general factors that may cause an alteration in a patient's behaviour	4
	PC2. Recognise the various reasons for psychological crises	
	PC3. Identify the characteristics of an individual's behaviour which suggest that the patient is at risk for suicide	
	PC4. Identify special medical/legal considerations for managing behavioural emergencies	
	PC5. Recognise the special considerations for assessing a patient with behavioural problems	

	<p>PC6. Identify the general principles of an individual's behaviour, which suggest the risk for violence</p> <p>PC7. Identify physical and chemical methods to calm behavioural emergency patients</p>	
10.HSS/ N 2312 (Manage Obstetrics/Gynaecology emergencies)	<p>PC1. Identify the following structures: Uterus, vagina, foetus, placenta, umbilical cord, amniotic sac, and perineum</p> <p>PC2. Identify and explain the use of the contents of an obstetrics kit</p> <p>PC3. Identify pre-delivery emergencies</p> <p>PC4. State indications of an imminent delivery</p> <p>PC5. Differentiate the emergency medical care provided to a patient with pre-delivery emergencies from a normal delivery</p> <p>PC6. Perform the steps in pre-delivery preparation of the mother</p> <p>PC7. Establish the relationship between body substance isolation and childbirth</p> <p>PC8. Perform the steps to assist in the delivery</p> <p>PC9. State the steps required for care of the baby as the head appears</p> <p>PC10. Explain how and when to cut the umbilical cord</p> <p>PC11. Perform the steps in the delivery of the placenta</p> <p>PC12. Perform the steps in the emergency medical care of the mother post-delivery</p> <p>PC13. Summarise neonatal resuscitation procedures</p> <p>PC14. Identify the procedures for the following abnormal deliveries: Breech birth, multiple births, prolapsed cord, limb presentation</p> <p>PC15. Differentiate the special considerations for multiple births</p> <p>PC16. Recognise special considerations of meconium</p> <p>PC17. Identify special considerations of a premature baby</p> <p>PC18. Perform the emergency medical care of a patient with a gynaecological emergency</p> <p>PC19. Perform steps required for emergency medical care of a mother with excessive bleeding</p> <p>PC20. Complete a Pre-Hospital Care report for patients with obstetrical/gynaecological emergencies</p>	2
11.HSS/ N 2313 (Manage Bleeding and Shock)	<p>PC1. Recognise the structure and function of the circulatory system</p> <p>PC2. Differentiate between arterial, venous and capillary bleeding</p>	4



	<p>PC3. State methods of emergency medical care of external bleeding</p> <p>PC4. Establish the relationship between body substance isolation and bleeding</p> <p>PC5. Establish the relationship between airway management and the trauma patient</p> <p>PC6. Establish the relationship between mechanism of injury and internal bleeding</p> <p>PC7. Recognise the signs of internal bleeding</p> <p>PC8. Perform the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding</p> <p>PC9. Recognise the signs and symptoms of shock (hypo perfusion)</p> <p>PC10. Perform the steps in the emergency medical care of the patient with signs and symptoms of shock (hypo perfusion)</p> <p>PC11. Recognize different types of shock and initiate appropriate medical management</p>	
<p>12. HSS/ N 2314 (Manage Soft Tissue Injury and Burns)</p>	<p>PC1. Recognise the major functions of the skin</p> <p>PC2. Recognise the layers of the skin</p> <p>PC3. Establish the relationship between body substance isolation (BSI) and soft tissue injuries</p> <p>PC4. Recognise the types of closed soft tissue injuries</p> <p>PC5. Perform the emergency medical care of the patient with a closed soft tissue injury</p> <p>PC6. State the types of open soft tissue injuries</p> <p>PC7. Recognise the emergency medical care of the patient with an open soft tissue injury</p> <p>PC8. Recognise the emergency medical care considerations for a patient with a penetrating chest injury</p> <p>PC9. Perform the emergency medical care considerations for a patient with an open wound to the abdomen</p> <p>PC10. Differentiate the care of an open wound to the chest from an open wound to the abdomen</p> <p>PC11. Classify burns</p> <p>PC12. Recognise superficial burn</p> <p>PC13. Recognise the characteristics of a superficial burn</p> <p>PC14. Recognise partial thickness burn</p> <p>PC15. Recognise the characteristics of a partial thickness burn</p>	<p>4</p>



