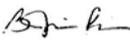




**REQUEST FOR APPROVAL OF CONTINUING EDUCATION HOURS**

<b>APPROVAL REQUESTED FROM:</b>		<input checked="" type="checkbox"/>		<b>STATE OFFICE OF EMS</b>		<b>REGION</b> <input type="checkbox"/>		<b>OFFICE</b>									
<b>TYPE OF COURSE:</b>		<b>LOCAL OPEN</b>		<b>LOCAL CLOSED</b>		<b>REGIONAL</b>		<input checked="" type="checkbox"/> <b>STATE</b>									
<b>COURSE OFFERED:</b>		<b>ONE TIME ONLY</b>		<input checked="" type="checkbox"/>		<b>MULTIPLE TIMES</b>											
<b>COURSE TITLE:</b> Crew Solutions, Inc CE Program				<b>HOURS OF THE COURSE:</b> Varies on-line													
<b>DATE(S) OF THE CONTINUING EDUCATION PROGRAM:</b> Varies on-line																	
<b>LOCATION(S) OF COURSE:</b> <a href="http://www.georgiaemsacademy.com">http://www.georgiaemsacademy.com</a>																	
<b>INSTRUCTOR(S) OF THE COURSE:</b> On-line instruction																	
<b>COURSE OUTLINE/DESCRIPTION (MAY ATTACH A SEPARATE SHEET IF NECESSARY):</b> See attached table for course descriptions and objectives.																	
<b>INTENDED STUDENT LEVEL :</b> (check all that apply)		<b>EMT- BASIC</b>		<input checked="" type="checkbox"/>		<b>EMT-I</b>		<input checked="" type="checkbox"/>		<b>CARDIAC TECH</b>		<input checked="" type="checkbox"/>		<b>PARAMEDIC</b>		<input checked="" type="checkbox"/>	
<b>TEACHING METHOD:</b> (check all that apply)		<b>LECTURE</b>		<input checked="" type="checkbox"/>		<b>MEDIA PRESENTATION</b>		<b>PRACTICAL SKILLS ASSESSMENT</b>									
<b>OTHER NOTES / COMMENTS (SPECIFY):</b>																	
<b>PRINT NAME OF LOCAL EMS MEDICAL DIRECTOR</b>					<b>PRINT NAME OF LOCAL EMS DIRECTOR / TRAINING OFFICER</b>												
<b>SIGNATURE OF LOCAL EMS MEDICAL DIRECTOR</b> n/a					<b>SIGNATURE OF LOCAL EMS DIRECTOR / TRAINING OFFICER</b> n/a												
<b>TESTING METHOD:</b> Written evaluation requiring score of 70% or higher for success.		<b>Licensed EMS personnel are required to obtain and maintain a Certificate of Completion as issued by your organization/agency to include hours awarded for any subcomponents or workshops as described above in order to meet continuing education requirements under Department of Human Resources, Rules and Regulations 290-5-30.</b>															
<b>THIS SECTION FOR STATE OR REGIONAL EMS OFFICE USE ONLY</b>																	
<input checked="" type="checkbox"/> <b>APPROVED FOR (as noted for each) HOURS</b>					<b>CEU PROGRAM ID APPROVAL NUMBER:</b> SOEMS-2007-028-CE												
<input type="checkbox"/> <b>DISALLOWED (see attached reason)</b>					<b>DATE RECEIVED:</b> 5/2/07		<b>DATE REVIEWED:</b> 5/16/07										
<b>SIGNATURE OF STATE OFFICIAL, REGION OFFICE EMS PROGRAM DIRECTOR or TRAINING SPECIALIST:</b> 					<b>DATE SENT BACK TO EMS PROVIDER:</b> 05/18/2007 Expires 05/18/2010												
<b>B. Jeanine Riner, EMS Programs Evaluator</b>																	

