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Fall 2008

PROGRAM CONCENTRATION: Healthcare Science
CAREER PATHWAY: Therapeutic Services –
Emergency Services
COURSE TITLE: Emergency Medicine Internship

PREREQUISITES: Introduction to Healthcare Science, Emergency and
Disaster Preparedness, Concepts of Emergency Medicine

This internship focuses on the development of emergency medicine skills. The recommended course length is 150 contact hours with content focus areas indicated in the internship performance standards. Competencies for the student organization Health Occupations Students of America (HOSA) are integral components of both the core employability skills standards and the technical skills standards.

ACADEMIC FOUNDATIONS

HS-EMI-1. Students will demonstrate knowledge and understanding of the academic subject matter required for proficiency within their area. Academic standards are integrated throughout the standard statements within their applicable discipline areas and documented immediately following the standard statement.

SAFETY AND SECURITY

HS-EMI-2. Students will recognize unsafe working conditions and sustain a safe working environment.

- a. Identify unsafe working conditions, maintain a safe work environment, and prevent accidents by using safety precautions including adherence to hazardous labeling requirements and compliance with safety signs, symbols, and labels.
- b. Demonstrate methods of fire prevention including locating extinguishers and alarms.
- c. Demonstrate appropriate action when observing a hazardous materials problem.
- d. Differentiate between infectious diseases and noninfectious diseases and demonstrate the use of standard precautions as described in the rules and regulations set forth by the Occupational Safety and Health Administration.
- e. Demonstrate strategies for staying healthy/disability prevention to include body ergonomics and the development of a stress control plan.
- f. Identify and maintain security procedures as designated by each healthcare clinic, facility, office, and/or system utilized.

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INFORMATION PROCESSING

HS-EMI-3. Students will interpret and process pertinent medical and non-medical information.

- a. Demonstrate basic math skills including, but not limited to interpreting and recording data on graphs, charts, and tables; demonstrating conversions between Roman and Arabic numerals and U.S. Standard time (Greenwich Mean Time) and Military time (24 hour clock); and applying conversion constants between metric and avoirdupois systems and within each system.
- b. Demonstrate methods used to determine pertinent criteria including problem and resource identification in a given situation.
- c. Demonstrate problem-solving techniques.
- d. Demonstrate prioritization and decision-making skills including identification of medical conditions or situations which would take priority over others.

INTERPERSONAL

HS-EMI-4. Students will effectively communicate with victims/patients/clients, family members of victims/patients/clients, public bystanders, volunteers, public safety agencies, hospital staff, and other EMS team members.

- a. Communicate with courtesy, empathy, tact, and emotional control with victims/patients/clients, family members of victims, and other public safety team members while demonstrating respect for cultural, social, and ethnic diversity in all professional environments utilized for internship.
- b. Demonstrate correct use of the Emergency Medical Dispatch, telephone, cellphone, fax, scanner, intercom, pager, and other communication equipment while maintaining confidentiality.
- c. Demonstrate appropriate etiquette when receiving telephone calls, emails, fax, memos, and/or dealing with complaints.

ACADEMIC STANDARDS:

ELA12C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA12LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective,

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demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

OCCUPATIONAL SPECIFIC

HS-EMI-4. Students will perform all necessary duties of the selected internship in emergency medicine.

- a. Demonstrate an understanding of the overview of the Emergency Medical Services system including personnel training, certification, and responsibilities.
- b. Evaluate emotional well-being and stress management of the First Responder.
- c. Adhere to the legal and ethical standards of the First Responder.
- d. Demonstrate knowledge of the different systems of the body and how they relate to patient care.
- e. Implement proper lifting and moving techniques of patients.
- f. Manage an airway effectively.
- g. Assess a patient's need for treatment accurately.
- h. Communicate effectively through the various avenues within the EMS system.
- i. Perform the steps of Basic Life Support (BLS).
- j. Assess and treat emergencies of a medical, environmental, and behavioral nature accurately.
- k. Assess and treat patients with bleeding, soft-tissue, and musculoskeletal injuries accurately.
- l. Recognize, assess, and treat obstetric and gynecological emergencies.
- m. Identify, assess, and treat infants and children with medical, traumatic, and environmental emergencies.
- n. Manage a scene using components of access, extrication, triage, and hazardous materials effectively.
- o. Follow rules of pharmacology: giving and assisting with medications and routes of medications, including proper techniques for use of oxygen therapy.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State

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Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with

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successful entrepreneurial performance.