	PC16. Recognise full thickness burn	
	PC17. Recognise the characteristics of a full thickness burn	
	PC18. Perform the emergency medical care of the patient with a superficial burn	
	PC19. Perform the emergency medical care of the patient with a partial thickness burn	
	PC20. Perform the emergency medical care of the patient with a full thickness burn	
	PC21. Recognise the functions of dressing and bandaging	
	PC22. Describe the purpose of a bandage	
	PC23. Perform the steps in applying a pressure dressing	
	PC24. Establish the relationship between airway management and the patient with chest injury, burns, blunt and penetrating injuries	
	PC25. Know the ramification of improperly applied dressings, splints and tourniquets	
	PC26. Perform the emergency medical care of a patient with an impaled object	
	PC27. Perform the emergency medical care of a patient with an amputation	
	PC28. Perform the emergency care for a chemical burn	
	PC29. Perform the emergency care for an electrical burn	
	PC30. Recognise inhalation injury and perform emergency care	
13.HSS/ N 2315 (Manage Musculoskeletal injuries)	PC1. Recognise the function of the muscular system	4
	PC2. Recognise the function of the skeletal system	
	PC3. Recognise the major bones or bone groupings of the spinal column; the thorax; the upper extremities; the lower extremities	
	PC4. Differentiate between an open and a closed painful, swollen, deformed extremity	
	PC5. Manage musculoskeletal injuries including thoracic and abdominal injuries	
	PC6. State the reasons for splinting	
	PC7. List the general rules of splinting	
	PC8. Ramification & complications of splinting	
	PC9. Perform the emergency medical care for a patient with a painful, swollen, deformed extremity	
	PC10. How to apply pelvic binder techniques for fracture of pelvis	
14.HSS/ N 2316 (Manage Injuries to head and spine)	PC1. State the components of the nervous system	4
	PC2. List the functions of the central nervous system	



Description)	PC3. Recognise the structure of the skeletal system as it relates to the nervous system	
	PC4. Relate mechanism of injury to potential injuries of the head and spine	
	PC5. Recognise the implications of not properly caring for potential spine injuries	
	PC6. State the signs and symptoms of a potential spine injury	
	PC7. Recognise the method of determining if a responsive patient may have a spine injury	
	PC8. Relate the airway emergency medical care techniques to the patient with a suspected spine injury	
	PC9. Identify how to stabilise the cervical spine	
	PC10. Indications for sizing and using a cervical spine immobilisation device	
	PC11. Establish the relationship between airway management and the patient with head and spine injuries	
	PC12. Recognise a method for sizing a cervical spine immobilisation device	
	PC13. Log roll a patient with a suspected spine injury	
	PC14. Secure a patient to a long spine board	
	PC15. List instances when a short spine board should be used	
	PC16. Immobilise a patient using a short spine board	
	PC17. Recognise the indications for the use of rapid extrication	
	PC18. Understand the steps in performing rapid extrication	
	PC19. Identify the circumstances when a helmet should be left on the patient	
	PC20. Identify the circumstances when a helmet should be removed	
	PC21. Identify alternative methods for removal of a helmet	
	PC22. Stabilise patient's head to remove the helmet	
	PC23. Differentiate how the head is stabilised with a helmet compared to without a helmet	
	PC24. Immobilise paediatric and geriatric victims	
	PC25. Manage scalp bleeding	
PC26. Manage eye injury		
15.HSS/ N 2317 (Manage Infants, Neonates and Children)	PC1. Identify the developmental considerations for the age groups of infants, toddlers, pre-school, school age and adolescent	2