**Courses Approved & Hour Assignment by Level**  
**Advanced**

Course Title	Course Description	Course Objectives	CE Hours
Signs and Symptoms Parts 1 & 2	This lesson is designed to increase the Paramedics' differential diagnosis capabilities. Various complaints & syndromes will be discussed as well as conspicuous signs that should clue the Paramedic of more subtle conditions.	<p><b>Cognitive:</b></p> <ol style="list-style-type: none"> <li>1. The student will identify Hippocratic Fingers</li> <li>2. The student will identify Hippocratic Face.</li> <li>3. The student will know various mechanisms, clinical evidence, and special care related to skull fractures.</li> <li>4. The student will identify Battle's Sign.</li> <li>5. The student will know various mechanisms, clinical evidence, and special care related to skull</li> <li>6. The student will know various mechanisms, clinical evidence, and special care related to increased intracranial pressure</li> <li>7. The student will identify Biot's Breathing.</li> <li>8. The student will identify Cushing's' Triad.</li> <li>9. The student will know various mechanisms, clinical evidence, and special care related to cardiac tamponade.</li> <li>10. The student will identify Beck's Triad.</li> <li>11. The student will know various mechanisms, clinical evidence, and special care related to pericarditis.</li> <li>12. The student will identify Ewart's Sign.</li> <li>13. The student will identify Kussmaul's Sign. The student will know various mechanisms, clinical evidence, and special care related to pneumomediastinum.</li> <li>14. The student will identify Hamman's Sign.</li> <li>15. The student will know various mechanisms, clinical evidence, and special care related to pancreatitis.</li> <li>16. The student will identify Cullen's Sign.</li> <li>17. The student will identify Grey-Turner's Sign.</li> <li>18. The student will know various mechanisms, clinical evidence, and special care related to peritonitis.</li> <li>19. The student will identify Kehr's Sign</li> <li>20. The student will know various mechanisms, clinical evidence, and special care related to appendicitis</li> <li>21. The student will identify McBurney's Sign.</li> <li>22. The student will identify Rovsing's Sign.</li> <li>23. The student will know various mechanisms, clinical evidence, and special care related to deep vein thrombosis.</li> <li>24. The student will identify Vinchow's Triad. The student will identify Homan's Sign.</li> <li>25. The student will know various mechanisms, clinical evidence, and special care related to myocardial infarction.</li> <li>26. The student will identify Müller's sign.</li> <li>27. The student will identify Levine's Sign.</li> <li>28. The student will know various mechanisms, clinical evidence, and special care related to aneurysm</li> <li>29. The student will identify Cardelli's Sign.</li> <li>30. The student will know various mechanisms, clinical evidence, and special care related to diabetes.</li> <li>31. The student will identify Kussmaul's Breathing.</li> <li>32. The student will identify Whipple's Triad.</li> <li>33. The student will know various mechanisms, clinical evidence, and special care related to meningitis.</li> <li>34. The student will identify Brudzinski's sign.</li> </ol>	1.5 each part

Drug Dose Calculations Part 1 & 2	This lesson is designed to increase the Paramedics ability to accurately administer medications. A review of math, drug routes, and medication administration basics, and specific application in various scenarios.	<p><b>Affective:</b></p> <ol style="list-style-type: none"> <li>1. The student will become more confident when presented with a drug dose calculation problem.</li> </ol> <p><b>Cognitive:</b></p> <ol style="list-style-type: none"> <li>1. The student will know the basic principle that all mathematical problems are solved.</li> <li>2. The student will remember the mathematical fundamentals taught at an early age (fractions, decimals, percentages, and ratios).</li> <li>3. The student will remember the fundamentals of the metric systems.</li> <li>4. The student will learn and demonstrate an ability to calculate fluid and drug boluses.</li> <li>5. The student will learn and demonstrate an ability to calculate weight dependant fluid and drug boluses.</li> <li>6. The student will learn and demonstrate an ability to calculate weight dependant fluid drip calculations.</li> <li>7. The student will learn how to utilize fractions to 'visually' calculate various weight dependant drip calculations.</li> </ol>	1.5 each part
EKG Review Parts 1 & 2	This lesson is designed to refresh the Paramedics ability to accurately interpret EKG's. The lesson will start with the basics and work through various blocks, tachycardias, and arrhythmias.	<p>During this lecture, the student should learn the following:</p> <ol style="list-style-type: none"> <li>1. Identify structures demonstrable on EKG.</li> <li>2. Recognize a normal EKG.</li> <li>3. Recognize and name the EKG signs of asystole, atrial defibrillation, atrial flutter, bradycardia, premature atrial contractions, premature ventricular contractions, ventricular fibrillation, angina, myocardial infarction, CHF, and COPD seen with cardiopulmonary disease.</li> <li>4. Correlate physical signs and symptoms of cardiopulmonary Disease.</li> </ol>	1.5 each part

**Basic**

<b>Course Title</b>	<b>Course Description</b>	<b>Course Objectives</b>	<b>CE Hours</b>
Respiratory Emergencies Parts 1 & 2	This lesson is designed to review the assessment and treatment of patients complaining of respiratory distress. The lesson further covers specific conditions such as COPD, Asthma, and Pneumonia.	<p><b>COGNITIVE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Identify and describe the function of the structures located in the upper and lower airway</li> <li>2. Discuss the physiology of ventilation and respiration.</li> <li>3. Identify common pathological events that affect the pulmonary system.</li> <li>4. Discuss abnormal assessment findings associated with pulmonary diseases and conditions.</li> <li>5. Compare various airway and ventilation techniques used in the management of pulmonary Review the pharmacological preparations that EMT-Intermediates use for management of respiratory diseases and conditions</li> <li>6. Review the use of equipment used during the physical examination of patients with complaints associated with respiratory diseases and conditions.</li> <li>7. Describe the epidemiology, pathophysiology, assessment findings, and management for the following respiratory diseases and conditions: <ul style="list-style-type: none"> <li>o Bronchial asthma</li> </ul> </li> </ol>	1.5 each part

