

# OHIO APPROVED EMS CURRICULUM STANDARDS



## EMS Instructor Guidance

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
<b>Preparatory</b>	Uses simple knowledge of the EMS system, safety/well-being of the EMR, medical/legal issues at the scene of an emergency while awaiting a higher level of care.	Applies fundamental knowledge of the EMS system, safety/well-being of the EMT, medical/legal and ethical issues to the provision of emergency care.	Applies fundamental knowledge of the EMS system, safety/well-being of the AEMT, medical/legal and ethical issues to the provision of emergency care.	Integrates comprehensive knowledge of EMS systems, the safety/well-being of the paramedic, and medical/legal and ethical issues which is intended to improve the health of EMS personnel, patients, and the community.
EMS Systems	Simple depth, simple breadth <ul style="list-style-type: none"> <li>• EMS systems</li> <li>• Roles/ responsibilities/ professionalism of EMS personnel</li> <li>• Quality improvement</li> </ul>	<b>EMR Material PLUS:</b> Simple depth, foundational breadth <ul style="list-style-type: none"> <li>• EMS systems</li> <li>• History of EMS</li> <li>• Roles/ responsibilities/ professionalism of EMS personnel</li> <li>• Quality improvement</li> <li>• Patient safety</li> </ul>	<b>EMT Material PLUS:</b> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• Quality improvement</li> <li>• Patient safety</li> </ul>	<b>AEMT Material PLUS:</b> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• History of EMS</li> </ul> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• EMS systems</li> <li>• Roles/ responsibilities/ professionalism of EMS personnel</li> <li>• Quality improvement</li> <li>• Patient safety</li> </ul>
Research	Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Impact of research on EMR care</li> <li>• Data collection</li> </ul>	<b>EMR Material PLUS:</b> Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Evidence-based decision making</li> </ul>	<b>Same as Previous Level</b>	<b>AEMT Material PLUS:</b> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• Research principles to interpret literature and advocate evidence-based practice</li> </ul>
Workforce Safety and Wellness	Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Standard safety precautions</li> <li>• Personal protective equipment</li> <li>• Stress management</li> <li>• Dealing with death and dying</li> <li>• Prevention of response related injuries</li> <li>• Lifting and moving patients</li> <li>• Disease transmission</li> <li>• Wellness principles</li> </ul>	<b>EMR Material PLUS:</b> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• Standard safety precautions</li> <li>• Personal protective equipment</li> <li>• Stress management <ul style="list-style-type: none"> <li>▫ Dealing with death and dying</li> </ul> </li> <li>• Prevention of work related injuries</li> <li>• Lifting and moving patients</li> <li>• Disease transmission</li> </ul>	<b>Same as Previous Level</b>	<b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>• Provider safety and wellbeing</li> <li>• Standard safety precautions</li> <li>• Personal protective equipment</li> <li>• Stress management <ul style="list-style-type: none"> <li>▫ Dealing with death and dying</li> </ul> </li> <li>• Prevention of work related injuries</li> <li>• Lifting and moving patients</li> <li>• Disease transmission</li> </ul>

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		<ul style="list-style-type: none"> <li>Wellness principles</li> </ul>		<ul style="list-style-type: none"> <li>Wellness principles</li> </ul>
Documentation	Simple depth, simple breadth <ul style="list-style-type: none"> <li>Recording patient findings</li> </ul>	<b>EMR Material PLUS:</b> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>Principles of medical documentation and report writing</li> </ul>	<b>EMT Material PLUS:</b> Complex depth, foundational breadth <ul style="list-style-type: none"> <li>Principles of medical documentation and report writing</li> </ul>	<b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>Principles of medical documentation and report writing</li> </ul>
EMS System Communication	Simple depth, simple breadth Communication needed to <ul style="list-style-type: none"> <li>Call for Resources</li> <li>Transfer care of the patient</li> <li>Interact within the team structure</li> </ul>	<b>EMR Material PLUS:</b> Simple depth, simple breadth <ul style="list-style-type: none"> <li>EMS communication system</li> <li>Communication with other health care professionals</li> <li>Team communication and dynamics</li> </ul>	<b>EMT Material PLUS:</b> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>EMS communication system</li> <li>Communication with other health care professionals</li> <li>Team communication and dynamics</li> </ul>	<b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>EMS communication system</li> <li>Communication with other health care professionals</li> <li>Team communication and dynamics</li> </ul>
Therapeutic Communication	Simple depth, simple breadth Principles of communicating with patients in a manner that achieves a positive relationship <ul style="list-style-type: none"> <li>Interviewing techniques</li> </ul>	<b>EMR Material PLUS:</b> Simple depth, simple breadth Principles of communicating with patients in a manner that achieves a positive relationship <ul style="list-style-type: none"> <li>Adjusting communication strategies for age, stage of development, patients with special needs, and differing cultures</li> </ul> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>Interviewing techniques</li> <li>Verbal defusing strategies</li> <li>Family presence issues</li> </ul>	<b>EMT Material PLUS:</b> Simple depth, simple breadth Principles of communicating with patients in a manner that achieves a positive relationship <ul style="list-style-type: none"> <li>Dealing with difficult patients</li> </ul>	<b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth Principles of communicating with patients in a manner that achieves a positive relationship <ul style="list-style-type: none"> <li>Factors that affect communication</li> <li>Interviewing techniques</li> <li>Dealing with difficult patients</li> <li>Adjusting communication strategies for age, stage of development, patients with special needs, and differing cultures</li> </ul>
Medical/Legal and Ethics	Simple depth, simple breadth <ul style="list-style-type: none"> <li>Consent/refusal of care</li> <li>Expressed vs implied consent</li> <li>Confidentiality</li> <li>Advanced directives</li> <li>Tort and criminal actions</li> <li>Evidence preservation</li> <li>Statutory responsibilities</li> </ul>	<b>EMR Material PLUS:</b> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>Consent/refusal of care</li> <li>Expressed vs implied consent</li> <li>Advanced directives</li> <li>Tort and criminal actions</li> <li>Evidence preservation</li> </ul>	<b>Same as Previous Level</b>	<b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>Consent/refusal of care</li> <li>Confidentiality</li> <li>Advanced directives</li> <li>Tort and criminal actions</li> <li>Statutory responsibilities</li> </ul>

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	<ul style="list-style-type: none"> <li>• Do Not Resuscitate [DNR] (advance directives) and local or state provisions regarding EMS application.</li> <li>• Ohio Do Not Resuscitate Comfort Care [DNRCC] laws or rules and their impact on EMS care.</li> <li>• Recognizing and reporting abuse and neglect</li> <li>• Ethical principles/moral obligations</li> <li>• End-of-life issues</li> </ul>	<ul style="list-style-type: none"> <li>• Statutory responsibilities</li> <li>• Mandatory reporting</li> <li>• Ethical principles/moral obligations</li> </ul>		<ul style="list-style-type: none"> <li>• Mandatory reporting</li> <li>• Health care regulation</li> <li>• Patient rights/advocacy</li> <li>• End-of-life Issues</li> <li>• Ethical principles/moral obligations</li> <li>• Ethical tests and decision making</li> </ul>
<b>Anatomy and Physiology</b>	<b>Uses simple knowledge of the anatomy and function of the upper airway, heart, vessels, blood, lungs, skin, muscles, and bones as the foundation of emergency care.</b>	<b>Applies fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.</b>	<b>Integrates complex knowledge of the anatomy and physiology of the airway, respiratory and circulatory systems to the practice of EMS.</b>	<b>Integrates a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems</b>
<b>Medical Terminology</b>	<b>Uses simple medical and anatomical terms.</b>	<b>Uses foundational anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals.</b>	<b>Same as Previous Level</b>	<b>Integrates comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals.</b>
<b>Pathophysiology</b>	<b>Uses simple knowledge of shock and respiratory compromise to respond to life threats.</b>	<b>Applies fundamental knowledge of the pathophysiology of respiration and perfusion to patient assessment and management.</b>	<b>Applies comprehensive knowledge of the pathophysiology of respiration and perfusion to patient assessment and management.</b>	<b>Integrates comprehensive knowledge of pathophysiology of major human systems.</b>
<b>Life Span Development</b>	<b>Uses simple knowledge of age related differences to assess and care for patients.</b>	<b>Applies fundamental knowledge of life span development to patient assessment and management.</b>	<b>Same as Previous Level</b>	<b>Integrates comprehensive knowledge of life span development.</b>

