

Florida Department of Education  
Curriculum Framework

**Program Title:** Firefighter/ Emergency Medical Technician- Combined  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety, & Security/ Health Science

**Career Certificate Program**

Program Number	P430217
CIP Number	0743020313
Grade Level	30, 31
Standard Length	792 Hours
Teacher Certification: OCPs A&B	Refer to the <b><u>Program Structure</u></b> section.
Teacher Certification: OCPs C & D	Refer to the <b><u>Program Structure</u></b> section.
CTSO	FPESA and HOSA
SOC Codes (all applicable)	33-2011 Firefighter 29-2041 Emergency Medical Technicians and Paramedics 31-9099 Healthcare Support Workers, All Other
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

# These certifications can only be used for adjunct faculty. Please refer to 64J-1.201 F.A.C. for the EMS instructor qualifications.

## Purpose

The purpose of this program is to provide the necessary training required for students to become certified firefighters as well as licensed Emergency Medical Technicians. It is not intended for those who are currently certified/licensed as either firefighters or EMTs. Students wishing to add an additional certification to an existing credential must enroll in either the Firefighter program or the Emergency Medical Technician program.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security and Health Science career clusters; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.

## Program Structure

This program is a planned sequence of instruction consisting of 3 occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S. **(NOTE: Bureau of Fire Standards and Training (BFST) course number system on their frameworks is not the same as SCNS. Ensure to report the FDOE SCNS Course Number.)**

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	FFP0030	Firefighter I	FIRE FIGHT 7G	191 hours	33-2011
B	FFP0031	Firefighter II		301 hours	
C	EMS0110	Emergency Medical Technician	PARAMEDIC @7 7G # EMT 7G # REG NURSE 7 G # PRAC NURSE @7 %7%G *(Must be a Registered Nurse)	300 hours	29-2041

## **Regulated Programs**

### Firefighter Regulation

Pursuant to 633.128, Florida Statutes, the Department of Financial Service, Division of State Fire Marshal, has established training requirements for firefighters and volunteer firefighters. These requirements are implemented by Rule 69A-37.055, Florida Administrative Code. This program is a planned sequence of instruction consisting of two occupational completion points. **(NOTE: The curriculum frameworks are subject to change by the Bureau of Fire Standards and Training (BFST) in accordance with statutory or Florida Administrative Code (F.A.C.) rule changes.)**

### EMT Regulation

The EMT component of this combined program prepares students for certification as EMT's in accordance with Chapter 64J of the Florida Administrative Code. The program must be approved by the Department of Health, Office of Emergency Medical Services, and the curriculum must adhere to the US Department of Transportation (DOT), National EMS Education Standards for EMT. This is the initial level for a career in emergency medical services and the primary prerequisite for paramedic training and certification.

The EMT component of this program meets the Department of Health trauma score card methodologies and Sudden Unexpected Infant Death Syndrome training education requirements. Upon completion of this component, the instructor will provide a certificate to the student verifying that these requirements have been met. Programs may also teach domestic violence and prevention of medical errors education and may choose to provide a certificate to the student verifying that this education has been completed.

Please refer to chapter 401 F.S. for more information on disqualification for the EMT license through the Office of Emergency Medical Services, Department of Health.

The EMT component of this program must be taught by an instructor meeting the qualifications as set forth in 64J-1.0201 FAC.

An American Heart Association or Red Cross certification or equivalent in "professional" Basic Life Support is required of all candidates for entrance into the EMT component of this program.

The Student Performance Standards for Emergency Medical Technician were adapted from the US Department of Transportation (DOT) National EMS Educational Standards for EMT.

Florida Statute 401.2701 requires that the instructor-student ratio should not exceed 1:6. Hospital activity shall include a minimum of 20 hours of supervised clinical supervision, including 10 hours in a hospital emergency department. Clinical activity shall include appropriate patient assessment skills, intervention and documentation relevant to each clinical rotation.

Field internship shall include a competency based program to assure appropriate pre-hospital assessment and management of medical and trauma patients, as well as associated manual skills. The field internship activity shall include a minimum of 5 emergency runs resulting in patient care and transport appropriate for the EMT. In addition, the patient care component should include minimum competencies in patient assessment, airway management and ventilation, trauma and medical emergencies.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## Standards

### Firefighter Component

The **Bureau of Fire Standards and Training (BFST)** approved curricula is available at:

**Firefighter I:** TBD

**Firefighter II:** TBD

### Emergency Medical Technician Component

- 01.0 Demonstrate a simple depth, foundational breadth of knowledge of EMS systems.
- 02.0 Demonstrate a simple depth, simple breadth of knowledge of research and evidence-based decision making.
- 03.0 Demonstrate a fundamental depth, foundational breadth of knowledge of workforce safety and wellness.
- 04.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the principles of medical documentation and report writing.
- 05.0 Demonstrate a simple depth, simple breadth of knowledge of the EMS communication system, communication with other health care professionals, and team communication.
- 06.0 Demonstrate a simple depth, simple breadth of knowledge of the principles of therapeutic communication.
- 07.0 Demonstrate a fundamental depth, foundational breadth of knowledge of medical legality and ethics.
- 08.0 Demonstrate a fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.
- 09.0 Demonstrate a fundamental knowledge in the use of medical terminology.
- 10.0 Demonstrate a fundamental knowledge of the causes and pathophysiology of shock and the components of resuscitation.
- 11.0 Demonstrate a fundamental knowledge of life span development to patient assessment and management.
- 12.0 Demonstrate a simple knowledge of the principles of illness and injury prevention in emergency care.
- 13.0 Demonstrate a simple depth, simple breadth of knowledge of pharmacology, medication safety, and medication types used during an emergency.
- 14.0 Demonstrate a fundamental depth, simple breadth of knowledge of emergency medications within the scope of practice of the EMT.
- 15.0 Demonstrate a foundational depth, fundamental breadth of knowledge of airway management across the life span within the scope of practice of the EMT.
- 16.0 Demonstrate a fundamental depth, foundational breadth of knowledge of respiration.
- 17.0 Demonstrate a fundamental depth, foundational breadth of knowledge of assessment and management utilizing ventilation across the life span.
- 18.0 Demonstrate a fundamental depth, foundational breadth of knowledge of scene management and multiple patient situations.
- 19.0 Demonstrate a fundamental depth, simple breadth of knowledge of the primary assessment for all patient situations.
- 20.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the components of history taking.
- 21.0 Demonstrate a fundamental depth, foundational breadth of knowledge of techniques used for a secondary assessment.
- 22.0 Demonstrate a simple depth, simple breath of knowledge of monitoring devices within the scope of practice of the EMT.
- 23.0 Demonstrate a fundamental depth, foundational breadth of knowledge of how and when to perform a reassessment for all patient situations.
- 24.0 Demonstrate a simple depth, foundation breadth of knowledge of pathophysiology, assessment and management of medical complaints.

- 25.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of neurologic disorders/emergencies across the life span.
- 26.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of abdominal and gastrointestinal disorders/emergencies across the life span.
- 27.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of immunology disorders/emergencies across the life span.
- 28.0 Demonstrate a simple depth, simple breadth of knowledge of the assessment and management of a patient who may have an infectious disease across the life span.
- 29.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of endocrine disorders/emergencies across the life span.
- 30.0 Demonstrate a fundamental depth, foundational breadth of knowledge regarding the assessment and management of psychiatric emergencies across the life span.
- 31.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of cardiovascular emergencies across the life span.
- 32.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of toxicological (poisoning and overdose) emergencies across the life span.
- 33.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of respiratory disorders/emergencies across the life span.
- 34.0 Demonstrate a simple depth, simple breadth of knowledge of the assessment, and management of hematology disorders across the life span.
- 35.0 Demonstrate a simple depth, simple breath of knowledge of the assessment and management of genitourinary/ renal emergencies across the life span.
- 36.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of gynecologic emergencies across the life span.
- 37.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of non-traumatic fractures across the life span.
- 38.0 Demonstrate a simple depth, simple breadth of knowledge of assessment and management of diseases of the Eyes, Ears, Nose, and Throat across the life span.
- 39.0 Demonstrate a fundamental knowledge of the causes, pathophysiology, and management of shock and respiratory failure across the life span.
- 40.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of the trauma patient across the life span.
- 41.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of bleeding across the life span.
- 42.0 Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment, and management of chest trauma across the life span.
- 43.0 Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment, and management of abdominal and genitourinary trauma across the life span.