		<ul style="list-style-type: none"> <li>○ Chronic bronchitis</li> <li>○ Emphysema</li> <li>○ Pneumonia</li> <li>○ Pulmonary edema</li> <li>○ Spontaneous pneumothorax</li> <li>○ Hyperventilation syndrome</li> <li>○ Pulmonary thromboembolism</li> </ul> <p><b>AFFECTIVE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Recognize and value the assessment and treatment of patients with respiratory diseases.</li> <li>2. Indicate appreciation for the critical nature of accurate field impressions of patients with respiratory diseases and conditions</li> </ol>	
<p><b>Cardiovascular Emergencies Parts 1 &amp; 2</b></p>	<p>This lesson is designed to review the assessment and treatment of patients with various cardiac conditions. Specific conditions like MI, HTN, and CHF are explained in detail.</p>	<p><b>AFFECTIVE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Value and defend the sense of urgency necessary to protect the window of opportunity for reperfusion in the patient with chest pain and arrhythmias that may be indicative of angina for myocardial infarction.</li> </ol> <p><b>COGNITIVE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Describe the incidence, morbidity, and mortality of cardiovascular disease.</li> <li>2. Review cardiovascular anatomy and physiology.</li> <li>3. Discuss prevention strategies that may reduce morbidity and mortality of cardiovascular disease.</li> <li>4. Identify the risk factors most predisposing to coronary artery disease.</li> <li>5. Identify and describe the components of assessment as it relates to the patient with cardiovascular compromise.</li> <li>6. Define angina pectoris and myocardial infarction (MI).</li> <li>7. List other clinical conditions that may mimic signs and symptoms of angina pectoris and myocardial infarction.</li> <li>8. List the mechanisms by which an MI may be produced by traumatic and non-traumatic events.</li> <li>9. List and describe the assessment parameters to be evaluated in a patient with chest pain.</li> <li>10. Identify what is meant by the OPQRST of chest pain assessment.</li> <li>11. List and describe the initial assessment parameters to be evaluated in a patient with chest pain that may be myocardial in origin.</li> <li>12. Identify the anticipated clinical presentation of a patient with chest pain that may be angina pectoris or myocardial infarction.</li> <li>13. Describe the pharmacological agents available to the EMT-Intermediate for use in the management of arrhythmias and cardiovascular emergencies.</li> <li>14. Develop, execute, and evaluate a treatment plan based on the field impression for the patient with chest pain that may be indicative of angina or myocardial infarction.</li> <li>15. Define the terms “congestive heart failure” and “pulmonary edema.”</li> <li>16. Define the cardiac and non-cardiac causes and terminology associated with pulmonary edema and pulmonary edema.</li> <li>17. Describe the early and late signs and symptoms of</li> </ol>	<p>1.5 each part</p>

		<p>pulmonary edema.</p> <ol style="list-style-type: none"> <li>18. Define the term "cardiogenic shock."</li> <li>19. Define the term "cardiac arrest."</li> <li>20. Define the term "resuscitation."</li> <li>21. Identify the critical actions necessary in caring for the patient in cardiac arrest.</li> <li>22. Synthesize patient history, assessment findings to form a field impression for the patient with chest pain and cardiac arrhythmias that may be indicative of a cardiac emergency.</li> </ol>	
<p><b>Patient Assessment and Documentation Parts 1 &amp; 2</b></p>	<p>This lesson is designed to review the principles of documentation. The lesson explores the concept of documenting calls based upon the current principles of patient assessment.</p>	<p><b>AFFECTIVE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Advocate among peers the relevance and importance of properly completed documentation.</li> <li>2. Resolve the common negative attitudes toward the task of documentation.</li> </ol> <p><b>COGNITIVE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Identify the general principles regarding the importance of EMS documentation and ways in which documents are used.</li> <li>2. Recite appropriate and accurate medical abbreviations and acronyms.</li> <li>3. Analyze the documentation for accuracy and completeness, including spelling.</li> <li>4. Identify and eliminate extraneous or nonprofessional information.</li> <li>5. Describe the differences between subjective and objective elements of documentation.</li> <li>6. Evaluate a finished document for errors and omissions.</li> <li>7. Evaluate a finished document for proper use and spelling of abbreviations and acronyms.</li> <li>8. Describe the potential consequences of illegible, incomplete, or inaccurate documentation.</li> <li>9. Describe the special considerations concerning patient refusal of transport.</li> <li>10. Record pertinent information using a consistent narrative format.</li> <li>11. Explain how to properly record direct patient or bystander comments.</li> <li>12. Describe the special considerations concerning mass casualty incident documentation.</li> <li>13. Apply the principles of documentation to computer charting, as access to this technology becomes available.</li> <li>14. Identify and record the pertinent, reportable clinical data of each patient interaction.</li> <li>15. Note and record "pertinent negative" clinical findings.</li> <li>16. Correct errors and omissions using proper procedures as defined under local protocol.</li> <li>17. Assume responsibility for self-assessment of all documentation.</li> <li>18. Demonstrate proper completion of an EMS event record used locally.</li> </ol>	<p>1.5 each part</p>