	<p>PC2. Identify differences in anatomy and physiology of the infant, child and adult patient</p> <p>PC3. Differentiate the response of the ill or injured infant or child (age specific) from that of an adult</p> <p>PC4. Understand various causes of respiratory emergencies</p> <p>PC5. Differentiate between respiratory distress and respiratory failure</p> <p>PC6. Perform the steps in the management of foreign body airway obstruction</p> <p>PC7. Implement emergency medical care strategies for respiratory distress and respiratory failure</p> <p>PC8. Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient</p> <p>PC9. Recognise the methods of determining end organ perfusion in the infant and child patient</p> <p>PC10. Identify the usual cause of cardiac arrest in infants and children versus adults</p> <p>PC11. Recognise the common causes of seizures in the infant and child patient</p> <p>PC12. Perform the management of seizures in the infant and child patient</p> <p>PC13. Differentiate between the injury patterns in adults, infants, and children</p> <p>PC14. Perform the field management of the infant and child trauma patient</p> <p>PC15. Summarise the indicators of possible child abuse and neglect</p> <p>PC16. Recognise the medical legal responsibilities in suspected child abuse</p> <p>PC17. Recognise need for EMT debriefing following a difficult infant or child transport</p>	
16.HSS/ N 2318 (Manage respiratory emergency)	<p>PC1. Recognise the anatomical components of the upper airway including:</p> <p>a. Nasopharynx</p> <p>b. Nasal air passage</p> <p>c. Pharynx</p> <p>d. Mouth</p> <p>e. Oropharynx</p> <p>f. Epiglottis</p> <p>PC2. Recognise the anatomical components of the lower airway including:</p> <p>a. Larynx</p> <p>b. Trachea</p>	4





c. Alveoli
d. Bronchi
e. Carina
f. Diaphragm
PC3. Recognise the characteristics of normal breathing
PC4. Recognise the signs of abnormal breathing including:
a. Dyspnoea
b. Upper airway obstruction
c. Acute pulmonary oedema
d. Chronic obstructive pulmonary disease
e. Bronchitis
f. Emphysema
g. Pneumothorax
h. Asthma
i. Pneumonia
j. Pleural effusion
k. Pulmonary embolism
l. Hyperventilation
PC5. Recognise the characteristics of abnormal breath sounds
PC6. Recognise the characteristics of irregular breathing patterns
PC7. Complete a focused history and physical exam of the patient
PC8. Establish airway in patient with respiratory difficulties
PC9. Contact Dispatch and Medical Control for choosing nebulizer therapy
PC10. Understand the various types of Metered Dose Inhalers including:
a. Preventil
b. Ventoiln
c. Alupent
d. Metaprel
e. Brethine
f. Albuterol
g. Metaproterenol
h. Terbutaline
PC11. Understand the contraindications and side effects for various types of Metered Dose Inhalers

17.HSS/ N 2319 (Manage severe abdominal pain)	PC1. Recognise the anatomical components of the abdomen and their functions including:	
	<b>a. Left Upper Quadrant</b>	
	o Most of the stomach	
	o Spleen	
	o Pancreas	
	o Large intestine	
	o Small intestine	
	o Left kidney (upper portion)	
	<b>b. Right Upper Quadrant</b>	
	o Liver	
	o Gallbladder	
	o Part of the large intestine	
	o Right kidney (upper portion)	
	o Small intestine	
	<b>c. Right Lower Quadrant</b>	
	o Appendix	
	o Large intestine	
	o Female reproductive organs	
	o Small intestine	
	o Right kidney (lower portion)	
	o Right ureter	
	o Right ovary & fallopian tube	
	<b>d. Left Lower Quadrant</b>	
	o Large intestine	
	o Small intestine	
	o Left kidney (lower portion)	
	o Left ureter	
	o Left ovary	
	o Left fallopian tube	
	<b>e. Midline structures</b>	
	o Small intestine	
o Urinary bladder		
o Uterus		
PC2. Recognise the symptoms and cause of visceral pain		
PC3. Recognise the symptoms and causes of parietal pain		
PC4. Recognise the symptoms and possible causes of referred pain including:		
a. Right shoulder (or neck, jaw, scapula) – possible irritation of the diaphragm (usually on the right); gallstone; subphrenic abscess; free abdominal blood		



