Clinical Objectives

EMS ACADEMY

Columbia State Community College

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EMT/AEMT Skills Competency
[Basically, what they can do.]

Scope	EMT Basic	Advanced EMT
Airway		
NPA/OPA	Yes	Yes
King Airway	No	Yes
Tracheal Suctioning	No	Yes
Packaging and Trauma		
Splinting	Yes	Yes
Packaging	Yes	Yes
Bleeding Control	Yes	Yes
C-Spine Precautions	Yes	Yes
Procedures		
IM/Intranasal	No	Yes
Pediatric I/O	No	Yes
IV Therapy	No	Yes
Pharmacology		
Epi-Pen	Assist Patient Only	Yes
Nitro	Assist Patient Only	Yes
Albuterol	Assist Patient Only	Yes
PO Glucose	Yes	Yes
ASA	Yes	Yes
Nitrous Oxide	No	Yes
D50	No	Yes
Epi IM	No	Yes
Narcan	No	Yes
Glucagon	No	Yes

PARAMEDIC Skills Competency
[What Can Paramedics DO?]

Paramedics can perform a variety of skills and assessments in the clinical setting. To aid in determining what paramedics can do in a clinical setting, please refer to the chart levels on the previous [AEMT Skills Competency] and the following page [Paramedic Program Skills Chart]. Copies of this chart should be posted or readily available for clinical staff review. This chart represents an overview of skills within the scope of a Paramedic. Paramedic interns are required to show competency by progressing through these skill levels in a laboratory and classroom setting and evaluated by Academy Cadre.

Columbia State EMS Academy Paramedic Program Skills Chart [First Semester]

- **All AEMT SKILLS**
- **Obstetrics**
  - Normal vaginal delivery
  - Breech delivery
  - Prolapsed cord
  - Shoulder dystocia
- **Airway**
  - Oral tracheal Intubation
  - Waveform Capnography
  - Suctioning ET
  - CPAP
  - Supraglottic Airway
  - Needle Cricothyrotomy
- **Cardiology**
  - Single Lead ECG recognition
    - Normal Sinus Rhythm
    - Sinus Bradycardia
    - Sinus Tachycardia
    - Atrial Tachycardia
    - AVNRT
    - Atrial Flutter
    - Atrial Fibrillation
    - Junctional rhythms
    - Idioventricular rhythms
    - Ventricular Tachycardia
    - Ventricular Fibrillation
    - Agonal
    - PAC's, PJC's, Ventricular Ectopy
    - AV Blocks [1st, 2nd, 3rd]
    - Paced rhythm
    - Intraventricular Conduction Delays
    - Torsade's De Pointes

*This chart represents an overview of skills within the scope of a paramedic. Paramedic interns are required to show competency by progressing through these skill levels in a laboratory and classroom setting. Inquiry should be made into the intern's competencies in other skills levels to determine their ability.

Columbia State EMS Academy Paramedic Program Skills Chart [Second Semester]

- **Airway**
  - Nasotracheal Intubation
  - Surgical Cricothyrotomy
  - BiPAP, CPAP
- **Cardiology**
  - 12-Lead interpretation
  - STEMI Recognition
  - IVCD with Bundle Branch Blocks
  - ETCO2 monitoring
- **Medications**
  - Adenosine
  - Amiodarone
  - Atropine
  - Atrovent
  - Benadryl
  - D50W
  - Dopamine drip
  - Epinephrine
  - Epinephrine drip
  - Fentanyl
  - Furosemide
  - Glucagon
  - IV drip rate calculation
  - Labetalol
  - Lidocaine
  - Metoprolol
  - Morphine
  - Piggy back infusion
  - Procainamide
  - Solu-Medrol
- **ACLS**
  - Bradycardia algorithms
  - Tachycardia algorithms
  - V Fib/Pulseless V-Tach
  - V-Tach
  - Manual defibrillation and synchronized cardioversion
  - Mega codes
  - ROSC
  - Stroke algorithms
  - Hypothermia Protocol

*This chart represents an overview of skills within the scope of a paramedic. Paramedic interns are required to show competency by progressing through these skill levels in a laboratory and classroom setting.