**All**

<b>Course Title</b>	<b>Course Description</b>	<b>Course Objectives</b>	<b>CE</b>
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			<b>Hours</b>
Driver Training Parts 1 & 2	This course will be designed to reinforce the importance of responsible driving and instruct the student on the rules of the road, common driving situations, appropriate braking distances, driving with patients in the back of the ambulance, and driving in adverse conditions.	<p data-bbox="609 128 714 157">Affective</p> <ol data-bbox="657 199 1372 619" style="list-style-type: none"> <li>1. The student will understand the importance of inspecting and maintaining his/her ambulance</li> <li>2. The student will understand the importance of following Georgia State Law when driving an emergency vehicle</li> <li>3. The student will understand the importance of observing warning signs and following speed restrictions when proceeding through construction zones.</li> <li>4. The student will understand the importance of observing posted speed limits other traffic restrictions when proceeding through pedestrian areas</li> <li>5. The student will understand the importance of using caution when backing the vehicle onto a ramp or alley.</li> <li>6. The student will understand the importance of keeping your crew and passengers in mind when braking</li> </ol> <p data-bbox="609 661 722 690">Cognitive</p> <ol data-bbox="657 732 1388 1971" style="list-style-type: none"> <li>1. The student will be able to recite the steps of a proper vehicle inspection</li> <li>2. The student will be able to recall Georgia State Law 40-6-706 Vehicles approaching or entering intersection</li> <li>3. The student will be able to recall Georgia State Law 40-6-71 Vehicle turning left</li> <li>4. The student will be able to recall Georgia State Law 40-6-74. Operation of vehicles on approach of authorized emergency vehicles</li> <li>5. The student will be able to recall Georgia State Law 40-6-75. Highway construction and maintenance personnel and vehicles</li> <li>6. The student will be able to recall Georgia State Law 40-6-73. Entering or crossing roadway</li> <li>7. The student will be able to recall Georgia State Law 40-6-41. Passing vehicles proceeding in opposite directions</li> <li>8. The student will be able to recall Georgia State Law 40-6-40. Vehicles to drive on right side of roadway; exceptions</li> <li>9. The student will be able to recall Georgia State Law 31-11-7. Exercise of emergency vehicle privileges by ambulance drivers</li> <li>10. The student will be able to recall Georgia State Law 40-6-6. Authorized emergency vehicles</li> <li>11. The student will be able to recall various statistics related to pedestrian deaths in the State of Georgia</li> <li>12. The student will be able to recall different strategies when driving in inclement weather conditions</li> <li>13. The student will be able to recall statistics that describe deer related accidents</li> <li>14. The student will be able to describe how a braking system works and various types of braking systems installed on ambulances</li> <li>15. The student will be able to describe various dynamics associated with braking</li> <li>16. The student will describe the different components of a braking system</li> <li>17. The student will be able to describe various passenger restraint devices commonly found in automobiles</li> <li>18. The student will be able to describe the components of an airbag system.</li> <li>19. The student will be able to recall various devices utilized</li> </ol>	1.5 each part

		<p>to secure an infant or child in an automobile</p> <ol style="list-style-type: none"> <li>20. The student will be able to describe the components of a LATCH system</li> <li>21. The student will be able to recall the different restraint devices used for various age groups</li> </ol>	
<p>Infection Control Parts 1 &amp; 2</p>	<p>This course will be designed to reinforce the importance of universal precautions, and instruct the student on how to take universal precautions and the necessary equipment involved. The course will discuss proper cleaning of the vehicle and maintenance.</p>	<p>Affective</p> <ol style="list-style-type: none"> <li>1. The student will appreciate the importance of practicing Universal Precautions.</li> <li>2. The student will appreciate the importance of minimizing needle stick contractions.</li> <li>3. The student will appreciate the importance of routinely and ritualistically cleaning his/her ambulance.</li> <li>4. The student will be able to visualize what a pandemic would be like in the State of Georgia based on the 1918 Spanish Flu.</li> <li>5. The student will understand the importance of keeping track and staying current with vaccinations.</li> </ol> <p>Cognitive</p> <ol style="list-style-type: none"> <li>1. The student will be able to recall 5 different routes of contraction</li> <li>2. The student will be able to recall various risk reducing strategies associated with the 5 listed routes of contraction.</li> <li>3. The student will be able to recall the purpose and function of the immune system.</li> <li>4. The student will be able to recall 4 different blood borne pathogens and be able to define various risk reducing strategies associated with them.</li> <li>5. The student will be able to recall 4 different airborne pathogens and be able to define various risk reducing strategies associated with them.</li> <li>6. The student will be able to recall 2 notorious vector borne pathogens and be able to define various risk reducing strategies associated with them.</li> <li>7. The student will be able to recall a simplified, more functional definition of Universal Precautions.</li> <li>8. The student will know how to apply the doctrine of Universal Precautions in the pre hospital environment.</li> <li>9. The student will know what equipment should be used to apply the doctrine of Universal Precautions.</li> <li>10. The student will recall various strategies to reduce pre hospital needlestick exposures.</li> <li>11. The student will recall data from scientific study that describes how bacteria and virus' colonize ambulances.</li> <li>12. The student will recall various strategies for cleaning his/her ambulance.</li> <li>13. The student will recall events of the 1918 Spanish Flu as it made its' way through Georgia.</li> <li>14. The student will recall vaccinations and their schedules as recommended by the Centers For Disease Control &amp; Prevention.</li> <li>15. The student will recall various diseases of childhood and understand the risks they place for adults who contract those diseases</li> </ol>	<p>1.5 each part</p>
<p>Incident Command</p>	<p>This course will describe the Incident</p>	<p>Affective:</p> <ol style="list-style-type: none"> <li>1. The student will appreciate the history of the incident command</li> </ol>	<p>1.5 each part</p>