- 44.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of orthopedic trauma across the life span.
- 45.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of soft tissue trauma across the life span.
- 46.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of head, facial, neck, and spine trauma across the life span.
- 47.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of nervous system trauma across the life span.
- 48.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of trauma patients with special considerations across the life span.
- 49.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of environmental emergencies across the life span.
- 50.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the pathophysiology, assessment, and management of multi-system trauma and blast injuries across the life span.
- 51.0 Demonstrate a fundamental depth, foundational breadth of knowledge of management of the obstetric patient within the scope of practice of the EMT.
- 52.0 Demonstrate a fundamental depth, foundational breadth of knowledge of management of the newborn and neonatal patient within the scope of practice of the EMT.
- 53.0 Demonstrate a fundamental depth, fundamental breath of knowledge of the management of the pediatric patient within the scope of practice of the EMT.
- 54.0 Demonstrate a fundamental depth, foundational breadth of knowledge of management of the geriatric patient within the scope of practice of the EMT.
- 55.0 Demonstrate a simple depth, simple breadth of knowledge of management of the patient with special challenges across the life span.
- 56.0 Demonstrate a simple depth, foundational breadth of knowledge of risks and responsibilities of transport.
- 57.0 Demonstrate a fundamental depth, fundamental breadth of knowledge of establishing and working within the incident management system.
- 58.0 Demonstrate a simple depth, foundational breadth of knowledge of responding to an emergency during a multiple casualty incident.
- 59.0 Demonstrate a simple depth, simple breadth of knowledge of safe air medical operations and criteria for utilizing air medical response.
- 60.0 Demonstrate a simple depth, simple breadth of knowledge for safe vehicle extrication and use of simple hand tools.
- 61.0 Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident.
- 62.0 Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating on the scene of a natural or man-made disaster.

Florida Department of Education  
Student Performance Standards

Program Title: Firefighter/ Emergency Medical Technician - Combined  
Career Certificate Program Number: P430217

Course Number: FFP0030  
Occupational Completion Point: A  
Firefighter I – 191 Hours – SOC Code 33-2011

The Bureau of Fire Standards and Training (BFST) approved curricula is available at:

Firefighter I: TBD

Course Number: FFP0031  
Occupational Completion Point: B  
Firefighter II – 301 Hours – SOC Code 33-2011

Firefighter II: TBD

Course Number: EMS0110  
Occupational Completion Point: C  
Emergency Medical Technician – 300 Hours – SOC Code 29-2041

01.0	<b>EMS Systems:</b> Demonstrate a simple depth, foundational breadth of knowledge of EMS systems. – The student will be able to:
01.01	Define Emergency Medical Services (EMS) systems.
01.02	Discuss the historical background of the development of the EMS system.
01.03	Identify the four levels of national EMS providers (EMR, EMT, AEMT and PM) as well as the three levels (EMR, EMT, and PM) in the State of Florida.
01.04	Discuss the specific statutes and regulations regarding the EMS system in Florida.
01.05	Discuss vehicle and equipment readiness.
01.06	Characterize the EMS system’s role in prevention and public education.
01.07	Discuss the roles and responsibilities of the EMT related to personal safety of the crew, patient and by standers.
01.08	Discuss the roles and responsibilities of the EMT to operate emergency vehicles, provide scene leadership and perform patient assessment and administer emergency care.



01.09	Discuss the maintenance of and differences between certification and licensure for the EMS professional in the State of Florida and NREMT.
01.10	Define quality improvement and discuss the EMT's role in the process.
01.11	Identify the basics of common methods of payment for healthcare services.
01.12	Analyze attributes and attitudes of an effective leader.
01.13	Demonstrate effective techniques for managing team conflict.
01.14	Describe factors that influence the current delivery system of healthcare.
01.15	Discuss the importance of continuing medical education and skills retention.
01.16	Assess personal attitudes and demeanor that may distract from professionalism.
01.17	Serve as a role model and exhibit professional behaviors in the following areas:
01.17.01	integrity
01.17.02	empathy
01.17.03	self-motivation
01.17.04	appearance and personal hygiene
01.17.05	self-confidence
01.17.06	communications (including phone, email and social media etiquette)
01.17.07	time management
01.17.08	teamwork and diplomacy
01.17.09	respect
01.17.10	patient advocacy (inclusive of those with special needs, alternate life styles and cultural diversity)
01.17.11	careful delivery of service
02.0	<b>Research:</b> Demonstrate a simple depth, simple breadth of knowledge of research and evidence-based decision making. – The student will be able to:
02.01	Discuss EMS research and evidence based decision making
02.01.01	Conduct scientific literature searches
02.01.02	Read, interpret, and extract information from journal articles relevant to a project
02.02	Explain the importance of assessing and treating patients based on evidence based decision-making.
02.03	Interpret graphs, charts, and tables.
02.04	Measure time, temperature, distance, capacity, and mass/weight.
02.05	Convert and use traditional and metric units.
02.06	Make estimations, approximations and judge the reasonableness of the result.
02.07	Convert time from a 12 hour format to a 24 hour format

02.08	Demonstrate ability to evaluate and draw conclusions.
02.09	Calculate ratios.
02.10	Explain the rationale for the ems system gathering data.
03.0	<b>Workforce Safety and Wellness:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of workforce safety and wellness. – The student will be able to:
03.01	Explain the need to determine scene safety.
03.02	Discuss the importance of body substance isolation (BSI).
03.03	Describe the steps and equipment the EMT should take for personal protection from airborne and blood borne pathogens and communicable disease.
03.04	List possible emotional reactions that an individual (EMT and EMT family, Patient and Patient family) may experience when faced with trauma, illness, death and dying.
03.05	Discuss the steps the EMT should take when approaching a family confronted with death and dying.
03.06	Recognize the warning signs of personal stress and discuss the strategies and resources available for EMTs to utilize.
03.07	Demonstrate good body mechanics while using a stretcher and other patient moving devices.
03.08	Discuss the guidelines and safety precautions to be followed when lifting and moving patients and equipment.
03.09	Discuss patient positioning in common emergency situations.
03.10	Discuss situation that may require the use of medical restraints on the patient and explain guidelines and safety consideration for their use.
03.11	Define “infectious disease” and “communicable disease.”
03.12	Describe the routes of transmission and associated risks for infectious disease.
03.13	Explain the mode of transmission and the steps to prevent/deal with an exposure of hepatitis, meningitis, tuberculosis and HIV.
03.14	Explain how immunity to infectious diseases is acquired.
03.15	Explain post exposure management of exposure to patient blood or body fluids, including proper notification documentation.
03.16	Describe the components of physical fitness and mental wellbeing.
03.17	Identify personal health practices and environmental factors, which affect physical, mental, and emotional wellbeing.
03.18	Discuss complementary and alternative health practices.
03.19	Explain the basic concepts of positive self-image, wellness and stress.

03.20	Discuss the need for a wellness and stress control plan that can be used in personal and professional life.
03.21	Explore the importance of adequate nutrition (i.e. U.S. Department of Agriculture's MyPlate food guide ( <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> )).
03.22	Demonstrate safe behaviors in the proper use of medical equipment.
03.23	Explain the theory of root- cause analysis.
03.24	Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
03.25	Identify and practice security procedures for medical supplies and equipment in the various healthcare settings.
03.26	Describe fire, safety, disaster and evacuation procedures in the various healthcare settings.
03.27	Discuss applicable accrediting and regulatory agency patient safety guidelines.
04.0	<b>Documentation:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the principles of medical documentation and report writing. – The student will be able to:
04.01	Discuss applications of technology in healthcare.
04.02	Demonstrate basic computer skills.
04.03	Interpret and utilize information from electronic health records.
04.04	Identify methods of electronic communication to access and distribute data.
04.05	Describe the use and importance of properly written communication and patient care documentation.
04.06	Explain the legal implication of the patient care report.
04.07	Identify the minimum dataset reference patient information and administrative information on the patient care report.
04.08	Understand how to document refusal of care, including legal implications.
04.09	Discuss the implications of the Health Insurance Portability and Accountability Act of 1996 on confidential documentation.
04.10	Describe the special considerations concerning mass casualty incident documentation.
04.11	Demonstrate completion of a patient care report for a medical and trauma patient.
05.0	<b>EMS System Communication:</b> Demonstrate a simple depth, simple breadth of knowledge of the EMS communication system, communication with other health care professionals, and team communication. – The student will be able to:
05.01	Understand the basic principles of the various types of communications equipment used in EMS.
05.02	Describe the use of radio communication and correct radio procedures, including the proper methods of initiating and terminating the radio call/transmission.