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<b>Public Health</b>	Have an awareness of local public health resources and the role EMS personnel play in public health emergencies.	Uses simple knowledge of the principles of illness and injury prevention in emergency care.	Uses simple knowledge of the principles of the role of EMS during public health emergencies.	Applies fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.
<b>Pharmacology</b>	Uses simple knowledge of the medications that the EMR may self-administer or administer to a peer in an emergency.	Applies fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency.	Applies to patient assessment and management fundamental knowledge of the medications carried by AEMTs that may be administered to a patient during an emergency.	
Principles of Pharmacology	<b>No knowledge related to this competency is applicable at this level.</b>	Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Medication safety</li> <li>• Kinds of medications used during an emergency</li> </ul>	<b>EMT Material PLUS:</b> Fundamental depth, foundation breadth <ul style="list-style-type: none"> <li>• Medication safety</li> <li>• Medication legislation</li> <li>• Naming</li> <li>• Classifications</li> <li>• Storage and security</li> <li>• Autonomic pharmacology</li> <li>• Metabolism and excretion</li> <li>• Mechanism of action</li> <li>• Medication response relationships</li> <li>• Medication interactions</li> <li>• Toxicity</li> </ul>	<b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth) <ul style="list-style-type: none"> <li>• Medication safety</li> <li>• Medication legislation</li> <li>• Naming</li> <li>• Classifications</li> <li>• Schedules</li> <li>• Pharmacokinetics</li> <li>• Storage and security</li> <li>• Autonomic pharmacology</li> <li>• Metabolism and excretion</li> <li>• Mechanism of action</li> <li>• Phases of medication activity</li> <li>• Medication response relationships</li> <li>• Medication interactions</li> <li>• Toxicity</li> </ul>
Medication Administration	Simple depth, simple breadth Within the scope of practice of the EMR, how to <ul style="list-style-type: none"> <li>• Self-administer medication</li> <li>• Peer-administer medication</li> <li>• Patient-assist auto-injector epinephrine to a patient</li> </ul>	<b>EMR Material PLUS:</b> Fundamental depth, foundational breadth Within the scope of practice of the EMT how to <ul style="list-style-type: none"> <li>• Assist/administer medications to a patient</li> </ul>	<b>EMT Material PLUS:</b> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• Routes of administration</li> <li>• Within the scope of practice of the AEMT, administer medications to a patient</li> </ul>	<b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>• Routes of administration</li> <li>• Within the scope of practice of the Paramedic, administer medications to a patient</li> </ul>

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Emergency Medications	<p>Simple depth, simple breadth Within the scope of practice of the EMR</p> <ul style="list-style-type: none"> <li>• Names</li> <li>• Effects</li> <li>• Indications</li> <li>• Routes of administration</li> <li>• Dosages for the medications administered</li> </ul>	<p><b>EMR Material PLUS:</b> Fundamental depth, simple breadth Within the scope of practice of the EMT</p> <ul style="list-style-type: none"> <li>• Names</li> <li>• Actions</li> <li>• Indications</li> <li>• Contraindications</li> <li>• Complications</li> <li>• Routes of administration</li> <li>• Side effects</li> <li>• Interactions</li> <li>• Dosages for the medications administered</li> </ul>	<p><b>EMT Material PLUS:</b> Fundamental depth, foundational breadth Within the scope of practice of the AEMT</p> <ul style="list-style-type: none"> <li>• Names</li> <li>• Actions</li> <li>• Indications</li> <li>• Contraindications</li> <li>• Complications</li> <li>• Routes of administration</li> <li>• Side effects</li> <li>• Interactions</li> <li>• Dosages for the medications administered</li> </ul>	<p><b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth Within the scope of practice of the Paramedic</p> <ul style="list-style-type: none"> <li>• Names</li> <li>• Actions</li> <li>• Indications</li> <li>• Contraindications</li> <li>• Complications</li> <li>• Routes of administration</li> <li>• Side effects</li> <li>• Interactions</li> <li>• Dosages for the medications administered</li> </ul>
<b>Airway Management, Respiration and Artificial Ventilation</b>	<p><b>Applies knowledge (fundamental depth, foundational breadth) of general anatomy and physiology to assure a patent airway, adequate mechanical ventilation, and respiration while awaiting additional EMS response for patients of all ages.</b></p>	<p><b>Applies knowledge (fundamental depth, foundational breadth) of general anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.</b></p>	<p><b>Applies knowledge (fundamental depth, foundational breadth) of additional upper airway anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.</b></p>	<p><b>Integrates complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.</b></p>
Airway Management	<p>Fundamental depth, simple breadth Within the scope of practice of the EMR</p> <ul style="list-style-type: none"> <li>• Airway anatomy</li> <li>• Airway assessment</li> <li>• Techniques of assuring a patent airway</li> </ul>	<p><b>EMR Material PLUS:</b> Fundamental depth, foundational breadth Within the scope of practice of the EMT</p> <ul style="list-style-type: none"> <li>• Airway anatomy</li> <li>• Airway assessment</li> <li>• Techniques of assuring a patent airway</li> </ul>	<p><b>EMT Material PLUS:</b> Fundamental depth, foundational breadth Within the scope of practice of the AEMT</p> <ul style="list-style-type: none"> <li>• Airway anatomy</li> <li>• Airway assessment</li> <li>• Techniques of assuring a patent airway</li> </ul>	<p><b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth Within the scope of practice of the Paramedic</p> <ul style="list-style-type: none"> <li>• Airway anatomy</li> <li>• Airway assessment</li> <li>• Techniques of assuring a patent airway</li> </ul>