	<p>b. Left shoulder (or neck, jaw, scapula) – possible irritation of the diaphragm (usually on the left); ruptured spleen; pancreatic disease or cancer; subphrenic abscess; abdominal blood</p> <p>c. Midline, back pain – aortic aneurysm or dissection; pancreatitis, pancreatic cancer, kidney stone</p> <p>d. Mid-abdominal pain – small bowel irritation, gastroenteritis, early appendicitis</p> <p>e. Lower abdominal pain – diverticular disease (herniations of the mucosa and submucosa of the intestines), Crohn’s disease (a type of inflammatory bowel disease), ulcerative colitis</p> <p>f. Sacrum pain – perirectal abscess, rectal disease</p> <p>g. Epigastrium pain – peptic, duodenal ulcer; gallstone, hepatitis, pancreatitis, angina pectoris</p> <p>h. Testicular pain – renal colic; appendicitis</p> <p>PC5. Complete a focused history and physical exam of the patient including:</p> <p>a. Visual inspection</p> <p>b. Auscultating the abdomen</p> <p>c. Palpating the abdomen</p> <p>PC6. Establish airway in patient</p> <p>PC7. Place patient in position of comfort</p> <p>PC8. Calm and reassure the patient</p> <p>PC9. Look for signs of hypoperfusion</p> <p>PC10. Recognise possible diagnoses for abdominal pain</p> <p>PC11. State the treatment for managing various causes of abdominal pain</p> <p>PC12. Recognise potential diagnoses which imply the condition of the patient may deteriorate and highlight the need for frequent reassessment and advanced life support interventions</p> <p>PC13. Alert the Emergency Centre/ Healthcare provider in advance of a priority case (when required)</p>	
18.HSS/ N 2320 (Manage Mass Casualty Incident)	<p>PC1. Establish an Incident Management Structure on arrival at the scene including:</p> <p>a. Designating an Incident Commander to manage the incident</p> <p>b. As Incident Commander, designating Triage Team(s), Treatment Team(s), and a Transport Officer</p> <p>PC2. Set up separate areas for treatment, triage and transport</p>	4



	<p>PC3. Conduct an initial triage of patients by using the START triage model for adult patients, JumpSTART Triage for paediatric patients and the SMART triage tagging system</p> <p>PC4. Use appropriate personal protective equipment while conducting initial triage</p> <p>PC5. Tag severity/ criticality of patient using colour coded tags</p> <p>PC6. Direct non-injured and/or slightly injured victims to the triage area set up for those with minor injuries</p> <p>PC7. Monitor patients with minor injuries for changes in their condition</p> <p>PC8. Maintain an open airway and stop uncontrolled bleeding</p> <p>PC9. Extract patients from the casualty area based on initial triage to designated triage and treatment areas</p> <p>PC10. Use equipment like cots and litters for extraction where required</p> <p>PC11. Re-triage patients extracted to the triage and treatment areas</p> <p>PC12. Provide treatment and deliver patients to transport area</p> <p>PC13. Transport patients to healthcare facility</p> <p>PC14. Alert healthcare facilities in advance of possible arrival of multiple patients</p>	
<p>19.HSS/ N 2324 (Manage diabetes emergency)</p>	<p>PC1. Identify the patient taking diabetic medications and the implications of a diabetes history</p> <p>PC2. Perform the steps in the emergency medical care of the patient taking diabetic medicine with a history of diabetes</p> <p>PC3. Establish the relationship between airway management and the patient with altered mental status</p> <p>PC4. Recognize the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose</p> <p>PC5. Evaluate the need for medical direction in the emergency medical care of the diabetic patient</p>	<p><b>4</b></p>
<p>20. HSS/ N 2325: Manage advanced venous access and administration of medications</p>	<p>PC1. Recognise the specific anatomy and physiology pertinent to medication administration</p> <p>PC2. Differentiate temperature readings between the Centigrade and Fahrenheit scales</p> <p>PC3. Discuss formulas as a basis for performing drug calculations</p> <p>PC4. Calculate oral and parenteral drug dosages for all emergency medications administered to adults, infants and children</p>	<p><b>4</b></p>



PC5. Calculate intravenous infusion rates for adults, infants, and children
PC6. Discuss legal aspects affecting medication administration
PC7. Discuss medical asepsis and the differences between clean and sterile techniques
PC8. Describe use of antiseptics and disinfectants
PC9. Describe the use of universal precautions and body substance isolation (BSI) procedures when administering a medication
PC10. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of peripheral venous cannulation
PC11. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of intraosseous needle placement and infusion
PC12. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of administering medications by the inhalation route
PC13. Differentiate among the different dosage forms of oral medications
PC14. Describe the equipment needed and general principles of administering oral medications
PC15. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of rectal medication administration
PC16. Describe the equipment needed, techniques utilized, complications, and general principles for the preparation and administration of parenteral medication
PC17. Differentiate among the different percutaneous routes of medication administration
PC18. Differentiate among the different parenteral routes of medication administration
PC19. Describe the purpose, equipment needed, techniques utilized, complications, and general principles for obtaining a blood sample
PC20. Describe disposal of contaminated items and sharps
PC21. Synthesize a pharmacologic management plan including medication administration
PC22. Integrate pathophysiological principles of medication administration with patient management