<p>System Parts 1 &amp; 2</p>	<p>Command System and NIMS. The material will be focused on EMS activities and Incident Command System. Mass Casualty Incidents will also be discussed.</p>	<p>system.</p> <ol style="list-style-type: none"> <li>2. The student will appreciate the importance of using 'plain speech' communication.</li> <li>3. The student will appreciate the importance of using predefined terms to describe objects, functions, positions, and personnel in order to promote good communication.</li> <li>4. The student will understand the importance of keeping personnel assignments within a reasonable 'span of control'</li> </ol> <p>Cognitive:</p> <ol style="list-style-type: none"> <li>1. The student will describe the purpose of the incident command system.</li> <li>2. The student will describe the mandates of Homeland Security Presidential Directive 5: Management of Domestic Incidents (HSPD-5).</li> <li>3. The student will describe the mandates of Homeland Security Presidential Directive 8: National Preparedness (HSPD-8).</li> <li>4. The student will describe purpose and anatomy of the National Incident Management System.</li> <li>5. The student will describe purpose and anatomy of the National Response Plan.</li> <li>6. The student will describe the management principle of management by objectives.</li> <li>7. The student will describe the function and personnel assigned to various sections (operations, planning, logistics, and finance).</li> <li>8. The student will describe the function, role, and structure of ICS facilities.</li> <li>9. The student will describe the function, personnel, and structure of the operations sector.</li> <li>10. The student will describe the function, personnel, and structure of the planning sector.</li> <li>11. The student will describe the function, personnel, and structure of the logistics sector.</li> <li>12. The student will describe the function, personnel, and structure of the finance sector.</li> <li>13. The student will recite terms associated with the incident command system.</li> </ol>	
<p>Prescribed Medications Parts 1 &amp; 2</p>	<p>This course will be an introduction to medications commonly prescribed to EMS patients. The lecture will present these medications by condition type.</p>	<p><b>Affective</b></p> <ol style="list-style-type: none"> <li>1. The student will appreciate the benefits of having some knowledge of pharmacology when interacting with patients.</li> </ol> <p><b>Cognitive</b></p> <ol style="list-style-type: none"> <li>1. The student will recite the different drug routes.</li> <li>2. The student will recall the basics of the metric system.</li> <li>3. The student will be able to identify drugs associated with the treatment of hypertension.</li> <li>4. The student will be able to identify drugs associated with the treatment of high cholesterol.</li> <li>5. The student will be able to identify drugs associated with the treatment of cardiac arrhythmias.</li> <li>6. The student will be able to identify drugs associated with the treatment of coronary artery disease.</li> <li>7. The student will be able to identify medical procedures associated with the treatment of coronary artery disease.</li> <li>8. The student will be able to identify drugs associated with the treatment of thyroid diseases.</li> <li>9. The student will be able to identify medical procedures</li> </ol>	<p>1.5 each part</p>