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Respiration	Fundamental depth, simple breadth <ul style="list-style-type: none"> <li>• Anatomy of the respiratory system</li> <li>• Physiology and pathophysiology of respiration                             <ul style="list-style-type: none"> <li>▫ Pulmonary ventilation</li> <li>▫ Oxygenation</li> <li>▫ Respiration                                     <ul style="list-style-type: none"> <li>▪ External</li> <li>▪ Internal</li> <li>▪ Cellular</li> </ul> </li> </ul> </li> <li>• Assessment and management of adequate and inadequate respiration</li> <li>• Supplemental oxygen therapy</li> </ul>	<b>EMR Material PLUS:</b> Fundamental depth, foundational breadth Anatomy of the respiratory system <ul style="list-style-type: none"> <li>• Physiology and pathophysiology of respiration                             <ul style="list-style-type: none"> <li>▫ Pulmonary ventilation</li> <li>▫ Oxygenation</li> <li>▫ Respiration                                     <ul style="list-style-type: none"> <li>▪ External</li> <li>▪ Internal</li> <li>▪ Cellular</li> </ul> </li> </ul> </li> <li>• Assessment and management of adequate and inadequate respiration</li> <li>• Supplemental oxygen therapy</li> </ul>	<b>EMT Material PLUS:</b> Complex depth, foundational breadth <ul style="list-style-type: none"> <li>• Anatomy of the respiratory system</li> </ul> Fundamental depth, comprehensive breadth <ul style="list-style-type: none"> <li>• Physiology and pathophysiology of respiration                             <ul style="list-style-type: none"> <li>▫ Pulmonary ventilation</li> <li>▫ Oxygenation</li> <li>▫ Respiration                                     <ul style="list-style-type: none"> <li>▪ External</li> <li>▪ Internal</li> <li>▪ Cellular</li> </ul> </li> </ul> </li> <li>• Assessment and management of adequate and inadequate respiration</li> <li>• Supplemental oxygen therapy</li> </ul>	<b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth Anatomy of the respiratory system <ul style="list-style-type: none"> <li>• Physiology and pathophysiology of respiration                             <ul style="list-style-type: none"> <li>▫ Pulmonary ventilation</li> <li>▫ Oxygenation</li> <li>▫ Respiration                                     <ul style="list-style-type: none"> <li>▪ External</li> <li>▪ Internal</li> <li>▪ Cellular</li> </ul> </li> </ul> </li> <li>• Assessment and management of adequate and inadequate respiration</li> <li>• Supplemental oxygen therapy</li> </ul>
Artificial Ventilation	Fundamental depth, simple breadth Assessment and management of adequate and inadequate ventilation <ul style="list-style-type: none"> <li>• Artificial ventilation</li> <li>• Minute ventilation</li> <li>• Alveolar ventilation</li> <li>• Effect of artificial ventilation on cardiac output</li> </ul>	<b>EMR Material PLUS:</b> Fundamental depth, foundational breadth Assessment and management of adequate and inadequate ventilation <ul style="list-style-type: none"> <li>• Artificial ventilation</li> <li>• Minute ventilation</li> <li>• Alveolar ventilation</li> <li>• Effect of artificial ventilation on cardiac output</li> </ul>	<b>EMT Material PLUS:</b> Complex depth, foundational breadth Assessment and management of adequate and inadequate ventilation <ul style="list-style-type: none"> <li>• Artificial ventilation</li> <li>• Minute ventilation</li> <li>• Alveolar ventilation</li> <li>• Effect of artificial ventilation on cardiac output</li> </ul>	<b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth Assessment and management of adequate and inadequate ventilation <ul style="list-style-type: none"> <li>• Artificial ventilation</li> <li>• Minute ventilation</li> <li>• Alveolar ventilation</li> <li>• Effect of artificial ventilation on cardiac output</li> </ul>
Assessment	<b>Use scene information and simple patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR.</b>	<b>Applies scene information and patient assessment findings (scene size up, primary and secondary assessment, patient history, and reassessment) to guide emergency management.</b>	<b>Same as Previous Level</b>	<b>Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through</b>

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				<b>clinical reasoning to modify the assessment and formulate a treatment plan.</b>
Scene Size-Up	<p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Scene safety</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Scene management                             <ul style="list-style-type: none"> <li>▫ Impact of the environment on patient care</li> <li>▫ Addressing hazards</li> <li>▫ Violence</li> <li>▫ Need for additional or specialized resources</li> <li>▫ Standard precautions</li> </ul> </li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Scene management                             <ul style="list-style-type: none"> <li>▫ Multiple patient situations</li> </ul> </li> </ul>	<b>Same as Previous Level</b>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Scene management                             <ul style="list-style-type: none"> <li>▫ Impact of the environment on patient care</li> <li>▫ Addressing hazards</li> <li>▫ Violence</li> <li>▫ Multiple patient situations</li> </ul> </li> </ul>
Primary Assessment	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Primary assessment for all patient situations                             <ul style="list-style-type: none"> <li>▫ Level of consciousness</li> <li>▫ ABCs</li> <li>▫ Identifying life threats</li> <li>▫ Assessment of vital functions</li> </ul> </li> <li>• Begin interventions needed to preserve life</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Primary assessment for all patient situations                             <ul style="list-style-type: none"> <li>▫ Initial general impression</li> <li>▫ Level of consciousness</li> <li>▫ ABCs</li> <li>▫ Identifying life threats</li> <li>▫ Assessment of vital functions</li> </ul> </li> <li>• Integration of treatment/procedures needed to preserve life</li> </ul>	<p><b>EMT Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Primary assessment for all patient situations                             <ul style="list-style-type: none"> <li>▫ Initial general impression</li> <li>▫ Level of consciousness</li> <li>▫ ABCs</li> <li>▫ Identifying life threats</li> <li>▫ Assessment of vital functions</li> </ul> </li> <li>• Integration of treatment/procedures needed to preserve life</li> </ul>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Primary assessment for all patient situations                             <ul style="list-style-type: none"> <li>▫ Initial general impression</li> <li>▫ Level of consciousness</li> <li>▫ ABCs</li> <li>▫ Identifying life threats</li> <li>▫ Assessment of vital functions</li> </ul> </li> <li>• Integration of treatment/procedures needed to preserve life</li> </ul>
History Taking	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Determining the chief complaint</li> <li>• Mechanism of injury/nature of illness</li> <li>• Associated signs and symptoms</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Investigation of the chief complaint</li> <li>• Mechanism of injury/nature of illness</li> <li>• Past medical history</li> <li>• Associated signs and</li> </ul>	<b>Same as Previous Level</b>	<p><b>AEMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Components of the patient history</li> <li>• Interviewing techniques</li> <li>• How to integrate therapeutic communication techniques and adapt the line of inquiry</li> </ul>



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		symptoms • Pertinent negatives		based on findings and presentation
Secondary Assessment	Simple depth, simple breadth • Performing a rapid full body scan • Focused assessment of pain • Assessment of vital signs	<b>EMR Material PLUS:</b> Fundamental depth, foundational breadth Techniques of physical examination • Respiratory system ▫ Presence of breath sounds • Cardiovascular system • Neurological system • Musculoskeletal system • All anatomical regions	<b>EMT Material PLUS:</b> Complex depth, foundational breadth Assessment of • Lung sounds	<b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth Techniques of physical examination for all major • Body systems • Anatomical regions
Monitoring Devices	Simple depth, simple breadth Within the scope of practice of the EMR • Obtaining and using information from patient monitoring devices including (but not limited to): ▫ Pulse oximetry ▫ Non-invasive blood pressure	<b>EMR Material PLUS:</b> Within the scope of practice of the EMT • 12 lead ECG set-up and application for electronic transmission • End tidal carbon dioxide monitoring and detection	<b>EMT Material PLUS:</b> Within the scope of practice of the AEMT Simple depth, simple breadth • Obtaining and using information from patient monitoring devices including (but not limited to): ▫ Blood glucose determination	<b>AEMT Material PLUS:</b> Fundamental depth, foundational breadth Within the scope of practice of the Paramedic • Obtaining and using information from patient monitoring devices including (but not limited to): ▫ Continuous ECG monitoring ▫ 12 lead ECG interpretation ▫ Basic blood chemistry
Reassessment	Simple depth, simple breadth • How and when to reassess patients	<b>EMR Material PLUS:</b> Fundamental depth, foundational breadth • How and when to perform a reassessment for all patient situations	<b>Same as Previous Levels</b>	<b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth • How and when to perform a reassessment for all patient situations
Medicine	<b>Recognizes and manages life threats based on assessment findings of a patient with a</b>	<b>Applies fundamental knowledge to provide basic emergency care and</b>	<b>Applies fundamental knowledge to provide basic and selected advanced</b>	<b>Integrates assessment findings with principles of epidemiology and</b>

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	medical emergency while awaiting additional emergency response.	transportation based on assessment findings for an acutely ill patient.	emergency care and transportation based on assessment findings for an acutely ill patient.	pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint.
Medical Overview	Simple depth, simple breadth Assessment and management of a medical complaint	<b>EMR Material PLUS:</b> Simple depth, foundational breadth Pathophysiology, assessment, and management of a medical complaints to include <ul style="list-style-type: none"> <li>• Transport mode</li> <li>• Destination decisions</li> </ul>	<b>EMT Material PLUS:</b> Fundamental depth, foundational breadth Pathophysiology, assessment, and management of a medical complaints to include <ul style="list-style-type: none"> <li>• Transport mode</li> <li>• Destination decisions</li> </ul>	<b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth Pathophysiology, assessment, and management of medical complaints to include <ul style="list-style-type: none"> <li>• Transport mode</li> <li>• Destination decisions</li> </ul>
Neurology	Simple depth, simple breadth Anatomy, presentations, and management of <ul style="list-style-type: none"> <li>• Decreased level of responsiveness</li> <li>• Seizure</li> <li>• Stroke</li> </ul>	<b>EMR Material PLUS:</b> Fundamental depth, foundational breadth Anatomy, physiology, pathophysiology, assessment and management of <ul style="list-style-type: none"> <li>• Stroke/ transient ischemic attack</li> <li>• Seizure</li> <li>• Status epilepticus</li> <li>• Headache</li> </ul>	<b>EMT Material PLUS:</b> Complex depth, foundational breadth Anatomy, physiology, pathophysiology, assessment and management of <ul style="list-style-type: none"> <li>• Seizure</li> </ul>	<b>AEMT Material PLUS:</b> Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>• Stroke/intracranial hemorrhage/transient ischemic attack</li> <li>• Seizure</li> <li>• Status epilepticus</li> <li>• Headache</li> </ul> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• Dementia</li> <li>• Neoplasms</li> <li>• Demyelinating disorders</li> <li>• Parkinson’s disease</li> <li>• Cranial nerve disorders</li> <li>• Movement disorders</li> <li>• Neurologic inflammation/ infection</li> </ul>