	<p>PC23. Comply with universal precautions and body substance isolation</p>	
<p>21. HSS/ N 2326: Manage critical care aeromedical and inter-facility transport</p>	<p>PC1. Understand the role of the critical care inter-facility transport teams in the patient care continuum</p> <p>PC2. Understand the importance of providing the highest quality of care in a timely and safe manner</p> <p>PC3. Understand how the needs and characteristics of patients influence and drive the competencies of critical care inter-facility transport professionals</p> <p>PC4. Define and differentiate between the following</p> <p>a. Pre-hospital Emergency Medical Services</p> <p>b. Inter-facility EMS transport</p> <p>c. Critical Care</p> <p>d. Critical Care Transport</p> <p>PC5. Compare and contrast the role of critical care inter-facility transport with the Emergency Medical Services pre-hospital system</p> <p>PC6. Describe roles of team members in critical care inter-facility transport</p> <p>PC7. Differentiate between critically ill trauma and medical patient transport theories</p> <p>a. Scoop and run</p> <p>b. Stay and play/resuscitate</p> <p>PC8. Describe safe transport techniques</p> <p>PC9. Describe appropriate transport equipment necessary for various critical care inter-facility transports</p> <p>PC10. Describe the pertinent rules and regulations for critical care paramedics in inter-facility transports</p> <p>PC11. Describe the components needed to provide the highest quality of care during critical care inter-facility transport</p> <p>PC12. Describe the importance of initial stabilization of the patient prior to transport</p> <p>PC13. Describe how disaster and mass casualty events will affect critical care interfacility transport</p> <p>PC14. Adhere fully to the steps involved in treating and transporting the patient</p> <p>PC15. Positively manage situations where transport is a problem</p> <p>PC16. Allocate the means of transport keeping in mind the emergency, weather conditions and availability of transport</p> <p>PC17. Adhere fully to procedures once the patient reaches the hospital</p>	<p>4</p>



	<p>PC18. Use correct medication and equipment for treatment of immediate threats to life</p>	
<p>22. HSS/ N 9610 (Follow infection control policies and procedures)</p>	<p>PC1. Perform the standard precautions to prevent the spread of infection in accordance with organisation requirements</p> <p>PC2. Perform the additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection</p> <p>PC3. Minimise contamination of materials, equipment and instruments by aerosols and splatter</p> <p>PC4. Identify infection risks and implement an appropriate response within own role and responsibility</p> <p>PC5. Document and report activities and tasks that put patients and/or other workers at risk</p> <p>PC6. Respond appropriately to situations that pose an infection risk in accordance with the policies and procedures of the organization</p> <p>PC7. Follow procedures for risk control and risk containment for specific risks</p> <p>PC8. Follow protocols for care following exposure to blood or other body fluids as required</p> <p>PC9. Place appropriate signs when and where appropriate</p> <p>PC10. Remove spills in accordance with the policies and procedures of the organization</p> <p>PC11. Maintain hand hygiene by washing hands before and after patient contact and/or after any activity likely to cause contamination</p> <p>PC12. Follow hand washing procedures</p> <p>PC13. Implement hand care procedures</p> <p>PC14. Cover cuts and abrasions with water-proof dressings and change as necessary</p> <p>PC15. Wear personal protective clothing and equipment that complies with Indian Standards, and is appropriate for the intended use</p> <p>PC16. Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each patient contact</p> <p>PC17. Demarcate and maintain clean and contaminated zones in all aspects of health care work</p> <p>PC18. Confine records, materials and medicaments to a well-designated clean zone</p>	<p>4</p>