		<p>associated with the treatment of thyroid diseases.</p> <ol style="list-style-type: none"> <li>10. The student will be able to identify drugs associated with the treatment of psychiatric disorders.</li> <li>11. The student will be able to identify drugs associated with the treatment of infection.</li> <li>12. The student will be able to identify drugs associated with the treatment of asthma and COPD.</li> <li>13. The student will be able to identify medical procedures associated with the treatment of asthma and COPD.</li> <li>14. The student will be able to identify drugs associated with the treatment of contagious disease.</li> <li>15. The student will be able to identify devices associated with the oxygen treatment.</li> <li>16. The student will be able to identify illegal street drugs.</li> <li>17. The student will be able to identify drugs associated with the treatment of diabetes.</li> </ol>	
Hazardous Materials Awareness Parts 1, 2, & 3	This lecture will be a condensed version of Hazardous Materials Awareness developed by NFPA.	<p>Affective:</p> <ol style="list-style-type: none"> <li>1. The student will appreciate the dangers associated with hazardous materials and be more aware of its' presence in the everyday surroundings.</li> </ol> <p>Cognitive:</p> <ol style="list-style-type: none"> <li>1. The student will display knowledge of legislation related to the packaging, transport, and labeling of hazardous materials.</li> <li>2. The student will display knowledge of legislation related to work environments.</li> <li>3. The student will display knowledge of legislation related to environmental issues.</li> <li>4. The student will recite the key players involved in hazardous materials regulations.</li> <li>5. The student will be able to identify placards and other labeling systems associated with hazardous materials.</li> <li>6. The student will know the purpose and function of the Emergency Response Guidebook.</li> <li>7. The student will be able to identify various vulnerabilities to terrorist attack related to the storage of hazardous materials.</li> <li>8. The student will know the routes of toxic exposures.</li> <li>9. The student will recite steps that can be taken to reduce exposure and personal risk associated with hazardous materials.</li> </ol>	Part 1-1.5 Part 2-1.5 Part 3-1.0
Weapons of Mass Destruction Parts 1 & 2	This course will cover the threats, methods, and perpetrators who would utilize WMD to destroy America and our way of life.	<p>Affective:</p> <ol style="list-style-type: none"> <li>1. The student will appreciate the motivations of terrorist groups.</li> <li>2. The student will appreciate the threat of terrorism in the United States.</li> <li>3. The student will appreciate that preventing terrorism on American soil is everybody's job.</li> </ol> <p>Cognitive:</p> <ol style="list-style-type: none"> <li>1. The student will know the various motivations of terrorist groups.</li> <li>2. The student will know various mechanisms of a terrorist</li> </ol>	1.5 each part

		<p>attack.</p> <ol style="list-style-type: none"> <li>3. The student will know the appropriate steps when arriving at the scene of a possible terrorist attack.</li> <li>4. The student will explain various techniques to shield self/community from various mechanisms of terrorism</li> <li>5. The student will know the role of the incident command system in a terrorist attack.</li> <li>6. The student will recite the steps utilized in the incident analysis process.</li> <li>7. The student will understand the process involved in notifying local, state, and federal agencies toward the mitigation of a terrorist incident.</li> <li>8. The student will recite the major precepts of Presidential Decision Directive 39.</li> <li>9. The student will recite terms and their definitions associated with weapons of mass destruction.</li> <li>10. The student will recite ways to improve the security of the transportation of hazardous materials.</li> <li>11. The student will know of terrorist attacks as they occurred around the world in the years prior to September 11, 2001.</li> </ol>	
<p>Obstetrical Emergencies Parts 1 &amp; 2</p>	<p>This lecture will discuss vertex delivery as well as abnormal deliveries. Delivery emergencies as well as neonatal resuscitation will also be covered.</p>	<ol style="list-style-type: none"> <li>1. Review the anatomic structures and physiology of the reproductive system.</li> <li>2. Identify the normal events of pregnancy.</li> <li>3. Describe how to assess an obstetrical patient.</li> <li>4. Identify the stages of labor and the EMT-Intermediate's role in each stage.</li> <li>5. Differentiate between normal and abnormal delivery.</li> <li>6. Identify and describe complications associated with pregnancy and delivery.</li> <li>7. Identify predelivery emergencies.</li> <li>8. State indications of an imminent delivery.</li> <li>9. Differentiate the management of a patient with predelivery emergencies from a normal delivery.</li> <li>10. State the steps in the predelivery preparation of the mother.</li> <li>11. State the steps to assist in the delivery of a newborn.</li> <li>12. Describe how to care for the newborn.</li> <li>13. Describe how and when to cut the umbilical cord.</li> <li>14. Discuss the steps in the delivery of the placenta.</li> <li>15. Describe the management of the mother post-delivery.</li> <li>16. Describe the procedures for handling abnormal deliveries.</li> <li>17. Describe the procedures for handling complications of pregnancy.</li> <li>18. Describe the procedures for handling maternal complications of labor.</li> <li>19. Describe special considerations when meconium is present in amniotic fluid or during delivery.</li> <li>20. Define the term newborn.</li> <li>21. Define the term neonate.</li> <li>22. Identify important antepartum factors that can affect childbirth.</li> <li>23. Identify important intrapartum factors that can term the newborn high risk.</li> <li>24. Identify the primary signs utilized for evaluating a newborn during resuscitation.</li> <li>25. Formulate an appropriate treatment plan for providing initial care to a newborn</li> <li>26. Identify the appropriate use of the APGAR score in caring for a newborn.</li> <li>27. Calculate the APGAR score given various newborn situations.</li> </ol>	<p>1.5 each part</p>