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
				<ul style="list-style-type: none"> <li>• Spinal cord compression</li> <li>• Hydrocephalus</li> <li>• Wernicke’s encephalopathy</li> </ul>
Abdominal and Gastrointestinal Disorders	<p>Simple depth, simple breadth</p> <p>Anatomy, presentations and management of shock associated with abdominal emergencies</p> <ul style="list-style-type: none"> <li>• Gastrointestinal bleeding</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Anatomy, physiology, pathophysiology, assessment, and management of</p> <ul style="list-style-type: none"> <li>• Acute and chronic gastrointestinal hemorrhage</li> </ul> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Peritonitis</li> <li>• Ulcerative diseases</li> </ul>	<b>Same as Previous Level</b>	<p><b>AEMT Material PLUS:</b></p> <p>Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of</p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Acute and chronic gastrointestinal hemorrhage</li> <li>• Liver disorders</li> <li>• Peritonitis</li> <li>• Ulcerative diseases</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Irritable bowel syndrome</li> <li>• Inflammatory disorders</li> <li>• Pancreatitis</li> <li>• Bowel obstruction</li> <li>• Hernias</li> <li>• Infectious disorders</li> <li>• Gall bladder and biliary tract disorders</li> </ul> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Rectal abscess</li> <li>• Rectal foreign body obstruction</li> <li>• Mesenteric ischemia</li> </ul>
Immunology	<p>Simple depth, simple breadth</p> <p>Recognition and management of shock and difficulty breathing related to</p> <ul style="list-style-type: none"> <li>• Anaphylactic reactions</li> </ul>	<p><b>EMR Material PLUS:</b></p> <p>Fundamental depth, foundational breadth</p> <p>Anatomy, physiology, pathophysiology, assessment, and management of hypersensitivity disorders and/or</p>	<p><b>EMT Material PLUS:</b></p> <p>Complex depth, comprehensive breadth</p> <p>Anatomy, physiology, pathophysiology, assessment, and management of hypersensitivity disorders and/or</p>	<p><b>AEMT Material PLUS:</b></p> <p>Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major immune system disorders</p>

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
		emergencies <ul style="list-style-type: none"> <li>• Anaphylactic reactions</li> </ul>	emergencies <ul style="list-style-type: none"> <li>• Allergic and anaphylactic reactions</li> </ul>	and/or emergencies <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Hypersensitivity</li> <li>• Allergic and anaphylactic reactions</li> <li>• Anaphylactoid reactions</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Collagen vascular disease</li> <li>• Transplant related problems</li> </ul>
Infectious Diseases	Simple depth, simple breadth <p>Awareness of</p> <ul style="list-style-type: none"> <li>• A patient who may have an infectious disease</li> <li>• How to decontaminate equipment after treating a patient</li> </ul>	<b>EMR Material PLUS:</b> <p>Simple depth, simple breadth</p> <p>Assessment and management of</p> <ul style="list-style-type: none"> <li>• A patient who may have an infectious disease</li> <li>• How to decontaminate the ambulance and equipment after treating a patient</li> </ul>	<b>EMT Material PLUS:</b> <p>Fundamental depth, foundational breadth</p> <p>Assessment and management of</p> <ul style="list-style-type: none"> <li>• A patient who may be infected with a blood-borne pathogen                             <ul style="list-style-type: none"> <li>◦ HIV</li> <li>◦ Hepatitis B</li> </ul> </li> <li>• Antibiotic resistant infections</li> <li>• Current infectious diseases prevalent in the community</li> </ul>	<b>AEMT Material PLUS:</b> <p>Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, reporting requirements, prognosis, and management of</p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• HIV-related disease</li> <li>• Hepatitis</li> <li>• Pneumonia</li> <li>• Meningococcal meningitis</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Tuberculosis</li> <li>• Tetanus</li> <li>• Viral diseases</li> <li>• Sexually transmitted disease</li> <li>• Gastroenteritis</li> <li>• Fungal infections</li> <li>• Rabies</li> <li>• Scabies and lice</li> <li>• Lyme disease</li> <li>• Rocky Mountain Spotted Fever</li> <li>• Antibiotic resistant infections</li> </ul>
Endocrine	Simple depth, simple breadth	<b>EMR Material PLUS:</b>	<b>EMT Material PLUS:</b>	<b>AEMT Material PLUS:</b>

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
Disorders	Awareness that <ul style="list-style-type: none"> <li>• Diabetic emergencies cause altered mental status</li> </ul>	Fundamental depth, foundational breadth Anatomy, physiology, pathophysiology, assessment and management of <ul style="list-style-type: none"> <li>• Acute diabetic emergencies</li> </ul>	Complex depth, foundational breadth Anatomy, physiology, pathophysiology, assessment and management of <ul style="list-style-type: none"> <li>• Acute diabetic emergencies</li> </ul>	Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>• Acute diabetic emergencies</li> <li>• Diabetes</li> </ul> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• Adrenal disease</li> <li>• Pituitary and thyroid disorders</li> </ul>
Psychiatric	Simple depth, simple breadth Recognition of <ul style="list-style-type: none"> <li>• Behaviors that pose a risk to the EMR, patient or others</li> </ul>	<b>EMR Material PLUS:</b> Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Basic principles of the mental health system</li> </ul> Fundamental depth, foundational breadth Assessment and management of <ul style="list-style-type: none"> <li>• Acute psychosis</li> <li>• Suicidal/risk</li> <li>• Agitated delirium</li> </ul>	<b>Same as Previous Level</b>	<b>AEMT Material PLUS:</b> Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>• Acute psychosis</li> <li>• Agitated delirium</li> </ul> Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• Cognitive disorders</li> <li>• Thought disorders</li> <li>• Mood disorders</li> <li>• Neurotic disorders</li> <li>• Substance-related disorders / addictive behavior</li> <li>• Somatoform disorders</li> <li>• Factitious disorders</li> <li>• Personality disorders</li> <li>• Patterns of violence/abuse/neglect</li> <li>• Organic psychoses</li> </ul>