05.03	Explain the rationale for providing efficient and effective radio communications and patient reports.
05.04	Identify the essential components of the verbal report and legal aspects that need to be considered.
05.05	Perform an organized and concise radio transmission.
05.06	Perform an organized, concise verbal patient report that would be given to the staff at a receiving facility.
05.07	Perform a brief, organized verbal report that would be given during transfer of care at an incident scene.
06.0	<b>Therapeutic Communication:</b> Demonstrate a simple depth, simple breadth of knowledge of the principles of therapeutic communication. – The student will be able to:
06.01	Describe principles of therapeutic and effective communication with patients.
06.02	Discuss basic speaking and active listening skills.
06.03	Recognize the importance of patient/client educations regarding healthcare.
06.04	Discuss the adjustment of communication strategies to effectively communicate with patients with:
06.04.01	differing age groups
06.04.02	differing developmental stages
06.04.03	special needs
06.04.04	Differing cultures, including language barriers
06.05	Discuss the communication techniques that should be used to interact with the patient, patient family, bystanders, and individuals from other agencies including verbal diffusion and interview techniques.
06.06	Discuss the strategies for interviewing persons in special situations.
06.07	Distinguish between and respond to verbal and non-verbal cues.
06.08	Analyze elements of communication using a sender-receiver/close loop model.
06.09	Exhibit positive non-verbal behaviors.
06.10	Establish proper patient rapport.
07.0	<b>Medical/Legal and Ethics:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of medical legality and ethics. – The student will be able to:
07.01	Discuss the rational, importance, and limitations of patient autonomy.
07.02	Differentiate between expressed, implied and involuntary consent.
07.03	Discuss the methods of obtaining consent and procedures for minors.
07.04	Discuss the issues of abandonment, negligence, false imprisonment and battery and their implications to the EMT.
07.05	Discuss the implications for the EMT in patient refusal of care and/or transport.

07.06	Explain the importance, necessity and legality of patient confidentiality.
07.07	Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or Florida provisions regarding EMS application.
07.08	Discuss State of Florida and Federal special reporting situations including:
07.08.01	abuse
07.08.02	sexual assault
07.08.03	gunshot and knife wounds
07.08.04	communicable disease
07.08.05	animal Bites
07.09	Differentiate between civil tort and criminal actions.
07.10	Discuss the elements of negligence and defenses/protections from liability.
07.11	Discuss the role of the EMT at crime scenes and preservation of evidence.
07.12	Define ethics and morality and discuss their implication for the EMT.
07.13	Discuss Florida legislation such as:
07.13.01	Baker Act (FS 394.451)
07.13.02	Marchman Act (FS 397.601 and FS 397.675)
07.13.03	Emergency Examination and Treatment of Incapacitated Persons Act (FS 401.445)
07.14	Differentiate between the scope of practice and the standard of care as applied to the EMT.
07.15	Discuss the legal concepts and limitations of immunity, including Good Samaritan statutes and governmental immunity.
07.16	Describe the appropriate patient management and care techniques in a refusal of care situation.
07.17	Analyze the relationship between the law, morals and ethics in EMS and the premise that should under lie the EMTs ethical decisions.
07.18	Describe the criteria necessary to honor an advance directive.
07.19	Explain the rationale for the needs, benefits and varying degrees of advance directives.
08.0	<b>Anatomy and Physiology:</b> Demonstrate a fundamental knowledge of the anatomy and function of all human systems to the practice of EMS. – The student will be able to:
08.01	Identify the following topographic terms:
08.01.01	medial
08.01.02	lateral
08.01.03	proximal
08.01.04	distal
08.01.05	superior
08.01.06	inferior
08.01.07	anterior

08.01.08	posterior
08.01.09	midline
08.01.10	right and left
08.01.11	mid-clavicular
08.01.12	bilateral
08.01.13	mid-axillary
08.02	Describe the life support chain, aerobic metabolism, and anaerobic metabolism.
08.03	Define anatomy, physiology, pathophysiology, and homeostasis.
08.04	Identify and describe the anatomical structures and functions of the following:
08.04.01	skeletal system
08.04.02	muscular system
08.04.03	respiratory System
08.04.04	circulatory/ Cardiovascular system
08.04.05	nervous System
08.04.06	integumentary system
08.04.07	digestive system
08.04.08	endocrine system
08.04.09	renal system
08.04.10	reproductive system
08.04.11	lymphatic System
08.05	Explain cellular anatomy and physiology.
08.06	Explain cellular respiration.
08.07	Discuss cell division.
08.08	Describe the different types of muscle tissues including skeletal, smooth and cardiac.
08.09	Name and identify the location of the bones of the axial and appendicular skeleton.
08.10	Describe the classification and types of joints.
08.11	Discuss the mechanisms of breathing including:
08.11.01	mechanical ventilation
08.11.02	pulmonary volumes
08.11.03	dead space
08.11.04	lung compliance
08.12	Explain the diffusion of gases in external and internal respiration.
08.13	Describe oxygen and carbon dioxide transport in the blood.
08.14	Describe nervous and chemical mechanisms that regulate respirations.

08.15	Discuss respiration and acid-base balance.
08.16	Discuss the hemodynamics of blood pressure.
08.17	Discuss the role of nutrition, metabolism and body temperature on body function.
08.18	Describe the causes, advantages and disadvantages of a fever.
08.19	Discuss the hypothalamus functions as the thermostat in the body.
<b>09.0</b>	<b>Medical Terminology:</b> Demonstrate a fundamental knowledge in the use of medical terminology. – The student will be able to:
09.01	Identify medical terminology word parts such as:
09.01.01	root words
09.01.02	prefixes
09.01.03	suffixes
09.01.04	combining forms
09.02	Correctly utilize medical terminology describing each of the following:
09.02.01	body structures
09.02.02	functions
09.02.03	conditions and disorders
09.02.04	body regions
09.02.05	cavities
09.02.06	areas
09.02.07	landmarks
09.03	Correctly use medical abbreviations and symbols.
09.04	Read and understand basic medical documentation in medical records and medical reports.
09.05	Communicate with healthcare professionals utilizing basic medical terminology.
09.06	Explain the rationale for using accepted medical terminology correctly.
<b>10.0</b>	<b>Pathophysiology:</b> Demonstrate a fundamental knowledge of the causes and pathophysiology of shock and the components of resuscitation. – The student will be able to:
10.01	Discuss signs of irreversible death.
10.02	Review the anatomy and physiology of the respiratory and cardiovascular systems.
10.03	Discuss and identify the pathophysiology of respiratory failure and respiratory and cardiac arrest.
10.04	Understand shock, including the pathophysiology, causes, and the signs and symptoms associated with the various types of shock.
10.05	Discuss the variations in the pathophysiology of shock across the life span.

11.0	<b>Life Span Development:</b> Demonstrate a fundamental knowledge of life span development to patient assessment and management. – The student will be able to:
11.01	Describe the major physiologic and psychosocial characteristics across the life span.
12.0	<b>Public Health:</b> Demonstrate a simple knowledge of the principles of illness and injury prevention in emergency care. – The student will be able to:
12.01	Define public health and explain the goal of the public health field.
12.02	Identify the EMS role within the public health field.
12.03	Discuss basic concepts of epidemiology.
12.04	Discuss ways of EMS involvement in injury prevention.
12.05	Identify areas of need for prevention programs in the community.
13.0	<b>Principles of Pharmacology:</b> Demonstrate a simple depth, simple breadth of knowledge of pharmacology, medication safety, and medication types used during an emergency. –The student will be able to:
13.01	Explain the “rights” of medication administration and describe how each one related to EMS.
13.02	Discuss and differentiate the various medication forms and the appropriate routes of administration
13.03	Describe the difference between a generic medication name and trade name, and provide an example of each.
13.04	Discuss the components and elements of a drug profile including:
13.04.01	class
13.04.02	actions
13.04.03	contraindications
13.04.04	side effects
13.04.05	dose
13.04.06	route
13.05	Describe the role of medical direction in medication administration and explain the difference between direct orders (online) and standing orders (off-line).
14.0	<b>Emergency Medications:</b> Demonstrate a fundamental depth, simple breadth of knowledge of emergency medications within the scope of practice of the EMT. – The student will be able to:
14.01	State the following for each medication that can be administered by an EMT as dictated by the State of Florida and local medical direction:
14.01.01	class
14.01.02	generic and trade names
14.01.03	actions
14.01.04	indication
14.01.05	contraindications
14.01.06	complications
14.01.07	routes of administration



14.01.08	side effects
14.01.09	interactions
14.01.10	Doses of medications
14.02	Discuss the forms in which the medications may be found.
14.03	Demonstrate the steps in properly inspecting each type of medication.
14.04	Discuss the difference between administration versus assistance of patient medications.
15.0	<b>Airway Management:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of airway management across the life span within the scope of practice of the EMT. – The student will be able to:
15.01	Review the structures and functions of the respiratory system.
15.02	Describe appropriate airway management for a patient with or without adequate breathing.
15.03	Describe indications for and demonstrate the steps in performing the head-tilt chin-lift and jaw thrust in all age groups.
15.04	Define, identify and describe the following:
15.04.01	tracheostomy
15.04.02	laryngectomy
15.04.03	stoma
15.04.04	tracheostomy tube
15.05	Describe the special considerations in airway management for the pediatric patient.
15.06	Demonstrate the techniques of suctioning.
15.07	Demonstrate relief of FBAO.
15.08	Demonstrate how to insert an oral and nasal -airway adjunct.
15.09	Demonstrate how to insert both esophageal and supra-glottic airways.
16.0	<b>Respirations:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of respiration. – The student will be able to:
16.01	Review the pulmonary ventilation process to include mechanics of ventilation and alveolar ventilation (tidal volumes, dead space, etc.).
16.02	Describe the oxygenation process.
16.03	Explain both external and internal respiration process.
16.04	Discuss the various pathophysiologies of the respiratory system.
16.05	Describe assessment and management for adequate and inadequate respiration, including the use of pulse oximetry and capnography.
16.06	Describe the following regarding supplemental oxygen delivery devices:
16.06.01	indications