Columbia State EMS Academy Paramedic Program Skills Chart

[Summer Semester]

- Airway
  - Digital Intubations
  - Auto Transport Ventilations
- **IV**
  - External Jugular Cannulation
- **PALS**
  - Bradycardia algorithms
  - Tachycardia algorithms
  - V Fib / Pulseless V-Tach
  - Mega codes
  - ROSC
  - Stroke algorithms
  - Hypothermia Protocol
  - Pediatric weight-based drug administration
- **PHTLS**
  - Evisceration Management
  - Sucking chest wound management

*This chart represents an overview of skills within the scope of a paramedic. Paramedic interns are required to show competency by progressing through these skill levels in a laboratory and classroom setting. Inquiry should be made into the intern's competencies in other skills levels to determine their ability.

Global Cognitive And Psychomotor Clinical Objectives

Global Cognitive and Psychomotor
Clinical Objectives
EMT STUDENTS

Occupational Health and Safety

- Displaying safety consciousness with patients, self, other personnel, equipment; compliance with infection control principles, including appropriate use of standard precautions and aseptic technique; using proper body mechanics when handling patients and equipment; demonstrating understanding of psychological hazards of emergency/critical care environments of techniques for stress recognition and management.

Assessment

- Perform a basic history and physical examination to identify acute complaints and monitor changes.
- Identify the actual and potential complaints of emergency patients.

Therapeutic communication and cultural competency

- Communicate in a culturally sensitive manner.

Psychomotor Skills

- Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model AND state Scope of Practice at this level.

Airway and Breathing

- Nasopharyngeal airway
- Positive pressure ventilation
- Supplemental oxygen therapy
- Humidifiers
- Partial-rebreather mask
- Venturi mask

Assessment

- Pulse oximetry
- Automatic B/P

Pharmacologic interventions

- Assist patients in taking their own prescribed medications
- Administration of OTC medications with medical oversight
- Oral glucose for hypoglycemia
- Aspirin for chest pain

Medical/Cardiac care

- Mechanical CPR

Trauma care

- Spinal immobilization
    - Cervical collars
    - Seated
    - Longboard
    - Rapid extrication
- Splinting
    - Extremity
    - Traction
    - PASG
- Tourniquet

Professionalism

- Demonstrate professional behavior including: but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time-management, teamwork/diplomacy, respect, patient advocacy, and careful delivery of service.

Decision Making

- Initiates basic interventions based on assessment findings intended to mitigate the emergency and provide limited symptom relief while providing access to definitive care.

Record Keeping

- Report and document assessment data and interventions.

Patient Complaints

- Perform a patient assessment and provide pre-hospital emergency care and transportation for patient complaints: abdominal pain, abuse/neglect, altered mental status/decreased level of consciousness, anxiety, apnea, ataxia, back pain, behavioral emergency, bleeding, cardiac arrest, cardiac rhythm disturbances, chest pain, constipation, cyanosis, dehydration, diarrhea, dizziness/vertigo, dysphasia, dyspnea, edema, eye pain, fatigue, fever, GI bleeding, headache, hematuria, hemoptysis, hypertension, hypotension, joint pain/swelling, multiple trauma, nausea/vomiting, pain, paralysis, pediatric crying/fussiness, poisoning, rash, rectal pain, shock, sore throat, stridor/drooling, syncope, urinary retention, visual disturbances, weakness, and wheezing.

Scene Leadership

- Entry-level EMTs serve as an EMS team member on an emergency call with more experienced personnel in the lead role. EMTs may serve as a BASIC team leader following additional training and/or experience.

Scene Safety

- Ensure the safety of the rescuer and others during an emergency.

Global Cognitive and Psychomotor
Clinical Objectives
AEMT STUDENTS

Assessment

- Perform a basic history and physical examination to identify acute complaints and monitor changes.
- Identify the actual and potential complaints of emergency patients.

Therapeutic communication and cultural competency

- Communicate in a culturally sensitive manner.

Psychomotor skills

Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model AND state Scope of Practice at this level.

Airway and Breathing

- Airways not intended for insertion into the trachea
- Esophageal-tracheal
- Multi-lumen airway

Assessment

- Blood glucose monitor

Pharmacologic interventions

- Establish and maintain peripheral intravenous access
- Establish and maintain intraosseous access in pediatric patient
- Administer (non-medicated) intravenous fluid therapy
- Sublingual nitroglycerin (chest pain)
- Intramuscular epinephrine (anaphylaxis)
- Glucagon (hypoglycemia)
- Intravenous 50% dextrose (hypoglycemia)
- Inhaled beta agonists (wheezing)
- Intravenous narcotic antagonist (narcotic overdose)
- Nitrous oxide (pain)

Professionalism

- Demonstrate professional behavior including: but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time-management, teamwork/diplomacy, respect, patient advocacy, and careful delivery of service.