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
Cardiovascular	<p>Simple depth, simple breadth Anatomy, signs, symptoms and management</p> <ul style="list-style-type: none"> <li>• Chest pain</li> <li>• Cardiac arrest</li> </ul>	<p><b>EMR Material PLUS:</b> Anatomy, physiology, pathophysiology, assessment, and management of Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Acute coronary syndrome                             <ul style="list-style-type: none"> <li>▫ Angina pectoris</li> <li>▫ Myocardial infarction</li> </ul> </li> <li>• Aortic aneurysm/dissection</li> <li>• Thromboembolism</li> </ul> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Heart failure</li> <li>• Hypertensive emergencies</li> </ul>	<p><b>EMT Material PLUS:</b> Anatomy, physiology, pathophysiology, assessment, and management of Complex depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Acute coronary syndrome                             <ul style="list-style-type: none"> <li>▫ Angina pectoris</li> <li>▫ Myocardial infarction</li> </ul> </li> </ul> <p>Fundamental depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Heart failure</li> <li>• Hypertensive emergencies</li> </ul>	<p><b>AEMT Material PLUS:</b> Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Acute coronary syndrome                             <ul style="list-style-type: none"> <li>▫ Angina pectoris</li> <li>▫ Myocardial infarction</li> </ul> </li> <li>• Heart failure</li> <li>• Non-traumatic cardiac tamponade</li> <li>• Hypertensive emergencies</li> <li>• Cardiogenic shock</li> <li>• Vascular disorders                             <ul style="list-style-type: none"> <li>▫ Abdominal aortic aneurysm</li> <li>▫ Arterial occlusion</li> <li>▫ Venous thrombosis</li> </ul> </li> <li>• Aortic aneurysm/dissection,</li> <li>• Thromboembolism</li> <li>• Cardiac rhythm disturbances</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Infectious diseases of the heart                             <ul style="list-style-type: none"> <li>▫ Endocarditis</li> <li>▫ Pericarditis</li> </ul> </li> <li>• Congenital abnormalities</li> </ul>
Toxicology	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Recognition and management of                             <ul style="list-style-type: none"> <li>▫ Carbon monoxide poisoning</li> <li>▫ Nerve agent poisoning</li> </ul> </li> <li>• How and when to contact a poison control center</li> </ul>	<p><b>EMR Material PLUS:</b> Fundamental depth, foundational breadth Anatomy, physiology, pathophysiology, assessment, and management of</p> <ul style="list-style-type: none"> <li>• Inhaled poisons</li> <li>• Ingested poisons</li> <li>• Injected poisons</li> <li>• Absorbed poisons</li> </ul>	<p><b>EMT Material PLUS:</b> Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Opiate toxidrome</li> </ul>	<p><b>AEMT Material PLUS:</b> Complex depth, comprehensive breadth Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following toxidromes and poisonings:</p> <ul style="list-style-type: none"> <li>• Cholinergics</li> </ul>

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
		<ul style="list-style-type: none"> <li>Alcohol intoxication and withdrawal</li> </ul>		<ul style="list-style-type: none"> <li>Anticholinergics</li> <li>Sympathomimetics</li> <li>Sedative/hypnotics</li> <li>Opiates</li> <li>Alcohol intoxication and withdrawal</li> <li>Over-the-counter and prescription medications</li> <li>Carbon monoxide</li> <li>Illegal drugs</li> <li>Herbal preparations</li> </ul>
Respiratory	<p>Simple depth, simple breadth Anatomy, signs, symptoms and management of respiratory emergencies including those that affect the</p> <ul style="list-style-type: none"> <li>Upper airway</li> <li>Lower airway</li> </ul>	<p><b>EMR Material PLUS:</b> Anatomy, physiology, pathophysiology, assessment, and management of Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>Epiglottitis</li> <li>Spontaneous pneumothorax</li> <li>Pulmonary edema</li> <li>Asthma</li> <li>Chronic obstructive pulmonary disease</li> <li>Environmental/industrial exposure</li> <li>Toxic gas</li> </ul> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>Pertussis</li> <li>Cystic fibrosis</li> <li>Pulmonary embolism</li> <li>Pneumonia</li> <li>Viral respiratory infections</li> </ul>	<p><b>EMT Material PLUS:</b> Complex depth, foundational breadth Anatomy, physiology, pathophysiology, assessment, and management of</p> <ul style="list-style-type: none"> <li>Asthma</li> <li>Obstructive/restrictive disease</li> <li>Pneumonia</li> </ul>	<p><b>AEMT Material PLUS:</b> Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, management of Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>Acute upper airway infections</li> <li>Spontaneous pneumothorax</li> <li>Obstructive/restrictive lung diseases</li> <li>Pulmonary infections</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>Neoplasm</li> <li>Pertussis</li> <li>Cystic fibrosis</li> </ul>
Hematology	No knowledge related to this competency is applicable at this level.	<p>Simple depth, simple breadth Anatomy, physiology, pathophysiology, assessment, and management of</p> <ul style="list-style-type: none"> <li>Sickle cell crisis</li> <li>Clotting disorders</li> </ul>	<p><b>EMT Material PLUS:</b> Fundamental depth, foundational breadth Anatomy, physiology, pathophysiology, assessment and management of</p> <ul style="list-style-type: none"> <li>Sickle cell crisis</li> </ul>	<p><b>AEMT Material PLUS:</b> Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major hematological diseases and/or emergencies</p>

**OHIO APPROVED EMS CURRICULUM STANDARDS**

	<b>EMR</b>	<b>EMT</b>	<b>AEMT</b>	<b>PARAMEDIC</b>
				<p>Complex depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Sickle cell disease</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Blood transfusion complications</li> <li>• Hemostatic disorders</li> <li>• Lymphomas</li> <li>• Red blood cell disorders</li> <li>• White blood cell disorders</li> <li>• Coagulopathies</li> </ul>
Genitourinary/Renal	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Blood pressure assessment in hemodialysis patients</li> </ul>	<p><b>EMR Material PLUS:</b> Simple depth, simple breadth Anatomy, physiology, pathophysiology, assessment, and management of</p> <ul style="list-style-type: none"> <li>• Complications related to                             <ul style="list-style-type: none"> <li>▫ Renal dialysis</li> <li>▫ Urinary catheter management (not insertion)</li> </ul> </li> <li>• Kidney stones</li> </ul>	<p><b>EMT Material PLUS:</b> Fundamental depth, simple breadth Anatomy, physiology, pathophysiology, assessment, and management of</p> <ul style="list-style-type: none"> <li>• Complications related to renal dialysis</li> <li>• Kidney stones</li> </ul>	<p><b>AEMT Material Plus:</b> Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of</p> <p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Complications of                             <ul style="list-style-type: none"> <li>▫ Acute renal failure</li> <li>▫ Chronic renal failure</li> <li>▫ Dialysis</li> </ul> </li> <li>• Renal calculi</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Acid base disturbances</li> <li>• Fluid and electrolyte</li> <li>• Infection</li> <li>• Male genital tract conditions</li> </ul>
Gynecology	<p>Simple depth, simple breadth Recognition and management of shock associated with</p> <ul style="list-style-type: none"> <li>• Vaginal bleeding</li> </ul>	<p><b>EMR Material Plus:</b> Anatomy, physiology, assessment findings, and management of</p> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Vaginal bleeding</li> <li>• Sexual assault (to include</li> </ul>	<b>Same as Previous Level</b>	<p><b>AEMT Material Plus:</b> Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major gynecological diseases and/or emergencies</p>



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	EMR	EMT	AEMT	PARAMEDIC
		appropriate emotional support)  Simple depth, simple breadth • Infections		Complex depth, comprehensive breadth • Vaginal bleeding • Sexual assault  Fundamental depth, foundational breadth • Infections • Pelvic Inflammatory Disease • Ovarian cysts • Dysfunctional uterine bleeding • Vaginal foreign body
Non-Traumatic Musculoskeletal Disorders	No knowledge related to this competency is applicable at this level	Fundamental depth, foundational breadth Anatomy, physiology, pathophysiology, assessment and management of • Non-traumatic fractures	<b>Same as Previous Level</b>	<b>AEMT Material Plus:</b> Fundamental depth, foundation breadth Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major non-traumatic musculoskeletal disorders • Disorders of the spine • Joint abnormalities • Muscle abnormalities • Overuse syndromes
Diseases of the Eyes, Ears, Nose, and Throat	Simple depth, simple breadth Recognition and management of • Nose bleed	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>AEMT Material Plus:</b> Fundamental depth, foundational breadth Knowledge of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, management of • Common or major diseases of the eyes, ears, nose, and throat, including nose bleed
Shock and Resuscitation	Uses assessment information to recognize shock, respiratory	Applies fundamental knowledge of the causes,	Applies fundamental knowledge to provide basic	Integrates a comprehensive knowledge of the causes and