16.06.02	contraindications
16.06.03	advantages
16.06.04	disadvantages
16.06.05	complications
16.06.06	liter flow range
16.06.07	concentration of delivered oxygen
16.06.08	procedures
16.06.09	purpose
16.06.10	components
16.07	Review the anatomy and physiology of the respiratory system including:
16.07.01	control of respirations
16.07.02	mechanics of respiration
16.07.03	pulmonary ventilation
16.07.04	oxygenation
16.07.05	mechanical ventilation
16.08	Explain the rationale for providing adequate oxygenation through high inspired oxygen concentrations to patients who, in the past, may have received low concentrations.
16.09	Demonstrate the correct operation of oxygen tanks and regulators.
16.10	Demonstrate the use of high, medium, low, and variable concentration oxygen delivery devices for all age groups.
16.11	Discuss the use of an oxygen humidifier and the requirements needed for its use.
16.12	Discuss the differences between negative pressure and positive pressure ventilation.
17.0	<b>Artificial Ventilations:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of assessment and management utilizing ventilation across the life span. – The student will be able to:
17.01	Demonstrate how to ventilate a patient with a pocket mask.
17.02	Demonstrate the safe and effective ventilation for a patient with a BVM for one or two rescuers using oral-nasal adjuncts with appropriate airway positioning.
17.03	Discuss the signs of adequate and inadequate ventilation using the BVM.
17.04	Describe the steps involved in performing a comprehensive assessment of ventilations.
17.05	Demonstrate how to ventilate a patient with a stoma.
17.06	Demonstrate the use of various devices used in the assessment of supra-glottic airway placement.
17.07	Describe the following for a patient with an automatic transport ventilator (ATV):
17.07.01	indications
17.07.02	contraindications
17.07.03	advantages
17.07.04	disadvantages

	17.07.05	complications
	17.07.06	technique for ventilating
17.08	Describe the following for a patient with a CPAP:	
	17.08.01	indications
	17.08.02	contraindications
	17.08.03	advantages
	17.08.04	disadvantages
	17.08.05	complications
	17.08.06	technique for ventilating
18.0	<b>Scene Size-Up:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of scene management and multiple patient situations. – The student will be able to:	
	18.01	Recognize and describe hazards/potential hazards at the scene.
	18.02	Discuss common mechanisms of injury/nature of illness.
	18.03	Discuss the priority considerations for multiple-patient situations.
	18.04	Explain why it is important for the EMT to anticipate and determine the need for additional or specialized resources.
	18.05	Discuss the importance of continuous scene assessment to ensure safety of the EMS team and the patient.
	18.06	Discuss the minimum standard precautions that should be followed and PPE that should be worn as appropriate.
	18.07	Discuss special considerations for dealing with a violent scene.
	18.08	Explain the rationale for crew members to evaluate scene safety prior to entering.
	18.09	Explain how patient situations affect your evaluation of mechanism of injury or illness.
19.0	<b>Primary Assessment:</b> Demonstrate a fundamental depth, simple breadth of knowledge of the primary assessment for all patient situations. – The student will be able to:	
	19.01	Summarize the elements of a general impression of the patient.
	19.02	Explain the reason for performing a primary assessment.
	19.03	Discuss and demonstrate methods of assessing level of responsiveness using AVPU.
	19.04	Discuss and demonstrate methods of assessing the airway and providing airway care across the life span.
	19.05	Describe and demonstrate methods used for assessing if a patient is breathing across the life span.
	19.06	Differentiate between a patient with adequate and inadequate breathing.
	19.07	Describe and demonstrate the methods used to obtain a pulse across the life span.

19.08	Discuss and demonstrate assessing the patient for external bleeding.
19.09	Describe and demonstrate the assessment and interpretation of skin color, temperature, moisture and capillary refill across the life span.
19.10	Explain the reasons prioritizing a patient for care and transport.
19.11	Describe when it is appropriate to expose the patient completely.
19.12	Differentiate between critical life-threatening, potentially life- threatening, and non-life-threatening patient presentations.
20.0	<b>History-Taking:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the components of history taking. – The student will be able to:
20.01	Determine and investigate the chief complaint.
20.02	Describe components of the patient history.
20.03	Explain the importance of obtaining a SAMPLE and OPQRST history.
20.04	Acknowledge the feelings patients experience during assessment.
20.05	Discuss the value of obtaining a family and social history.
20.06	Describe examples of different techniques the EMT may use to obtain information from patients, family or bystanders during the history taking process.
21.0	<b>Secondary Assessment:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of techniques used for a secondary assessment. – The student will be able to:
21.01	Discuss the components and techniques of the physical exam and skills involved.
21.02	Discuss the indications for performing:
21.02.01	rapid assessment
21.02.02	focused exam
21.02.03	head to toe exam
21.03	Demonstrate:
21.03.01	rapid exam
21.03.02	focused exam
21.03.03	head to toe exam
21.04	Describe and demonstrate the techniques of inspection, palpation, percussion, and auscultation.
21.05	Describe and demonstrate the importance of obtaining a baseline set of vital signs.
21.06	Discuss blood pressure ranges across the life span.
22.0	<b>Monitoring Devices:</b> Demonstrate a simple depth, simple breath of knowledge of monitoring devices within the scope of practice of the EMT. – The student will be able to:

22.01	Describe and demonstrate the purpose, indications, procedure, normal findings, and limitations of the following patient monitoring technologies.
22.01.01	pulse oximetry
22.01.02	glucometry
22.01.03	capnography
22.01.04	noninvasive BP monitoring
22.01.05	thermometry
22.01.06	telemetry
22.02	Demonstrate proper placement of a cardiac monitor and diagnostic ECG leads.
23.0	<b>Reassessment:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of how and when to perform a reassessment for all patient situations. – The student will be able to:
23.01	Describe the components of reassessment and demonstrate the skills involved.
23.02	Discuss the reasons for repeating the primary assessment as part of the reassessment.
23.03	Explain trending assessment components and its value to other health professionals who assume care of the patient.
23.04	Demonstrate the reassessment of patients across the life span.
24.0	<b>Medical Overview:</b> Demonstrate a simple depth, foundation breadth of knowledge of pathophysiology, assessment and management of medical complaints. – The student will be able to:
24.01	Identify factors that complicate patient assessment:
24.01.01	scene safety
24.01.02	environmental factors
24.01.03	chief complaint
24.01.04	EMT preconceptions
24.01.05	distracting injuries
24.01.06	tunnel vision
24.01.07	patient cooperation
24.01.08	EMT attitude
24.02	Discuss forming a field impression and utilizing available information to determine a differential diagnosis.
25.0	<b>Neurology:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of neurologic disorders/emergencies across the life span. – The student will be able to:
25.01	Review the anatomy and physiology of the nervous system.
25.02	Describe the pathophysiology of the following neurologic disorders:
25.02.01	altered mental status
25.02.02	stroke
25.02.03	transient ischemic attack
25.02.04	headache
25.02.05	seizures
25.02.06	syncope

25.03	Discuss and identify the causes, signs and symptoms of ischemic strokes, hemorrhagic strokes, and transient ischemic attacks and their similarities and differences.
25.04	Discuss and demonstrate how to use a stroke scoring system in the assessment of patients with suspected stroke.
25.05	Define and differentiate generalize seizure, partial seizure and status epilepticus and list their possible causes.
25.06	Define and differentiate migraine headache, sinus headache, tension headache and discuss how to distinguish harmless headaches from something more serious.
25.07	Define “altered mental status” and identify the possible causes.
25.08	Describe and demonstrate the assessment and management of the patient with various neurological emergencies in all age groups to include: 25.08.01        strokes 25.08.02        headaches 25.08.03        seizures 25.08.04        altered mental status
25.09	Discuss the transport of the stroke patient to the appropriate treatment center.
26.0	<b>Abdominal and Gastrointestinal Disorder:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of abdominal and gastrointestinal disorders/emergencies across the life span. – The student will be able to:
26.01	Review the basic anatomy and physiology the gastrointestinal, genital and urinary systems.
26.02	Define and describe the pathophysiology of the following abdominal and gastrointestinal disorders: 26.02.01        abdominal pain 26.02.02        acute abdomen 26.02.03        peritonitis 26.02.04        appendicitis 26.02.05        pancreatitis 26.02.06        cholecystitis 26.02.07        gastrointestinal bleeding 26.02.08        esophageal varices 26.02.09        gastroenteritis 26.02.10        ulcers 26.02.11        intestinal obstruction 26.02.12        hernia 26.02.13        abdominal aortic aneurysm
26.03	Identify the signs and symptoms of common GI disorders.
26.04	Describe and demonstrate the assessment and management of the patient with various gastrointestinal emergencies.
26.05	Differentiate between hemorrhagic and non-hemorrhagic abdominal pain.
27.0	<b>Immunology:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of immunology disorders/emergencies across the life span. – The student will be able to:

27.01	Define and differentiate allergic reaction and anaphylaxis.
27.02	Describe the pathophysiology of the following immunology disorders: 27.02.01 allergic reaction 27.02.02 anaphylaxis 27.02.03 anaphylactic shock
27.03	Describe and demonstrate the assessment and management of the patient in all age groups experiencing an allergic or anaphylactic reaction.
27.04	Review the following for the epinephrine auto-injector: 27.04.01 generic and trade names 27.04.02 medication forms 27.04.03 dose 27.04.04 administration 27.04.05 action 27.04.06 contraindications
27.05	Demonstrate the use of epinephrine auto-injector.
27.06	Review the anatomy and physiology of the organs and structures related to anaphylaxis.
27.07	Describe the incidence, morbidity and mortality of anaphylaxis.
27.08	Recognize the signs and symptoms related to anaphylaxis.
27.09	Describe the risk factors for and prevention of anaphylaxis and appropriate patient education.
27.10	Discuss common antigens most frequently associated with anaphylaxis.
27.11	Explain the importance of separating the patient from the allergen when possible.
28.0	<b>Infectious Disease:</b> Demonstrate a simple depth, simple breadth of knowledge of the assessment and management of a patient who may have an infectious disease across the life span. – The student will be able to:
28.01	Discuss the causes of infectious diseases
28.02	Describe the pathophysiology of infectious diseases of significant public health concern.
28.03	Describe and demonstrate the assessment and management of the patient in all age groups experiencing an infectious disease.
28.04	Discuss mandatory notification to State or Federal agencies of various diseases.
28.05	Identify patients with risk factors for infectious disease.
28.06	Explain the principles and practices of infection control in prehospital care.
28.07	Describe and discuss the rationale for the various types of PPE.

28.08	Discuss the proper disposal of contaminated supplies (sharps, gauze sponges, tourniquets, etc.).
28.09	Discuss decontamination of the ambulance and disinfection of patient care equipment, and areas in which care of the patient occurred.
28.10	Describe the actions to take if the EMS provider is exposed to an infectious disease.
28.11	Demonstrate the ability to comply with body substance isolation guidelines.
28.12	Discuss the pathophysiology, risk factors, assessment, and prehospital management of sepsis/systemic inflammatory response syndrome (SIRS)
29.0	<b>Endocrine Disorders:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of endocrine disorders/emergencies across the life span. – The student will be able to:
29.01	Review the anatomy and physiology of the endocrine system and its main function in the body.
29.02	Describe the pathophysiology and signs and symptoms of the following endocrine disorders:
29.02.01	Insulin Dependent Diabetes Mellitus
29.02.02	Non-Insulin Dependent Diabetes Mellitus
29.02.03	Hypoglycemia
29.02.04	Hyperglycemia
29.02.05	Diabetic Ketoacidosis(DKA)
29.02.06	Hyperglycemic Hyperosmolar Non-ketotic Syndrome (HHNS)
29.03	Define and differentiate between Type I and Type II Diabetes.
29.04	Identify and demonstrate the steps in the management of the patient taking diabetic medicine with an altered mental status and a history of diabetes.
29.05	Review the following for oral glucose:
29.05.01	generic and trade names
29.05.02	medication forms
29.05.03	dose
29.05.04	administration
29.05.05	action
29.05.06	contraindications
29.06	Demonstrate the steps of using a glucometer device and administering oral glucose.
29.07	Describe and demonstrate the assessment and the management of the patient experiencing an endocrinologic emergency to include hypo- and hyper-glycemia.
29.08	Discuss the general assessment findings associated with endocrinologic emergencies.
30.0	<b>Psychiatric:</b> Demonstrate a fundamental depth, foundational breadth of knowledge regarding the assessment and management of psychiatric emergencies across the life span. – The student will be able to:
30.01	Differentiate among behavior, psychiatric disorders and behavioral emergencies
30.02	Discuss common psychiatric disorders and behavioral emergencies.



30.03	Discuss the general factors that may cause an alteration in a patient's behavior.
30.04	Discuss the risk factors/signs or symptoms of various psychiatric emergencies to include suicide.
30.05	Manage a behavioral emergency scenario applying knowledge of medical/legal Florida Statutes.
30.06	Describe and demonstrate the assessment and management of the patient experiencing a behavioral or psychiatric emergency.
30.07	Describe the biological, psychosocial, and sociocultural influences on psychiatric disorders.
30.08	Describe the special considerations for the safety of the EMS provider and EMS crew, the patient and bystanders when dealing with behavioral and psychiatric emergencies.
30.09	Describe and demonstrate methods of restraint that may be used in the management of a patient with a behavioral emergency.
30.10	Explain the importance of provider behavior and communication in the care of a patient with a behavioral emergency.
31.0	<b>Cardiovascular:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of cardiovascular emergencies across the life span. – The student will be able to:
31.01	Review the basic anatomy and physiology of the cardiovascular system.
31.02	Describe the pathophysiology and signs and symptoms of the following cardiovascular disorders:
31.02.01	acute coronary syndrome
31.02.02	angina pectoris
31.02.03	thromboembolism
31.02.04	myocardial infarction
31.02.05	hypertensive emergencies
31.02.06	aortic aneurysm/dissection
31.02.07	left and right sided heart failure
31.02.08	cardiogenic shock
31.02.09	cardiac arrest
31.03	Describe and demonstrate the assessment and management of the patient experiencing a cardiac emergency.
31.04	Discuss the indications and contraindications for automated external defibrillation (AED).
31.05	Explain the impact of age and weight on defibrillation.
31.06	Discuss the position of comfort for patients with various cardiac emergencies.
31.07	Explain the rationale for early defibrillation.
31.08	Discuss and differentiate among various types of external defibrillators.
31.09	Discuss and differentiate among the various types of implanted cardiac devices.
31.10	Understand the importance of maintenance and operators check list for AED's.

31.11	Demonstrate the ability to use an AED according to the latest American Heart Association (AHA) guidelines.
31.12	Explain the role medical direction plays in the use of automated external defibrillation.
31.13	Explain the rationale for administering nitroglycerin and ASA to a patient with chest pain or discomfort.
31.14	Demonstrate the assessment and documentation of patient response to the automated external defibrillator.
31.15	Demonstrate the assessment and documentation of patient response to nitroglycerin.
31.16	Discuss the purpose and use of CPR assist devices.
32.0	<b>Toxicology:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of toxicological (poisoning and overdose) emergencies across the life span. – The student will be able to:
32.01	Define and differentiate among toxicology, poisoning, and overdose.
32.02	Describe the pathophysiology and signs and symptoms of the following toxicological emergencies, including but not limited to:
32.02.01	food poisoning
32.02.02	carbon monoxide poisoning
32.02.03	cyanide poisoning
32.02.04	exposure to acid or alkaline substances
32.02.05	exposure to hydrocarbons
32.02.06	methanol ingestion
32.02.07	isopropanol ingestion
32.02.08	ethylene glycol ingestion
32.02.09	exposure to poisonous plants
32.02.10	drug withdrawal
32.02.11	alcoholic syndrome
32.02.12	withdrawal syndrome (including delirium tremens)
32.02.13	illicit drug use
32.02.14	medication overdose
32.02.15	opioid overdose
32.02.16	organa phosphate overdose
32.03	Discuss various ways that toxins enter the body.
32.04	Discuss and demonstrate the assessment and management for the patient with a toxicological emergency.
32.05	Discuss the role of the Poison Control Center with the nationwide contact number 800-222-1222 in the United States.
32.06	Explain the rationale for contacting medical direction early in the prehospital management of a patient with a toxicological emergency.
32.07	Review the following for Narcan (naloxone):
32.07.01	generic and trade names
32.07.02	medication forms
32.07.03	dose

