



Part I:

Introduction to EMS

EMT Curriculum Correlation Guide

Introduction to EMS

EMT Course Topic	EMT Review Audio Lectures App	Other Resources
	<p>Each segment is like an insightful lecture. If you don't have this app for your class, learn more at http://bit.ly/LCReady-Audio</p>	
Introduction to EMS		Discussion Board Questions (attached below)
Well-being of the EMT	Well-being Audio	Discussion Board Questions (attached below)
Medical-Legal-Ethical	Medical/Legal Audio	Discussion Board Questions (attached below)
Medical Terminology		Medical terminology study cards and review questions in the EMT Review Plus App .
Anatomy and Physiology		Discussion Board Questions (attached below)
Pathophysiology	Pathophysiology Lectures for the EMT (5 audio segments)	Pathophysiology study cards and review questions in the EMT Review Plus App .
Lifespan Development		Discussion Board Questions (attached below)
Lifting and Moving		<p>Preparatory study cards and review questions in the EMT Review Plus App.</p> <p>Discussion Board Questions (attached below)</p>

EMT Discussion Board Questions

Introduction to EMS

Find out which EMS agency responds to your home in an emergency and list it here. What happens if that agency is busy or out on calls? Find out the agency that would respond in their place. How much longer would it take for that ambulance to arrive?

This exercise is designed to make students familiar with their EMS system. Some may have experience already, but others won't. As for the next due ambulance, this introduces the concept of the larger EMS system, mutual aid, and response times.

Well-being of the EMT

The National EMS Memorial Service honors EMS providers killed in the line of duty. For this discussion, go to <http://www.national-ems-memorial.org/honorees/>

And choose five providers who have died in the line of duty. From this please answer the following questions:

1. What was the cause of death for each of the EMS providers you chose?
2. Did you find that the causes of death were what you expected? Why or why not?
3. List one thing you have learned about your own safety from this exercise.

Line of duty deaths may be quite foreign to the EMT student. We don't want to alarm students, but they must be made aware of the dangers that EMS providers face. Students are often surprised at what the causes of death are. When facilitating this discussion, remember that by seeing names and often images of those killed in the line of duty, it makes the concept more real.

EMT Discussion Board Questions

Medical-Legal and Ethical Issues

What do you think the three leading causes of lawsuits against EMS providers are? What things get you sued? List your top three. I will post the top three later in the week.

The three leading causes are ambulance crashes, bad outcomes after patient refusal, and injury to patients (e.g. dropped or tipped stretcher). Ask students how and why they believe these things happen. Ask how they can be prevented.

Ripped from the headlines:
You are driving an ambulance into an intersection. You have your emergency lights activated but not the siren. You have the red light. A vehicle enters the intersection on the green light and there is a collision. An occupant of the car you struck dies. What could happen to you as the driver in this situation?

(Provide a link to the article at some point in the discussion.) [Article Here](#)

Driving an emergency vehicle must be done with due regard to the safety of others. Failing to follow rules (like coming to a full stop at intersections when approaching a red light) can result in lawsuits as well as criminal charges in some cases. This is one of the biggest responsibilities an EMT has.

Lifting and Moving Patients

You are called to a home for a report of “fatigue.” You find a patient who tells you he is “Over 700 pounds...maybe 730 pounds.”

Will your stretcher hold this weight? Check the stretcher in your classroom or look at user’s manuals for common stretchers.

What other considerations will you have to move this patient from the house to the ambulance without injury to the patient or crew?

Most modern stretchers have a weight limit of between 500 and 850 pounds depending on the stretcher and manufacturer. Ask students how a patient that size would fit (or not fit) on the stretcher—and what additional resources would be necessary.

EMT Discussion Board Questions

Lifespan and Development

Rate each statement as true or false. Explain your answer.

1. Elderly patients usually spike high fevers when they get infections.
2. Most young children are cooperative and rational when injured and dealing with EMS.
3. Capillary refill is more accurate in the geriatric population than in children because of the developed and mature circulatory system.
4. After moving from the preschool to school-age and adolescent age groups, children are less fearful about disfigurement.
5. Geriatric patients experience chest pain when they have a heart attack, unlike younger patients who present non-traditionally.

1. False – temperature regulating mechanisms are not efficient in the geriatric population. Infections and even sepsis may not present with a high fever—or a fever at all.
2. False – Kids will be apprehensive when EMS is called for them. It is normal. It will take more time to get a child to warm up and cooperate.
3. False – poor circulation in the geriatric population makes a capillary refill time of up to 4 seconds normal in some geriatric patients.
4. False – as children get older, they think more about what peers think of them. Disfigurement is a major concern as body image is more in the forefront.
5. False – Geriatric patient may present without chest pain when having an MI. Weakness and respiratory distress are more common presentations in a “silent” MI in this population.

Anatomy and Physiology

Share one method you use to help remember bones or organs in the body. It may be a saying or mnemonic or even something silly.

List two bones or structures that you had trouble remembering. Share how you learned or remembered the right ones.

Both these questions are designed to get students to share their experience and insight from studying—and hopefully remembering—anatomy. If one student had an issue, others may as well. Add comments and encouragement (as well as corrections if necessary) to the discussion.

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About the resources in this curriculum guide:



EMT Audio Lecture apps

We have two audio lecture series (EMT and AEMT) as well as a pathophysiology audio series for EMTs and AEMTs. These can help students get the equivalent of an insightful lecture or a solid review to supplement coursework. For details and pricing, visit <http://bit.ly/LCReady-Audio>



EMT Review Plus app

The EMT Review Plus app contains over 1,100 items including study cards, review questions and NREMT-style practice exams, with a rationale for every answer. Critical thinking, medical terminology and pathophysiology are included. For details and pricing, visit <https://bit.ly/EMT-Review-App>



Limmer Education website

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