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
	failure or arrest, and cardiac arrest based on assessment findings and manages the emergency while awaiting additional emergency response.	pathophysiology, and management of shock, respiratory failure or arrest, cardiac failure or arrest, and post resuscitation management.	and selected advanced emergency care and transportation based on assessment findings for a patient in shock, respiratory failure or arrest, cardiac failure or arrest, and post resuscitation management. Integrates comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.	pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.
<b>Trauma</b>	<b>Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.</b>	<b>Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.</b>	<b>Applies fundamental knowledge to provide basic and selected advanced emergency care and transportation based on assessment findings for an acutely injured patient.</b>	<b>Integrates assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient.</b>
Trauma Overview	Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Rapid transport and destination issues</li> </ul>	Fundamental depth, foundational breadth Pathophysiology, assessment, and management of the trauma patient <ul style="list-style-type: none"> <li>• Trauma scoring</li> <li>• Rapid transport and destination issues</li> <li>• Transport mode</li> </ul>	<b>Same as Previous Level</b>	<b>AEMT Material Plus:</b> Complex depth, comprehensive breadth Pathophysiology, assessment and management of the trauma patient <ul style="list-style-type: none"> <li>• Trauma scoring</li> <li>• Transport and destination issues</li> </ul>
Bleeding	Simple depth, simple breadth Recognition and management of <ul style="list-style-type: none"> <li>• Bleeding</li> </ul>	<b>EMR Material Plus:</b> Fundamental depth, foundational breadth Pathophysiology, assessment, and management of <ul style="list-style-type: none"> <li>• Bleeding</li> </ul>	<b>EMT Material Plus:</b> Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>• Fluid resuscitation</li> </ul>	<b>AEMT Material Plus:</b> Complex depth, comprehensive breadth Pathophysiology, assessment, and management of <ul style="list-style-type: none"> <li>• Bleeding</li> </ul>
Chest Trauma	Simple depth, simple breadth Recognition and management of <ul style="list-style-type: none"> <li>• Blunt versus penetrating mechanisms</li> </ul>	<b>EMR Material Plus:</b> Fundamental depth, simple breadth Pathophysiology, assessment	<b>EMT Material Plus:</b> Fundamental depth, foundational breadth Pathophysiology, assessment	<b>AEMT Material Plus:</b> Complex depth, comprehensive breadth Pathophysiology, assessment,

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	EMR	EMT	AEMT	PARAMEDIC
	<ul style="list-style-type: none"> <li>• Open chest wound</li> <li>• Impaled object</li> <li>• Pneumothorax                             <ul style="list-style-type: none"> <li>▫ Open</li> <li>▫ Simple</li> </ul> </li> </ul>	and management <ul style="list-style-type: none"> <li>• Blunt versus penetrating mechanisms</li> <li>• Hemothorax</li> <li>• Pneumothorax                             <ul style="list-style-type: none"> <li>▫ Open</li> <li>▫ Simple</li> <li>▫ Tension</li> </ul> </li> <li>• Cardiac tamponade</li> <li>• Rib fractures</li> <li>• Flail chest</li> <li>• Comotio cordis</li> </ul>	and management of <ul style="list-style-type: none"> <li>• Traumatic aortic disruption</li> <li>• Pulmonary contusion</li> <li>• Blunt cardiac injury</li> <li>• Hemothorax</li> <li>• Pneumothorax                             <ul style="list-style-type: none"> <li>▫ Open</li> <li>▫ Simple</li> <li>▫ Tension</li> </ul> </li> <li>• Cardiac tamponade</li> <li>• Rib fractures</li> <li>• Flail chest</li> <li>• Comotio cordis</li> <li>• Traumatic asphyxia</li> </ul>	and management of <ul style="list-style-type: none"> <li>• Traumatic aortic disruption</li> <li>• Pulmonary contusion</li> <li>• Blunt cardiac injury</li> <li>• Hemothorax</li> <li>• Pneumothorax                             <ul style="list-style-type: none"> <li>▫ Open</li> <li>▫ Simple</li> <li>▫ Tension</li> </ul> </li> <li>• Cardiac tamponade</li> <li>• Rib fractures</li> <li>• Flail chest</li> <li>• Comotio cordis</li> <li>• Tracheobronchial disruption</li> <li>• Diaphragmatic rupture</li> <li>• Traumatic asphyxia</li> </ul>
Abdominal and Genitourinary Trauma	Simple depth, simple breadth Recognition and management of <ul style="list-style-type: none"> <li>• Blunt versus penetrating mechanisms</li> <li>• Evisceration</li> <li>• Impaled object</li> </ul>	<b>EMR Material Plus:</b> Fundamental depth, simple breadth Pathophysiology, assessment and management of <ul style="list-style-type: none"> <li>• Solid and hollow organ injuries</li> <li>• Blunt versus penetrating mechanisms</li> <li>• Evisceration</li> <li>• Injuries to the external genitalia</li> <li>• Vaginal bleeding due to trauma</li> <li>• Sexual assault</li> </ul>	<b>EMT Material Plus:</b> Fundamental depth, foundational breadth Pathophysiology, assessment, and management of <ul style="list-style-type: none"> <li>• Vascular injury</li> <li>• Solid and hollow organ injuries</li> <li>• Blunt versus penetrating mechanisms</li> <li>• Evisceration</li> <li>• Retroperitoneal injuries</li> <li>• Injuries to the external genitalia</li> <li>• Vaginal bleeding due to trauma</li> <li>• Sexual assault</li> </ul>	<b>AEMT Material Plus:</b> Complex depth, comprehensive breadth Pathophysiology, assessment, and management of <ul style="list-style-type: none"> <li>• Vascular injury</li> <li>• Solid and hollow organ injuries</li> <li>• Blunt versus penetrating mechanisms</li> <li>• Evisceration</li> <li>• Retroperitoneal injuries</li> <li>• Injuries to the external genitalia</li> </ul>
Orthopedic Trauma	Simple depth, simple breadth Recognition and management of <ul style="list-style-type: none"> <li>• Open fractures</li> <li>• Closed fractures</li> <li>• Dislocations</li> <li>• Amputations</li> </ul>	<b>EMR Material Plus:</b> Pathophysiology, assessment, and management of Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• Upper and lower extremity orthopedic trauma</li> <li>• Open fractures</li> </ul>	<b>EMT Material Plus:</b> Pathophysiology, assessment, and management of Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Compartment syndrome</li> </ul> Complex depth, foundational breadth	<b>AEMT Material Plus:</b> Pathophysiology, assessment, and management of Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• Pediatric fractures</li> <li>• Tendon laceration/ transection/ rupture (Achilles)</li> </ul>