	<p>PC19. Confine contaminated instruments and equipment to a well-designated contaminated zone</p> <p>PC20. Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste</p> <p>PC21. Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified</p> <p>PC22. Store clinical or related waste in an area that is accessible only to authorised persons</p> <p>PC23. Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release</p> <p>PC24. Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements</p> <p>PC25. Wear personal protective clothing and equipment during cleaning procedures</p> <p>PC26. Remove all dust, dirt and physical debris from work surfaces</p> <p>PC27. Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled</p> <p>PC28. Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols</p> <p>PC29. Dry all work surfaces before and after use</p> <p>PC30. Replace surface covers where applicable</p> <p>PC31. Maintain and store cleaning equipment</p>	
23. HSS/ N 2302 (Size up the scene at the site)	<p>PC1. Ensure that all safety precautions are taken at the scene of the emergency</p> <p>PC2. Introduce themselves to patient(s) and ask for their consent to any treatment</p> <p>PC3. Understand the implications of nuclear, radioactive, biological, chemical and explosive incidents and take appropriate action</p> <p>PC4. Collaborate effectively with other emergency response agencies and explain the situation clearly to them. This includes bomb disposal squads, fire departments, chemical, biological and nuclear agencies</p> <p>PC5. Reassure patient(s) and bystanders by working in a confident, efficient manner</p> <p>PC6. Work expeditiously while avoiding mishandling of patient(s) and undue haste</p>	4





	PC7. Recognise and react appropriately to persons exhibiting emotional reactions	
	PC8. Interact effectively with the patient(s), relatives and bystanders who are in stressful situations	
	PC9. Obtain information regarding the incident through accurate and complete scene assessment and document it accordingly	
	PC10. Evaluate the scene and call for backup if required	
	PC11. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority	
	PC12. Maintain competence within one's role and field of practice	
	PC13. Collaborate with the law agencies at a crime scene	
	PC14. Promote and demonstrate good practice as an individual and as a team member at all times	
	PC15. Identify and manage potential and actual risks to the quality and safety of work done	
	PC16. Evaluate and reflect on the quality of one's work and make continuing improvements	
	PC17. Understand relevant medico-legal principles	
	PC18. Function within the scope of care defined by state, regional and local regulatory	
<b>Grand Total-1 (Subject Domain)</b>		<b>80</b>
<b>Soft Skills and Communication</b>		<b>Pick all NOS compulsorily totaling 80 marks</b>
<b>Assessable Outcomes</b>	<b>Assessment Criteria for the Assessable Outcomes</b>	<b>Out Of</b>
<b>1. Decision making and leadership quality</b>		
HSS/ N 2321 (Select the proper provider institute for transfer)	PC1. Explain to the patient about his role and the reason for selecting a particular health provider	<b>2</b>
	PC2. Consolidate complete medical history of the patient with the severity of the damage and impending risk in terms of time and the kind of treatment required	
	PC3. Allocate patient to the nearest provider institute	
	PC4. Base the allocation on the kind of care required namely primary, secondary or tertiary care centres	
	PC5. Make sure that the selection of the institute is in adherence with the legal regulation	

	PC6. Obtain guidance from medical officer for selection of proper provider institute	
	PC7. Provide pre-arrival information to the receiving hospital	
	PC8. Obtain guidance of medical officer when ambulance needed to be stopped en-route (e.g. during emergency child birth)	
HSS/ N 2322 (Transport patient to the provider institute)	PC1. Adhere fully to the rules and regulations related to the usage of ground and air transport	2
	PC2. Adhere fully to the steps involved in treating and transporting the patient	
	PC3. Positively manage situations where transport is a problem	
	PC4. Allocate the means of transport keeping in mind the emergency, weather conditions and availability of transport	
	PC5. Adhere fully to procedures once the patient reaches the hospital	
	PC6. Use correct medication and equipment for treatment of immediate threats to life	
HSS/ N 2323 (Manage Patient Handover to the provider institute)	PC1. Provide a verbal report to the medical staff on the condition of the patient and initial findings	2
	PC2. Complete the Patient Care Report (PCR) and hand it over to the medical staff	
	PC3. Hand over the consent form signed by the patient or a relative	
<b>2. Attitude</b>		
HSS/ N 9603 (Act within the limits of one's competence and authority)	PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice	2
	PC2. Work within organisational systems and requirements as appropriate to one's role	
	PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority	
	PC4. Maintain competence within one's role and field of practice	
	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice	
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times	
	PC7. Identify and manage potential and actual risks to the quality and safety of practice	
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements	