	32.07.04	administration
	32.07.05	action
	32.07.06	contraindications
33.0	<b>Respiratory:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of respiratory disorders/emergencies across the life span – The student will be able to:	
33.01	Review the basic anatomy and physiology of the respiratory system.	
33.02	Describe the pathophysiology and signs and symptoms of the following respiratory disorders:	
	33.02.01	Chronic Obstructive Pulmonary Disease
	33.02.02	Asthma
	33.02.03	Pulmonary Edema
	33.02.04	Spontaneous Pneumothorax
	33.02.05	Hyperventilation Syndrome
	33.02.06	Cystic Fibrosis
	33.02.07	Pulmonary Embolism
	33.02.08	Pneumonia
	33.02.09	Viral Respiratory Infections
	33.02.10	Poisonous Exposures
	33.02.11	Bacterial respiratory infections
33.03	Discuss signs of adequate air exchange.	
33.04	Discuss the signs and symptoms of a patient across the continuum from respiratory distress to failure.	
33.05	Describe and demonstrate the assessment and management of the patient with a respiratory emergency.	
33.06	Review the following for the metered-dose inhalers and small volume nebulizers for medications within the scope of practice of the EMT:	
	33.06.01	generic name
	33.06.02	medication forms
	33.06.03	dose
	33.06.04	administration
	33.06.05	action
	33.06.06	indications
	33.06.07	contraindications
33.07	Describe and demonstrate the steps in facilitating the use of an inhaler and a small volume nebulizer.	
33.08	Differentiate between upper and lower airway obstruction.	
33.09	Demonstrate assessment and interpretation of normal and abnormal lung and breath sounds.	
34.0	<b>Hematology:</b> Demonstrate a simple depth, simple breadth of knowledge of the assessment, and management of hematology disorders across the life span. –The student will be able to:	
34.01	Review the compositions and functions of blood and plasma.	

34.02	Describe the pathophysiology of the following hematology disorders:
34.02.01	Anemia
34.02.02	Sickle Cell Anemia / Sickle Cell Crisis
34.02.03	Hemophilia
34.03	Describe and demonstrate the assessment and the management of the patient with a hematological disorder.
35.0	<b>Genitourinary /Renal:</b> Demonstrate a simple depth, simple breath of knowledge of the assessment and management of genitourinary/ renal emergency across the life span. – The student will be able to:
35.01.01	Review the basic anatomy and physiology of the genitourinary and renal systems.
35.02	Describe the pathophysiology and signs and symptoms of the following genitourinary/ renal disorders:
35.02.01	urinary tract infection
35.02.02	kidney stones
35.02.03	kidney failure
35.03	Discuss the basic principles of kidney dialysis.
35.04	Discuss the recognition and complications of urinary catheters.
35.05	Describe and demonstrate the assessment and management of the patient with a dialysis emergency.
36.0	<b>Gynecology:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of gynecologic emergencies across the life span. – The student will be able to:
36.01	Review the basic anatomy and physiology of the female reproductive system.
36.02	Describe the pathophysiology and signs and symptoms of the following gynecologic disorders and emergencies, including but not limited to:
36.02.01	sexual assault
36.02.02	non-traumatic vaginal bleeding
36.02.03	menstrual pain
36.02.04	ovarian cyst
36.02.05	endometritis
36.02.06	endometriosis
36.02.07	pelvic inflammatory disease
36.02.08	Sexually Transmitted Disease
36.03	Describe and demonstrate the assessment and management of the patient experiencing a gynecologic emergency.
36.04	Describe the assessment and management of a patient who has experienced a sexual assault including the psychosocial impact and assessment findings/presentations.
36.05	Discuss the professional and psychological importance of maintaining a patient's modesty and privacy while still being able to obtain necessary information.
36.06	Discuss the need to provide care for a patient of sexual assault, while still preventing destruction of crime scene information.
37.0	<b>Non-Traumatic Musculoskeletal Disorders:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of non-traumatic fractures across the life span. – The student will be able to:

37.01	Review the basic anatomy and physiology of the musculoskeletal system.
37.02	Describe and demonstrate the assessment and management of the patient in all age groups with a non-traumatic musculoskeletal emergency.
38.0	<b>Diseases of the Eyes, Ears, Nose, and Throat:</b> Demonstrate a simple depth, simple breadth of knowledge of assessment and management of diseases of the Eyes, Ears, Nose, and Throat across the life span –The student will be able to:
38.01	Describe and demonstrate the assessment and management of the patient in all age groups with abnormal conditions affecting the eyes, ears, nose and throat, including epistaxis.
39.0	<b>Shock and Resuscitation:</b> Demonstrate a fundamental knowledge of the causes, pathophysiology, and management of shock and respiratory failure across the life span. – The student will be able to:
39.01	Discuss and identify causes and pathophysiology of the categories of hemorrhage and shock.
39.02	Review causes and pathophysiology of respiratory failure and arrest.
39.03	Review causes and pathophysiology of cardiac failure or arrest.
39.04	Discuss the various types and degrees of shock.
39.05	Discuss post resuscitation management.
39.06	Explain the system components of CPR, the links in the AHA chain of survival and how each relates to patient survival.
39.07	Define and differentiate between compensated and decompensated shock.
39.08	Discuss the importance of teamwork in the successful management of the critical patient.
39.09	Demonstrate how to perform one and two rescuer CPR, adult, child, and infant.
39.10	Demonstrate how to perform rescuer level appropriate defibrillation in an adult, child, and infant patient.
39.11	Demonstrate rapid decision making based on differential field diagnosis of the critical patient with a peri-arrest condition.
39.12	Describe and demonstrate the assessment and management of the patient with hemorrhage and shock.
40.0	<b>Trauma Overview:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment and management of the trauma patient across the life span. – The student will be able to:
40.01	Discuss pathophysiology of the trauma patient.
40.02	Discuss the components of a comprehensive trauma systems and levels of trauma centers.
40.03	Describe the considerations for different transportation modes to a trauma center.
40.04	Discuss the kinematics of blunt and penetrating trauma.
40.05	Discuss and describe significant and non-significant Mechanism of Injury (MOI) and provide examples of each.

40.06	Demonstrate the application of the State of Florida's trauma scorecard methodologies as required in Florida Statute and Florida Administrative Code (F.A.C.).
40.07	Discuss the National Trauma Triage Protocol of injured Patients.
40.08	Discuss forming a field impression and utilizing available information to determine a differential diagnosis.
40.09	Identify the need for rapid intervention transport of the trauma patient.
41.0	<b>Bleeding:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of bleeding across the life span. – The student will be able to:
41.01	Review the anatomy and physiology of the circulatory system.
41.02	Discuss the different types of bleeding and classes of hemorrhage.
41.03	Review signs and symptoms of shock (hypo-perfusion).
41.04	Demonstrate effective hemorrhage control to include application of a tourniquet.
41.05	Review the pathophysiology of hemorrhagic shock.
41.06	Recognize the need for rapid transport for patients that are bleeding and showing signs of shock (hypo-perfusion).
41.07	Describe and demonstrate the assessment and management of a patient with hemorrhagic shock.
41.08	Discuss the possible complications of an improperly applied dressing, bandage, tourniquet, and hemostatic agents.
42.0	<b>Chest Trauma:</b> Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment and management of chest trauma across the life span. –.The student will be able to:
42.01	Review the anatomy and physiology of the thoracic/chest cavity and respiratory system.
42.02	Differentiate between a pneumothorax (open, simple and tension) and hemothorax.
42.03	Discuss the pathophysiology, signs and symptoms, and MOI of myocardial injuries, including the following:
42.03.01	pericardial tamponade
42.03.02	myocardial contusion
42.03.03	myocardial rupture
42.03.04	commotio cordis
42.03.05	aortic shearer
42.04	Discuss the pathophysiology, signs and symptoms, and MOI of specific chest wall injuries, including the following:
42.04.01	rib fracture
42.04.02	flail segment
42.04.03	sternal fracture
42.05	Describe and demonstrate the assessment and management of chest trauma.
43.0	<b>Abdominal and Genitourinary Trauma:</b> Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment

	and management of abdominal and genitourinary trauma across the life span. – The student will be able to:
43.01	Review the anatomy and physiology of the abdominal cavity and genitourinary system.
43.02	Discuss the pathophysiology, signs and symptoms, and MOI for abdominal trauma including hollow and solid injuries.
43.03	Describe and demonstrate the assessment and management of a patient with a suspected abdominal or genitourinary injury/trauma.
44.0	<b>Orthopedic Trauma:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of orthopedic trauma across the life span. – The student will be able to:
44.01	Review the anatomy and physiology of the musculo-skeletal system.
44.02	Discuss pathophysiology, signs and symptoms, and MOI for orthopedic trauma.
44.03	Discuss the different types of orthopedic trauma including fracture classifications.
44.04	Explain the rationale for stabilization of an injured extremity.
44.05	Describe and demonstrate the assessment and management of a patient with a suspected orthopedic trauma.
44.06	Discuss the following management techniques:
44.06.01	heat therapy
44.06.02	cold therapy
44.06.03	splinting
44.07	List the six “P’s” of orthopedic injury assessment.
44.08	Discuss the need for assessment of distal pulses, motor, and sensation before and after splinting.
44.09	Review age-associated changes in the bones.
44.10	Discuss the proper procedures to package an amputated body part for replantation.
44.11	Explain the rationale for splinting at the scene versus load and go.
44.12	Demonstrate the proper use of various splinting materials and devices to include improvised and traction splints.
45.0	<b>Soft Tissue Trauma:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of soft tissue trauma across the life span. – The student will be able to:
45.01	Review anatomy and physiology of the integumentary system to include the layers of the skin.
45.02	Describe the pathophysiology, signs and symptoms, and MOI of soft tissue trauma.
45.03	Describe and demonstrate the assessment and management of various soft tissue injuries.
45.04	Identify types of burn injuries, including:
45.04.01	thermal burn