Decision Making

- Initiates basic interventions based on assessment findings intended to mitigate the emergency and provide limited symptom relief while providing access to definitive care.

Record Keeping

- Report and document assessment data and interventions.

Patient Complaints

- Perform a patient assessment and provide prehospital emergency care and transportation for patient complaints: abdominal pain, abuse/neglect, altered mental status/decreased level of consciousness, anxiety, apnea, ataxia, back pain, behavioral emergency, bleeding, cardiac arrest, cardiac rhythm disturbances, chest pain, constipation, cyanosis, dehydration, diarrhea, dizziness/vertigo, dysphasia, dyspnea, edema, eye pain, fatigue, fever, GI bleeding, headache, hematuria, hemoptysis, hypertension, hypotension, joint pain/swelling, multiple trauma, nausea/vomiting, pain, paralysis, pediatric crying/fussiness, poisoning, rash, rectal pain, shock, sore throat, stridor/drooling, syncope, urinary retention, visual disturbances, weakness, and wheezing.

Scene Leadership

- Serve as an EMS team leader of an emergency call.

Scene Safety

- Ensure the safety of the rescuer and others during an emergency.

Global Cognitive and Psychomotor
Clinical Objectives
PARAMEDIC

Assessment

- Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient.
- Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.
- Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
- Integrate and synthesize the multiple determinants of health and clinical care.
- Perform health screening and referrals.

Therapeutic communication and cultural competency

- Effectively communicate in a manner that is culturally sensitive and intended to improve the patient outcome

Psychomotor skills

- Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model AND state Scope of Practice at this level.

Airway and Breathing

- Oral and nasal endotracheal intubation
- FBAO – direct laryngoscopy
- Percutaneous cricothyrotomy
- Pleural decompression
- BiPAP, CPAP, PEEP
- Chest tube monitoring
- ETCO2 monitoring
- NG/OG tube

Assessment

- ECG interpretation
- 12-lead interpretation
- Blood chemistry analysis [basic]

Pharmacologic interventions

- Intraosseous insertion
- Enteral and parenteral administration of approved prescription medications
- Medications by IV infusion
- Maintain infusion of blood or blood products
- Blood sampling
- Administer physician approved medications
- Manual defibrillation and synchronized cardioversion
- Transcutaneous pacing
- Trauma care
- Morgan lens

Decision Making

- Performs basic and advanced interventions as part of a treatment plan intended to mitigate the emergency, provide symptom relief, and improve the overall health of the patient.
- Evaluates the effectiveness of interventions and modifies treatment plan accordingly.

Record Keeping

- Report and document assessment findings and interventions. Collect and report data to be used for epidemiological and research purposes.

Patient Complaints

- Perform a patient assessment, develop a treatment and disposition plan for patients with the following complains: abdominal pain, abuse/neglect, altered mental status/decreased level of consciousness, anxiety, apnea, ascites, ataxia, back pain, behavioral emergency, bleeding, blood and body fluid exposure, cardiac arrest, cardiac rhythm disturbances, chest pain, congestion, constipation, cough/hiccough, cyanosis, dehydration, dental pain, diarrhea, dizziness/vertigo, dysmenorrhea, dysphasia, dyspnea, dysuria, ear pain, edema, eye pain, fatigue, feeding problems, fever, GI bleeding, headache, hearing disturbance, hematuria, hemoptysis, hypertension, hypotension, incontinence, jaundice, joint pain/swelling, malaise, multiple trauma, nausea/vomiting, pain, paralysis, pediatric crying/fussiness, poisoning, pruritus, rash, rectal pain, red/pink eye, shock, sore throat, stridor/drooling, syncope, tinnitus, tremor, urinary retention, visual disturbances, weakness, and wheezing.

Scene Leadership

- Function as the team leader of a routine, single patient advanced life support emergency call.

Scene Safety

- Ensure the safety of the rescuer and others during an emergency.