HSS/ N 9607 (Practice Code of conduct while performing duties)	PC1. Adhere to protocols and guidelines relevant to the role and field of practice
	PC2. Work within organisational systems and requirements as appropriate to the role
	PC3. Recognise the boundary of the role and responsibility and seek supervision when situations are beyond the competence and authority
	PC4. Maintain competence within the role and field of practice
	PC5. Use protocols and guidelines relevant to the field of practice
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times
	PC7. Identify and manage potential and actual risks to the quality and patient safety
	PC8. Maintain personal hygiene and contribute actively to the healthcare ecosystem

**3. Attiquete**

HSS/ N 9605 (Manage work to meet requirements)	PC1. Clearly establish, agree, and record the work requirements
	PC2. Utilise time effectively
	PC3. Ensure his/her work meets the agreed requirements
	PC4. Treat confidential information correctly
HSS/ N 9601 (Collate and Communicate Health Information)	PC5. Work in line with the organisation’s procedures and policies and within the limits of his/her job role
	PC1. Respond to queries and information needs of all individuals
	PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics
	PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them
	PC4. Utilise all training and information at one’s disposal to provide relevant information to the individual
	PC5. Confirm that the needs of the individual have been met
	PC6. Adhere to guidelines provided by one’s organisation or regulatory body relating to confidentiality
	PC7. Respect the individual’s need for privacy
PC8. Maintain any records required at the end of the interaction	

**4. Safety management**



HSS/ N 9606 (Maintain a safe, healthy, and secure working environment)	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements	2
	PC2. Comply with health, safety and security procedures for the workplace	
	PC3. Report any identified breaches in health, safety, and security procedures to the designated person	
	PC4. Identify potential hazards and breaches of safe work practices	
	PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority	
	PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected	
	PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently	
	PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person	
	PC9. Complete any health and safety records legibly and accurately	

**5. Waste Management**

HSS/ N 9609 (Follow biomedical waste disposal protocols)	PC1. Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type	2
	PC2. Apply appropriate health and safety measures and standard precautions for infection prevention and control and personal protective equipment relevant to the type and category of waste	
	PC3. Segregate the waste material from work areas in line with current legislation and organisational requirements	
	PC4. Segregation should happen at source with proper containment, by using different colour coded bins for different categories of waste	
	PC5. Check the accuracy of the labelling that identifies the type and content of waste	
	PC6. Confirm suitability of containers for any required course of action appropriate to the type of waste disposal	
	PC7. Check the waste has undergone the required processes to make it safe for transport and disposal	
	PC8. Transport the waste to the disposal site, taking into consideration its associated risks	
	PC9. Report and deal with spillages and contamination in accordance with current legislation and procedures	



	PC10. Maintain full, accurate and legible records of information and store in correct location in line with current legislation, guidelines, local policies and protocols	
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**6. Team Work**

HSS/ N 9604 (Work effectively with others)	PC1. Communicate with other people clearly and effectively	<b>2</b>
	PC2. Integrate one's work with other people's work effectively	
	PC3. Pass on essential information to other people on timely basis	
	PC4. Work in a way that shows respect for other people	
	PC5. Carry out any commitments made to other people	
	PC6. Reason out the failure to fulfil commitment	
	PC7. Identify any problems with team members and other people and take the initiative to solve these problems	
	PC8. Follow the organisation's policies and procedures	

**7. Ethics**

HSS/ N 2303 (Follow evidence based Protocol while managing patients)	PC1. Understand the appropriate and permissible medical service procedures which may be rendered by an EMT to a patient not in a hospital. For example, steps to be followed for cardiovascular emergencies or emergency of an environmental nature like burns, hypothermia	<b>2</b>
	PC2. Understand the communication protocols for medical situations that require direct voice communication between the EMT and the Medical officer prior to the EMT rendering medical services to the patients outside the hospital	
	PC3. Adhere to laws, regulations and procedures relating to the work of an EMT	
	PC4. Demonstrate professional judgement in determining treatment modalities within the parameters of relevant protocols	
	PC5. Understand the universal approach to critical patient care and package-up-patient-algorithm(transport protocol)	