	45.04.02	chemical burn
	45.04.03	electrical burn
	45.04.04	radiation exposure
45.05	Describe the depth classifications of burn injuries, including:	
	45.05.01	superficial burn
	45.05.02	partial-thickness burn
	45.05.03	full-thickness burn
	45.05.04	other depth classifications
45.06	Describe and demonstrate methods for determining body surface area percentage of a burn injury including the "rule of nines," the "rule of palms," and other methods.	
45.07	Explain how the seriousness of a burn is related to its depth and percent of body surface area (BSA) involved.	
45.08	Review the various management techniques for hemorrhage control.	
45.09	Differentiate among the types of injuries requiring the use of an occlusive versus non- occlusive dressing.	
45.10	Demonstrate the assessment and management of specific burn injuries including:	
	45.10.01	thermal
	45.10.02	inhalation
	45.10.03	chemical
	45.10.04	electrical
	45.10.05	radiation
46.0	<b>Head, Facial, Neck, and Spine Trauma:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of head, facial, neck and spine trauma across the life span. – The student will be able to:	
46.01	Review the anatomy and physiology of the head, face, neck and spine.	
46.02	Describe the pathophysiology, signs and symptoms, and MOI for head, face, neck, and spine trauma.	
46.03	Describe and demonstrate the assessment and management of a patient with the following traumas to the head, face, neck, and spine:	
	46.03.01	penetrating neck trauma
	46.03.02	laryngotracheal injury
	46.03.03	skull fracture
	46.03.04	facial fracture
	46.03.05	eye injury (foreign body)
	46.03.06	dental trauma
46.04	Recognize and manage life threats due to face, head, neck, and spine trauma.	
46.05	Discuss and demonstrate the utilization of the Glasgow Coma Scale.	
47.0	<b>Nervous System Trauma:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of nervous system trauma across the life span. – The student will be able to:	
47.01	Review the anatomy and physiology of the nervous system.	



47.02	Discuss the pathophysiology, signs and symptoms, and MOI for brain and spinal cord trauma.
47.03	Describe and demonstrate the assessment and management of a patient with a brain and/or spinal cord trauma.
47.04	Discuss the rationale and potential complications of spinal motion restriction of the entire spine when a cervical spine injury is suspected.
47.05	Given a scenario, discuss whether or not to remove a helmet prior to transport of a patient.
47.06	Demonstrate various methods for stabilization and removal of a helmet.
47.07	Discuss documentation of assessment before, during, and after spinal motion restriction.
48.0	<b>Special Considerations in Trauma:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment and management of trauma patients with special considerations across the life span. – The student will be able to:
48.01	Review the anatomy and physiology for the following trauma patients:
48.01.01	pregnant
48.01.02	pediatric
48.01.03	geriatric
48.02	Discuss the pathophysiology, signs and symptoms, and MOI of trauma in the following patients:
48.02.01	pregnant
48.02.02	pediatric
48.02.03	geriatric
48.03	Discuss and demonstrate unique assessment and management considerations for the following trauma patients:
48.03.01	pregnant
48.03.02	pediatric
48.03.03	geriatric
48.03.04	cognitively impaired
49.0	<b>Environmental Emergencies:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment and management of environmental emergencies across the life span. – The student will be able to:
49.01	Define drowning and discuss its incidence, risk factors and prevention.
49.02	Discuss the pathophysiology, signs and symptoms, and MOI of the following:
49.02.01	drowning and water related incidents
49.02.02	temperature-related illness
49.02.03	bites and envenomation
49.02.04	dysbarism such as high-altitude injuries
49.02.05	diving injuries
49.02.06	lightning (electrical) injury
49.02.07	high altitude illness
49.02.08	radiation exposure
49.03	Describes and demonstrate the assessment and management for a patient with the following:
49.03.01	drowning and water related incidents
49.03.02	temperature-related illness

49.03.03	bites and envenomation
49.03.04	dysbarism such as high-altitude injuries
49.03.05	diving injuries
49.03.06	lightning (electrical) injury
49.03.07	high altitude illness
49.03.08	radiation exposure
49.04	Discuss the fundamental principles of the gas laws including: Boyle's, Dalton, Henry and Charles.
49.05	Discuss scene management and provider safety considerations for a variety of environmental emergencies.
49.06	Explain the five ways a body can lose heat.
49.07	Discuss potentially life threatening venomous species of insects, spiders and snakes in the U.S.
50.0	<b>Multi-Systems Trauma:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of the pathophysiology, assessment, and management of multi-system trauma and blast injuries across the life span. – The student will be able to:
50.01	Discuss the pathophysiology, signs and symptoms, and MOI of multi-system trauma and blast injuries.
50.02	Describe and demonstrate assessment and management considerations for a patient of multi system trauma and blast injuries.
51.0	<b>Obstetrics:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of management of the obstetric patient within the scope of practice of the EMT. – The student will be able to:
51.01	Identify and describe the anatomical and the physiological changes during pregnancy.
51.02	Define the stages of labor and discuss how to assess them.
51.03	Differentiate between cephalic and abnormal delivery.
51.04	Describe the management of a patient with pre-delivery emergencies.
51.05	Discuss and demonstrate the patient care measures for all stages of labor in a cephalic delivery for the mother and the newborn.
51.06	Describe the management of the mother post-delivery.
51.07	Discuss and demonstrate the patient care measures for all stages of labor in abnormal deliveries for the mother and the newborn.
51.08	Describe the procedures for handling complications of delivery.
51.09	Describe special considerations when meconium is present in amniotic fluid or during delivery.
51.10	Identify the factors that lead to premature birth and low birth weight newborns.
51.11	Demonstrate the procedures for handling complications of pregnancy including pre-eclampsia, eclampsia, and high risk.
52.0	<b>Neonatal Care:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of management of the newborn and neonatal patient within the scope of practice of the EMT. – The student will be able to:

52.01	Discuss and demonstrate assessment and management considerations of a neonate.
52.02	Define the term neonate.
52.03	Describe special patient care considerations of a premature baby.
52.04	Calculate the Apgar score given various newborn situations.
52.05	Discuss the common signs when ventilator assistance is appropriate for a neonate.
52.06	Discuss and demonstrate the steps in resuscitation of a neonate.
52.07	Review the signs of hypovolemia in a newborn.
52.08	Discuss the effects maternal narcotic usage has on the newborn.
52.09	Discuss the management/treatment plan for vomiting in the neonate.
52.10	Discuss the assessment findings associated with common birth injuries in the neonate.
53.0	<b>Pediatrics:</b> Demonstrate a fundamental depth, fundamental breath of knowledge of management of the pediatric patient within the scope of practice of the EMT. – The student will be able to:
53.01	Review the anatomy, physiology and pathophysiology differences of patients.
53.02	Discuss the differences in approaching and assessing patients.
53.03	Discuss and demonstrate assessment and management considerations for Sudden Unexplained Infant Death Syndrome (SUIDS).
53.04	Describe the selection of appropriate airway adjuncts and ventilation devices.
53.05	Discuss complications of improper utilization of airway adjuncts and ventilation devices.
53.06	Describe the common causes, assessment and management of respiratory distress, failure, or arrest.
53.07	Discuss the common causes, assessment and management of hypo-perfusion.
53.08	Discuss the common causes, assessment and management of cardiopulmonary arrest.
53.09	Describe the common causes, assessment and management of altered level of consciousness.
53.10	Describe the common causes, assessment and management of trauma.
53.11	Describe the common causes, assessment and management of neurological emergencies.
53.12	Demonstrate proper technique for administering blow-by oxygen.
53.13	Review proper technique for suctioning.