		<ol style="list-style-type: none"> <li>28. Determine when ventilatory assistance is appropriate for a newborn.</li> <li>29. Prepare appropriate ventilation equipment, adjuncts and technique for a newborn.</li> <li>30. Determine when chest compressions are appropriate for a newborn.</li> <li>31. Discuss appropriate chest compression techniques for a newborn.</li> <li>32. Reassess a patient following chest compressions and ventilations.</li> <li>33. Determine when blow-by oxygen delivery is appropriate for a newborn.</li> <li>34. Assess patient improvement due to assisted ventilations.</li> <li>35. Discuss the initial steps in resuscitation of a newborn.</li> <li>36. Assess patient improvement due to blow-by oxygen delivery.</li> <li>37. Discuss appropriate transport guidelines for a newborn.</li> <li>38. Describe the epidemiology, including the incidence, morbidity/ mortality and risk factors for meconium aspiration in the neonate.</li> <li>39. Discuss the assessment findings associated with meconium aspiration in the neonate.</li> <li>40. Discuss the management/ treatment plan for meconium aspiration in the neonate.</li> <li>41. Describe the epidemiology, including the incidence, morbidity/ mortality and risk factors for bradycardia in the neonate.</li> <li>42. Discuss the pathophysiology of bradycardia in the neonate.</li> <li>43. Discuss the assessment findings associated with bradycardia in the neonate.</li> <li>44. Discuss the management/ treatment plan for bradycardia in the neonate.</li> <li>45. Describe the epidemiology, including the incidence, morbidity/ mortality, and risk factors for respiratory distress/ cyanosis in the neonate.</li> <li>46. Discuss the pathophysiology of respiratory distress/ cyanosis in the neonate.</li> <li>47. Discuss the assessment findings associated with respiratory distress/ cyanosis in the neonate.</li> <li>48. 6-2.31 Discuss the management/ treatment plan for respiratory distress/ cyanosis in the neonate.</li> <li>49. Describe the epidemiology, including the incidence, morbidity/ mortality, and risk factors for hypothermia in the neonate</li> <li>50. Discuss the pathophysiology of hypothermia in the neonate.</li> <li>51. Discuss the assessment findings associated with hypothermia in the neonate.</li> <li>52. Discuss the management/ treatment plan for hypothermia in the neonate.</li> <li>53. Describe the epidemiology, including the incidence, morbidity/ mortality, and risk factors for cardiac arrest in the neonate.</li> <li>54. Discuss the pathophysiology of cardiac arrest in the neonate.</li> <li>55. Discuss the assessment findings associated with cardiac arrest in the neonate.</li> <li>56. Discuss the management/ treatment plan for cardiac arrest in the neonate.</li> </ol>	
Pediatrics	This lecture will discuss	1. Identify anatomy and physiology characteristics of infants	1.5 each