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
		<ul style="list-style-type: none"> <li>• Closed fractures</li> <li>• Dislocations</li> <li>• Sprains/strains</li> <li>• Pelvic fractures</li> <li>• Amputations/replantation</li> </ul>	<ul style="list-style-type: none"> <li>• Pelvic fractures</li> <li>• Amputations/replantation</li> </ul>	and patellar) <ul style="list-style-type: none"> <li>• Compartment syndrome</li> </ul> Complex depth, foundational breadth <ul style="list-style-type: none"> <li>• Upper and lower extremity orthopedic trauma</li> <li>• Open fractures</li> <li>• Closed fractures</li> <li>• Dislocations</li> </ul>
Soft Tissue Trauma	Simple depth, simple breadth Recognition and management of <ul style="list-style-type: none"> <li>• Wounds</li> <li>• Burns                             <ul style="list-style-type: none"> <li>▫ Electrical</li> <li>▫ Chemical</li> <li>▫ Thermal</li> </ul> </li> <li>• Chemicals in the eye and on the skin</li> </ul>	<b>EMR Material Plus:</b> Fundamental depth, foundational breadth Pathophysiology, assessment, and management <ul style="list-style-type: none"> <li>• Wounds                             <ul style="list-style-type: none"> <li>▫ Avulsions</li> <li>▫ Bite wounds</li> <li>▫ Lacerations</li> <li>▫ Puncture wounds</li> <li>▫ Incisions</li> </ul> </li> <li>• Burns                             <ul style="list-style-type: none"> <li>▫ Electrical</li> <li>▫ Chemical</li> <li>▫ Thermal</li> <li>▫ Radiation</li> </ul> </li> </ul> Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Crush syndrome</li> </ul>	<b>EMT Material Plus:</b> Fundamental depth, simple breadth <ul style="list-style-type: none"> <li>• Crush syndrome</li> </ul>	<b>AEMT Material Plus:</b> Complex depth, comprehensive breadth Pathophysiology, assessment, and management of <ul style="list-style-type: none"> <li>• Wounds                             <ul style="list-style-type: none"> <li>▫ Avulsions</li> <li>▫ Bite wounds</li> <li>▫ Lacerations</li> <li>▫ Puncture wounds</li> </ul> </li> <li>• Burns                             <ul style="list-style-type: none"> <li>▫ Electrical</li> <li>▫ Chemical</li> <li>▫ Thermal</li> </ul> </li> <li>• High-pressure injection</li> <li>• Crush syndrome</li> </ul>
Head, Facial, Neck, and Spine trauma	Simple depth, simple breadth Recognition and management of <ul style="list-style-type: none"> <li>• Life threats</li> <li>• Head and spine trauma</li> <li>• Mechanism of injury</li> </ul>	<b>EMR Material Plus:</b> Fundamental depth, foundational breadth Pathophysiology, assessment, and management of <ul style="list-style-type: none"> <li>• Penetrating neck trauma</li> <li>• Laryngeotracheal injuries</li> <li>• Spine trauma</li> </ul> Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Facial fractures</li> <li>• Skull fractures</li> </ul>	<b>EMT Material Plus:</b> Complex depth, foundational breadth Pathophysiology, assessment, and management of <ul style="list-style-type: none"> <li>• Facial fractures</li> <li>• Laryngeotracheal injuries</li> </ul>	<b>AEMT Material Plus:</b> Pathophysiology, assessment, and management of Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• Unstable facial fractures</li> <li>• Orbital fractures</li> <li>• Perforated tympanic membrane</li> </ul> Complex depth, comprehensive breadth

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
		<ul style="list-style-type: none"> <li>• Foreign bodies in the eyes</li> <li>• Dental trauma</li> </ul>		<ul style="list-style-type: none"> <li>• Skull fractures</li> <li>• Penetrating neck trauma</li> <li>• Laryngeotracheal injuries</li> <li>• Spine trauma                             <ul style="list-style-type: none"> <li>▫ Dislocations/subluxations</li> <li>▫ Fractures</li> <li>▫ Sprains/strains</li> </ul> </li> <li>• Mandibular fractures</li> </ul>
Nervous System Trauma	<b>No knowledge related to this competency is applicable at this level.</b>	Fundamental depth, foundational breadth Pathophysiology, assessment, and management of <ul style="list-style-type: none"> <li>• Traumatic brain injury</li> <li>• Spinal cord injury</li> </ul>	<b>EMT Material Plus:</b> Complex depth, foundational breadth Pathophysiology, assessment, and management of <ul style="list-style-type: none"> <li>• Traumatic brain injury</li> </ul>	<b>AEMT Material Plus:</b> Pathophysiology, assessment, and management of Fundamental depth, foundational breadth <ul style="list-style-type: none"> <li>• Cauda equina syndrome</li> <li>• Nerve root injury</li> <li>• Peripheral nerve injury</li> </ul> Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>• Traumatic brain injury</li> <li>• Spinal cord injury</li> <li>• Spinal shock</li> </ul>
Special Considerations in Trauma	Simple depth, simple breadth Recognition and management of trauma in <ul style="list-style-type: none"> <li>• Pregnant patient</li> <li>• Pediatric patient</li> <li>• Geriatric patient</li> </ul>	<b>EMR Material Plus:</b> Fundamental depth, foundational breadth Pathophysiology, assessment, and management of trauma in the <ul style="list-style-type: none"> <li>• Pregnant patient</li> <li>• Pediatric patient</li> <li>• Geriatric patient</li> <li>• Cognitively impaired patient</li> </ul>	<b>EMT Material Plus:</b> Complex depth, foundational breadth Pathophysiology, assessment, and management of trauma in the <ul style="list-style-type: none"> <li>• Pregnant patient</li> <li>• Pediatric patient</li> <li>• Geriatric patient</li> <li>• Cognitively impaired patient</li> </ul>	<b>AEMT Material Plus:</b> Complex depth, comprehensive breadth Pathophysiology, assessment, and management of trauma in the <ul style="list-style-type: none"> <li>• Pregnant patient</li> <li>• Pediatric patient</li> <li>• Geriatric patient</li> <li>• Cognitively impaired patient</li> </ul>
Environmental Emergencies	Simple depth, simple breadth Recognition and management of <ul style="list-style-type: none"> <li>• Water and ice injury</li> <li>• Temperature-related illness</li> </ul>	<b>EMR Material Plus:</b> Fundamental depth, foundational breadth Pathophysiology, assessment, and management of <ul style="list-style-type: none"> <li>• Near drowning</li> <li>• Temperature-related illness</li> <li>• Bites and envenomations</li> <li>• Dysbarism</li> </ul>	<b>Same as Previous Level</b>	<b>AEMT Material Plus:</b> Complex depth, comprehensive breadth Pathophysiology, assessment, and management of <ul style="list-style-type: none"> <li>• Near-drowning</li> <li>• Temperature-related illness</li> <li>• Bites and envenomations</li> <li>• Dysbarism</li> </ul>

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
		<ul style="list-style-type: none"> <li>▫ High-altitude</li> <li>▫ Diving injuries</li> <li>• Electrical injury</li> <li>• Radiation exposure</li> </ul>		<ul style="list-style-type: none"> <li>▫ High-altitude</li> <li>▫ Diving injuries</li> <li>• Electrical injury</li> <li>• High altitude illness</li> </ul>
Multi-System Trauma	Simple depth, simple breadth Recognition and management of • Multi-system trauma	<b>EMR Material Plus:</b> Fundamental depth, foundational breadth Pathophysiology, assessment, and management of • Multi-system trauma • Blast injuries	<b>EMT Material Plus:</b> Complex depth, foundational breadth Pathophysiology, assessment and management of • Multi-system trauma	<b>AEMT Material Plus:</b> Complex depth, comprehensive breadth Pathophysiology, assessment, and management of • Multi-system trauma • Blast injuries
Special Patient Populations	<b>Recognizes and manages life threats based on simple assessment findings for a patient with special needs while awaiting additional emergency response.</b>	<b>Applies a fundamental knowledge of growth, development, and aging and assessment findings to provide basic emergency care and transportation for a patient with special needs.</b>	<b>Applies a fundamental knowledge of growth, development, and aging and assessment findings to provide basic and selected advanced emergency care and transportation for a patient with special needs.</b>	<b>Integrates assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.</b>
Obstetrics	Simple depth, simple breadth Recognition and management of • Normal delivery • Vaginal bleeding in the pregnant patient • Assessment of the pregnant patient • Management of normal delivery • Recognition of abnormal delivery • Placenta previa • Spontaneous abortion/miscarriage	<b>EMR Material Plus:</b> Fundamental depth, foundational breadth • Anatomy and physiology of normal pregnancy • Pathophysiology of complications of pregnancy • Assessment of the pregnant patient • Management of ▫ Normal delivery ▫ Abnormal delivery ▪ Nuchal cord ▪ Prolapsed cord ▪ Breech delivery ▫ Third trimester bleeding ▪ Placenta previa ▪ Abruptio placenta ▫ Spontaneous abortion/miscarriage	<b>Same as Previous</b>	<b>Level AEMT Material Plus:</b> Complex depth, comprehensive breadth • Anatomy and physiology of normal pregnancy • Pathophysiology of complications of pregnancy • Assessment of the pregnant patient • Psychosocial impact, presentations, prognosis, and management of ▫ Normal delivery ▫ Abnormal delivery ▪ Nuchal cord ▪ Prolapsed cord ▪ Breech delivery ▫ Spontaneous abortion/miscarriage ▫ Ectopic pregnancy