53.14	Review appropriate use of airway adjuncts and ventilation devices.
53.15	Review age appropriate basic airway clearing maneuvers for a completely obstructed airway.
54.0	<b>Geriatrics:</b> Demonstrate a fundamental depth, foundational breadth of knowledge of management of the geriatric patient within the scope of practice of the EMT. – The student will be able to:
54.01	Define and discuss the term geriatrics.
54.02	Review the anatomy, physiology and pathophysiology of the geriatric patient.
54.03	Discuss common emotional and psychological concerns and conditions of the geriatric patient.
54.04	Discuss the importance of fall prevention with the geriatric patient.
54.05	Describe principles that should be employed when assessing and communicating with the geriatric patient.
54.06	Describe the common causes, assessment, and management of the geriatric patient with a medical, trauma, or psychosocial complaint.
55.0	<b>Patients with Special Challenges:</b> Demonstrate a simple depth, simple breadth of knowledge of the management of the patient with special challenges across the life span. –The student will be able to:
55.01	Discuss the special considerations required when providing emergency care to patients with:
55.01.01	abuse/neglect of vulnerable populations
55.01.02	homelessness
55.01.03	poverty
55.01.04	bariatrics
55.01.05	tech dependent
55.01.06	hospice/terminally ill
55.01.07	tracheostomy
55.01.08	home care
55.01.09	sensory deficit/loss
55.01.10	developmental disability
55.02	Discuss special considerations regarding common medical devices used in the home care of patients with special challenges including:
55.02.01	respiratory devices
55.02.02	cardiac devices
55.02.03	gastro-urinary devices
55.02.04	central & peripheral IV catheters
55.03	Describe home care and the types of patients it serves and the services it encompasses.
55.04	Differentiate between hospice/palliative care and curative care.
55.05	Discuss the role of the EMT as a patient advocate for vulnerable populations.
56.0	<b>Principles of Safely Operating a Ground Ambulance:</b> Demonstrate a simple depth, foundational breadth of knowledge of risks and

responsibilities of transport. – The student will be able to:	
56.01	Discuss the importance of performing regular vehicle and equipment inspection.
56.02	Demonstrate how to perform a daily inspection of an ambulance.
56.03	Review the general provisions of Florida laws relating to the operation of the ambulance.
56.04	Discuss the guidelines for operating an ambulance safety during emergency and non-emergency situation/incident.
56.05	Review considerations that are required for ensuring scene safety, including personal safety, patient safety, and traffic control.
56.06	Review how to clean and disinfect the ambulance and equipment.
57.0	<b>Incident Management:</b> Demonstrate a fundamental depth, fundamental breadth of knowledge of establishing and working within the incident management system. – The student will be able to:
57.01	Discuss the importance of NIMS (National Incidence Management System) and its functional components.
57.02	Discuss unified command and when it is applicable.
57.03	Describe the role of command and the procedures for transfer of command.
57.04	List and describe the functions of the following groups and leaders in ICS as it pertains to EMS incidents:
57.04.01	safety
57.04.02	logistics
57.04.03	rehabilitation
57.04.04	staging,
57.04.05	treatment
57.04.06	triage
57.04.07	transportation
57.04.08	extrication/rescue
57.04.09	morgue
57.04.10	communications
57.05	Discuss the physical and psychological signs of critical incident stress.
58.0	<b>Multiple Casualty Incidents:</b> Demonstrate a simple depth, foundational breadth of knowledge of responding to an emergency during a multiple casualty incident. – The student will be able to:
58.01	Review essential elements of scene size-up when arriving at a potential MCI.
58.02	Describe the role of the rescuers and EMS systems in planning for MCIs and disasters.
58.03	Describe the role of the physician at multiple casualty incidents.
58.04	Define triage and describe the principles of triage.

58.05	Describe the START (simple triage and rapid treatment) and JUMP START method of initial triage.
58.06	Describe techniques used to allocate patients to hospitals and track them.
58.07	Discuss and describe the essential equipment to provide logistical support to MCI operations.
58.08	Describe the role of critical incident stress management during and after MCIs.
58.09	Demonstrate the use of local/regional triage tagging system.
59.0	<b>Air Medical:</b> Demonstrate a simple depth, simple breadth of knowledge of safe air medical operations and criteria for utilizing air medical response. –The student will be able to:
59.01	Describe key scene safety considerations when preparing for a helicopter medivac, including establishing a landing zone and approaching the aircraft.
59.02	Describe the capabilities, protocols, and methods for accessing air medical transport.
59.03	Review the advantages and disadvantages of air medical transport.
59.04	Review the conditions/situations in which air medical transport should be considered.
60.0	<b>Vehicle Extrication:</b> Demonstrate a simple depth, simple breadth of knowledge for safe vehicle extrication and use of simple hand tools. – The student will be able to:
60.01	Describe the role of the EMT in patient rescue and vehicle extrication
60.02	Describe personal and patient safety during vehicle extrication.
60.03	Explain the difference between simple access and complex access in vehicle extrication.
60.04	Discuss patient care consideration related to assisting with rapid extrication, providing emergency care to the trapped patient and removing and transferring a patient.
60.05	Discuss the use of simple hand tools used for vehicle extrication.
60.06	Discuss and describe the hazards and safe practices associated with the following vehicle components:
60.06.01	energy absorbing bumpers
60.06.02	air bag/supplemental restraint systems
60.06.03	catalytic converters and conventional fuel systems
60.06.04	stored energy
60.06.05	hybrid-electric vehicles
60.07	Describe methods for emergency stabilization using rope, cribbing, jacks, spare tire, and come-a-longs for vehicles.
60.08	Describe the electrical hazards commonly found at highway incidents (above and below ground).
60.09	Explain the difference between tempered and safety glass, identify its locations on a vehicle and how to break it safely.
60.10	Explain typical door anatomy and methods to gain access to the patient.

61.0	<b>Hazardous Materials Awareness:</b> Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident. – The student will be able to:
61.01	Identify and describe resources for substance identification, decontamination, and treatment information, including but not limited to the following:
61.01.01	poison control center
61.01.02	medical control
61.01.03	material safety data sheets (MSDS),
61.01.04	reference textbooks
61.01.05	computer databases
61.01.06	Computer-Aided Management of Emergency Operations (CAMEO)
61.01.07	CHEMTREC
61.01.08	technical specialists
61.01.09	Agency for toxic substances and disease registry
61.02	Explain primary and secondary contamination risk.
61.03	Review routes of exposure.
61.04	Discuss how the substance and route of contamination alters triage and decontamination methods.
61.05	Explain the common signs, symptoms, and treatment for the following substances:
61.05.01	corrosives
61.05.02	pesticides
61.05.03	chemical asphyxiants
61.05.04	hydrocarbon solvents
61.06	Identify local facilities and resources capable of treating patients exposed to hazardous materials.
61.07	Determine the appropriate level of PPE by considering the following:
61.07.01	types
61.07.02	application
61.07.03	use and limitations
61.07.04	use of chemical compatibility chart
61.08	Explain specific decontamination procedures.
61.09	Discuss the designated HAZMAT control zones (HOT, WARM, and COLD).
61.10	Discuss an emergency two-step decontamination process.
61.11	Identify DOT Labels, placards and markings that are used to designate HAZMAT materials.
61.12	Demonstrate the ability to use a variety of reference materials to identify a HAZMAT material.
62.0	<b>Mass Casualty Incidents Due to Terrorism and Disaster:</b> Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating on the scene of a natural or man-made disaster. – The student will be able to:

62.01	Describe the role of the EMT on the scene of a natural or man-made disaster.
62.02	Define the different types of terrorism and provide examples of incidents of each.
62.03	Describe the factors related to ensuring situational safety at the site of a disaster and the procedures required.
62.04	Discuss the National Terrorism Advisory System.
62.05	Discuss factors to consider when responding to a terrorist situation.
62.06	Review important actions to take at the scene of a terrorist event such as:
62.06.01	scene safety
62.06.02	personal protection
62.06.03	notification procedures
62.06.04	available resources
62.06.05	working with in the command system
62.07	List and describe the main categories of weapons of mass destruction.
62.08	Discuss the different types of chemical agents and their signs and symptoms.
62.09	Review the treatment and management of patients exposed to various types of chemical agents and radiation.
62.10	Review the different types of radiations and their effect on the human body.
62.11	Discuss the use of a nerve agent antidote kit.



## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

The **Bureau of Fire Standards and Training (BFST) is responsible for** establishing uniform minimum standards for the employment and training of firefighters and volunteer firefighters and for establishing and maintaining firefighting training programs, curricula requirements, and certification of training schools and training school instructors.

The Curriculum Development staff is responsible for the design, implementation, maintenance, evaluation, and revision of job-related curricula for the Bureau of Fire Standards and Training (BFST) approved firefighters and volunteer firefighters, advanced, specialized, and specialized instructor training programs for firefighters.

See the following website for additional information: <http://www.myfloridacfo.com/Division/SFM/BFST/Standards/default.htm>

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student. Access MyCareerShines by visiting: [www.mycareershines.org](http://www.mycareershines.org).

### Career and Technical Student Organization (CTSO)

HOSA: Future Health Professionals and Florida Public Service Association (FPSA) are the inter-curricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Basic Skills**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

## **Additional Resources**

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>