<p>Parts 1 &amp; 2</p>	<p>pediatric trauma, diseases of childhood, febrile seizures, ALTE, juvenile DM</p>	<p>and children.</p> <ol style="list-style-type: none"> <li>2. Describe techniques for successful assessment of infants and children.</li> <li>3. Identify the common responses of families to acute illness and injury of an infant or child.</li> <li>4. Describe techniques for successful interaction with families of acutely ill or injured infants and children.</li> <li>5. Outline differences in adult and childhood anatomy and physiology.</li> <li>6. Discuss pediatric patient assessment.</li> <li>7. Identify "normal" age group related vital signs.</li> <li>8. Discuss the appropriate equipment utilized to obtain pediatric vital signs.</li> <li>9. Discuss appropriate ventilation devices for infants and children.</li> <li>10. Discuss appropriate endotracheal intubation equipment for infants and children.</li> <li>11. Identify complications of improper endotracheal intubation procedure in infants and children.</li> <li>12. Define respiratory distress.</li> <li>13. Define respiratory failure.</li> <li>14. Define respiratory arrest.</li> <li>15. Describe the epidemiology, including the incidence, morbidity/ mortality, risk factors and prevention strategies for respiratory distress/ failure in infants and children.</li> <li>16. Discuss the pathophysiology of respiratory distress/ failure in infants and children.</li> <li>17. Discuss the assessment findings associated with respiratory distress/ failure in infants and children.</li> <li>18. Discuss the management/ treatment plan for respiratory distress/ failure in infants and children.</li> <li>19. List the indications for gastric decompression for infants and children.</li> <li>20. Differentiate between upper and lower airway obstruction.</li> <li>21. Discuss the assessment findings associated with croup in infants and children.</li> <li>22. Discuss the management/ treatment plan for croup in infants and children.</li> <li>23. Describe the epidemiology, including the incidence, morbidity/ mortality, risk factors and prevention strategies for foreign body aspiration in infants and children.</li> <li>24. Discuss the pathophysiology of foreign body aspiration in infants and children.</li> <li>25. Discuss the assessment findings associated with foreign body aspiration in infants and children.</li> <li>26. Discuss the management/ treatment plan for foreign body aspiration in infants and children.</li> <li>27. Describe the epidemiology, including the incidence, morbidity/ mortality, risk factors and prevention strategies for epiglottitis in infants and children.</li> <li>28. Discuss the pathophysiology of epiglottitis in infants and children.</li> <li>29. Discuss the assessment findings associated with epiglottitis in infants and children.</li> <li>30. Discuss the management/ treatment plan for epiglottitis in infants and children.</li> <li>31. Describe the epidemiology, including the incidence, morbidity/ mortality, risk factors and prevention strategies for asthma/bronchiolitis in infants and children.</li> <li>32. Discuss the pathophysiology of asthma/bronchiolitis in infants and children.</li> <li>33. Discuss the assessment findings associated with</li> </ol>	<p>part</p>
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		<p>asthma/bronchiolitis in infants and children.</p> <ol style="list-style-type: none"> <li>34. Discuss the management/ treatment plan for asthma/bronchiolitis in infants and children.</li> <li>35. Describe the epidemiology, including the incidence, morbidity/ mortality, risk factors and prevention strategies for pneumonia in infants and children.</li> <li>36. Describe the epidemiology, including the incidence, morbidity/ mortality, risk factors and prevention strategies for foreign body lower airway obstruction in infants and children.</li> <li>37. Discuss the pathophysiology of foreign body lower airway obstruction in infants and children.</li> <li>38. Discuss the assessment findings associated with foreign body lower airway obstruction in infants and children</li> <li>39. Discuss the management/ treatment plan for foreign body lower airway obstruction in infants and children.</li> <li>40. Discuss the common causes of shock in infants and children.</li> <li>41. Evaluate the severity of shock in infants and children.</li> <li>42. Describe the epidemiology, including the incidence, morbidity/ mortality, risk factors and prevention strategies for shock in infants and children.</li> <li>43. Discuss the pathophysiology of shock in infants and children.</li> <li>44. Discuss the assessment findings associated with shock in infants and children.</li> <li>45. Discuss the management/ treatment plan for shock in infants and children.</li> <li>46. Discuss the management/ treatment plan for seizures in infants and children.</li> <li>47. Describe the epidemiology, including the incidence, morbidity/ mortality, risk factors and prevention strategies for hyperglycemia in infants and children.</li> <li>48. Discuss the pathophysiology of hyperglycemia in infants and children.</li> </ol>	
<p>Fly or Die Parts 1 &amp; 2</p>	<p>This lecture will discuss the ins and outs of aero medical evacuation. The lesson will include who to fly, who not to fly, who to call, when to call, and where to go.</p>	<p><b>Affective:</b></p> <ol style="list-style-type: none"> <li>1. The student will appreciate the cost benefit of medical air transport to the trauma system.</li> <li>2. The student will appreciate the advantages to the patient who is transported by a medical air transport agency.</li> </ol> <p><b>Cognitive:</b></p> <ol style="list-style-type: none"> <li>1. The student will know a brief history of medical air transport.</li> <li>2. The student will know the components of the trauma system.</li> <li>3. The student will know the trauma system levels.</li> <li>4. The student will know what medical air transport agencies operate in Georgia.</li> <li>5. The student will know what trauma centers have facilities to accept a medical air transport.</li> <li>6. The student will be able to differentiate between helicopters commonly used by medical air transport agencies.</li> <li>7. The student will know which types of patients are transported via air medical transport.</li> <li>8. The student will know how to set up and administer a</li> </ol>	<p>1.5 each part</p>

		<p>landing zone.</p> <ol style="list-style-type: none"> <li>9. The student will know what to do when the helicopter lands.</li> <li>10. The student will know the most appropriate time to request air medical transport.</li> </ol>	
Trauma In Georgia	<p>This lesson is designed to introduce the EMT or Paramedic to the Georgia Trauma System and advise on how to utilize the system. The lesson covers patient assessment, and special trauma categories (TBI, Burns).</p>	<p><b>Affective:</b></p> <ol style="list-style-type: none"> <li>1. The student will appreciate the medical advances made by trauma centers around the country.</li> </ol> <p><b>Cognitive:</b></p> <ol style="list-style-type: none"> <li>1. The student will understand the burden that trauma places on Americans.</li> <li>2. The student will understand the importance of data collection in the operation of trauma system.</li> <li>3. The student will review the precepts of patient assessment.</li> <li>4. The student will know how to utilize the individual assessments of a patient assessment to rapidly identify and treat life-threatening conditions.</li> <li>5. The student will classify various patients in terms of trauma triage criteria.</li> <li>6. The students will know the various members of the trauma team.</li> <li>7. The student will know how to communicate with the trauma team.</li> <li>8. The student will define the term diversion.</li> <li>9. The student will know which patients should always be transported to the closest facilities.</li> <li>10. The student will know the locations of Georgia's two burn centers.</li> <li>11. The student will know which patients should always be transported to the closest burn center.</li> <li>12. The student will know how to calculate burn total body surface area.</li> <li>13. The student will understand various complexities associated with interfacility transports.</li> <li>14. The student will define the term traumatic brain injury.</li> <li>15. The student will know how to treat a traumatic brain injury and to which facilities they should be transported.</li> </ol>	1.5 each part