**5. Quality**

HSS/ N 9611: Monitor and assure quality	PC1. Conduct appropriate research and analysis	<b>2</b>
	PC2. Evaluate potential solutions thoroughly	
	PC3. Participate in education programs which include current techniques, technology and trends pertaining to the dental industry	
	PC4. Read Dental hygiene, dental and medical publications related to quality consistently and	



	thoroughly	
	PC5. Report any identified breaches in health, safety, and security procedures to the designated person	
	PC6. Identify and correct any hazards that he/she can deal with safely, competently and within the limits of his/her authority	
	PC7. Promptly and accurately report any hazards that he/she is not allowed to deal with to the relevant person and warn other people who may be affected	
	PC8. Follow the organisation’s emergency procedures promptly, calmly, and efficiently	
	PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person	
	PC10. Complete any health and safety records legibly and accurately	
<b>Grand Total-2 (Soft Skills and Communication)</b>		<b>20</b>

**Annexure2: Trainer Prerequisites for Job role: “Emergency Medical Technician-Advanced” mapped to Qualification Pack: “HSS/Q2302, version 1.0”**

Sr. No.	Area	Details
1	<b>Description</b>	To deliver accredited training service, mapping to the curriculum detailed above, in accordance with the Qualification Pack “ <u>HSS/Q2302</u> ”.
2	<b>Personal Attributes</b>	Aptitude for conducting training, and pre/ post work to ensure competent, employable candidates at the end of the training. Strong communication skills, interpersonal skills, ability to work as part of a team; a passion for quality and for developing others; well-organised and focused, eager to learn and keep oneself updated with the latest in the mentioned field.
3	<b>Minimum Educational Qualifications</b>	<ul style="list-style-type: none"> <li>• M.D in Emergency Medicine with 1 year of experience in Emergency Department</li> <li>• Medical Graduate with 3 years of experience, 1 year of mandatory experience in Emergency Department (along with certification in ACLS &amp; ATLS)</li> <li>• BSc Nursing with 5 years of experience, 1 year of mandatory experience in Emergency Department (along with certification in ACLS &amp; ATLS)</li> <li>• BSc Emergency Medical Services with 5 years of mandatory experience in Emergency Department (along with certification in ACLS &amp; ATLS)</li> <li>• HSSC certified NSQF Level 5 EMT-A with 5 years of mandatory experience in Emergency Department (along with certification in ACLS &amp; ATLS)</li> </ul>
4a	<b>Domain Certification</b>	Certified for Job Role: “ <u>Emergency Medical Technician-Advanced</u> ” mapped to QP: “ <u>HSS/Q2302</u> ”, version 1.0 with scoring of minimum 80%.
4b	<b>Platform Certification</b>	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “SSC/1402” with scoring of minimum 80%.
5	<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience in teaching Emergency Medical Technician course for medical graduates <u>HSS/Q2302, version 1.0</u></li> <li>• 5 years of experience for Level 5 certified Emergency Medical Technician-Advance. <u>HSS/Q2302, version 1.0</u></li> </ul>



## Certificate

### CURRICULUM COMPLIANCE TO QUALIFICATION PACK – NATIONAL OCCUPATIONAL STANDARDS

is hereby issued by the

**HEALTHCARE SECTOR SKILL COUNCIL**

for the

**MODEL CURRICULUM**

Complying to National Occupational Standards of

Job Role/ Qualification Pack: **'Emergency Medical Technician- Advanced'** OP No. **'HSS/Q 2302 NSQF Level 5'**

Date of Issuance: **July 30<sup>th</sup>, 2016**

Valid up to: **July 29<sup>th</sup>, 2017**

*\* Valid up to the next review date of the Qualification Pack*

Authorised Signatory  
(Healthcare Sector Skill Council)





**Healthcare Sector Skill Council**  
711, 7th Floor DLF Tower 'A'  
Jasola District Centre  
New Delhi - 110025  
T: +91-11-41017346/40505850 (D)  
E-Mail : [info@healthcare-ssc.in](mailto:info@healthcare-ssc.in)  
W: [www.healthcare-ssc.in](http://www.healthcare-ssc.in)