**OHIO APPROVED EMS CURRICULUM STANDARDS**

	<b>EMR</b>	<b>EMT</b>	<b>AEMT</b>	<b>PARAMEDIC</b>
		<ul style="list-style-type: none"> <li>▫ Ectopic pregnancy</li> <li>▫ Preeclampsia/Eclampsia</li> </ul>		<ul style="list-style-type: none"> <li>▫ Eclampsia</li> <li>▫ Antepartum hemorrhage</li> <li>▫ Pregnancy induced hypertension</li> <li>▫ Third trimester bleeding                             <ul style="list-style-type: none"> <li>▪ Placenta previa</li> <li>▪ Abruptio placenta</li> </ul> </li> <li>▫ High risk pregnancy</li> <li>▫ Complications of labor                             <ul style="list-style-type: none"> <li>▪ Fetal distress</li> <li>▪ Pre-term</li> <li>▪ Premature rupture of membranes</li> <li>▪ Rupture of uterus</li> </ul> </li> <li>▫ Complication of delivery</li> <li>▫ Post partum complications</li> </ul> <p>Foundational depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Hyperemesis gravidarum</li> <li>• Post partum depression</li> </ul>
Neonatal care	Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Newborn care</li> <li>• Neonatal resuscitation</li> </ul>	<b>EMR Material Plus:</b> Fundamental depth, foundational breadth Assessment and management <ul style="list-style-type: none"> <li>• Newborn</li> <li>• Neonatal resuscitation</li> </ul>	<b>Same as Previous Level</b>	<b>AEMT Material Plus:</b> Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>• Anatomy and physiology of neonatal circulation</li> <li>• Assessment of the newborn presentation and management</li> <li>• Newborn</li> <li>• Neonatal resuscitation</li> </ul>
Pediatrics	Simple depth, simple breadth Age-related assessment findings, and age-related assessment and treatment modifications for pediatric specific major diseases and/or emergencies <ul style="list-style-type: none"> <li>• Upper airway obstruction</li> <li>• Lower airway reactive disease</li> <li>• Respiratory distress/failure/arrest</li> </ul>	<b>EMR Material Plus:</b> Fundamental depth, foundational breadth Age-related assessment findings, age-related, and developmental stage related assessment and treatment modifications for pediatric specific major diseases and/or emergencies <ul style="list-style-type: none"> <li>• Upper airway obstruction</li> </ul>	<b>Same as Previous Level</b>	<b>AEMT Material Plus:</b> Age-related assessment findings, age-related anatomic and physiologic variations, age-related and developmental stage related assessment and treatment modifications of the pediatric specific major or common diseases and/or emergencies:

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
	<ul style="list-style-type: none"> <li>• Shock</li> <li>• Seizures</li> <li>• Sudden Infant Death Syndrome</li> </ul>	<ul style="list-style-type: none"> <li>• Lower airway reactive disease</li> <li>• Respiratory distress/failure/arrest</li> <li>• Shock</li> <li>• Seizures</li> <li>• Sudden Infant Death Syndrome</li> <li>• Gastrointestinal disease</li> </ul>		<p>Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Foreign body (upper and lower) airway obstruction</li> <li>• Bacterial tracheitis</li> <li>• Asthma</li> <li>• Bronchiolitis                             <ul style="list-style-type: none"> <li>▫ Respiratory Syncytial Virus (RSV)</li> </ul> </li> <li>• Pneumonia</li> <li>• Croup</li> <li>• Epiglottitis</li> <li>• Respiratory distress/failure/arrest</li> <li>• Shock</li> <li>• Seizures</li> <li>• Sudden Infant Death Syndrome (SIDS)</li> <li>• Hyperglycemia</li> <li>• Hypoglycemia</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Pertussis</li> <li>• Cystic fibrosis</li> <li>• Bronchopulmonary dysplasia</li> <li>• Congenital heart diseases</li> <li>• Hydrocephalus and ventricular shunts</li> </ul>
Geriatrics	<p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Impact of age-related changes on assessment and care</li> </ul>	<p><b>EMR Material Plus:</b> Fundamental depth, foundational breadth Changes associated with aging, psychosocial aspects of aging and age-related assessment and treatment modifications for the major or common geriatric diseases and/or emergencies</p> <ul style="list-style-type: none"> <li>• Cardiovascular diseases</li> <li>• Respiratory diseases</li> <li>• Neurological diseases</li> </ul>	<p><b>EMT Material Plus:</b> Complex depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Fluid resuscitation in the elderly</li> </ul>	<p><b>AEMT Material Plus:</b> Normal and abnormal changes associated with aging, pharmacokinetic changes, psychosocial and economic aspects of aging, polypharmacy, and age-related assessment and treatment modifications for the major or common geriatric diseases and/or emergencies Complex depth, comprehensive breadth</p>



## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
		<ul style="list-style-type: none"> <li>• Endocrine diseases</li> <li>• Alzheimer's</li> <li>• Dementia</li> </ul>		<ul style="list-style-type: none"> <li>• Cardiovascular diseases</li> <li>• Respiratory diseases</li> <li>• Neurological diseases</li> <li>• Endocrine diseases</li> <li>• Alzheimer's</li> <li>• Dementia</li> <li>• Delirium                             <ul style="list-style-type: none"> <li>▫ Acute confusional state</li> </ul> </li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Herpes zoster</li> <li>• Inflammatory arthritis</li> </ul>
Patients with Special Challenges	Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Recognizing and reporting abuse and neglect</li> </ul>	<b>EMR Material Plus:</b> Simple depth, simple breadth Healthcare implications of <ul style="list-style-type: none"> <li>• Abuse</li> <li>• Neglect</li> <li>• Homelessness</li> <li>• Poverty</li> <li>• Bariatrics</li> <li>• Technology dependent</li> <li>• Hospice/ terminally ill</li> <li>• Tracheostomy care/dysfunction</li> <li>• Homecare</li> <li>• Sensory deficit/loss</li> <li>• Developmental disability</li> </ul>	<b>EMT Material Plus:</b> Fundamental depth, foundational breadth Healthcare implications of <ul style="list-style-type: none"> <li>• Abuse</li> <li>• Neglect</li> <li>• Homelessness</li> <li>• Poverty</li> <li>• Bariatrics</li> <li>• Technology dependent</li> <li>• Hospice/ terminally ill</li> <li>• Tracheostomy care/dysfunction</li> <li>• Homecare</li> <li>• Sensory deficit/loss</li> <li>• Developmental disability</li> </ul>	<b>AEMT Material Plus:</b> Complex depth, comprehensive breadth Healthcare implications of <ul style="list-style-type: none"> <li>• Abuse</li> <li>• Neglect</li> <li>• Poverty</li> <li>• Bariatrics</li> <li>• Technology dependent</li> <li>• Hospice/ terminally ill</li> <li>• Tracheostomy care/dysfunction</li> </ul>
<b>EMS Operations</b>	<b>Knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>
Principles of Safely Operating a Ground Ambulance	Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Risks and responsibilities of emergency response</li> </ul>	<b>EMR Material Plus:</b> Simple depth, foundational breadth <ul style="list-style-type: none"> <li>• Risks and responsibilities of transport</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>
Incident Management	Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Establish and work within the incident management</li> </ul>	<b>EMR Material Plus:</b> Fundamental depth, foundational breadth	<b>Same as Previous Level</b>	<b>AEMT Material Plus:</b> Complex depth, comprehensive breadth

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
	system	<ul style="list-style-type: none"> <li>Establish and work within the incident management system</li> </ul>		<ul style="list-style-type: none"> <li>Establish and work within the incident management system</li> </ul>
Multiple Casualty Incidents	Simple depth, simple breadth <ul style="list-style-type: none"> <li>Triage principles</li> <li>Resource management</li> </ul>	<b>EMR Material Plus:</b> Simple depth, foundational breadth <ul style="list-style-type: none"> <li>Triage</li> <li>Performing</li> <li>Re-Triage</li> <li>Destination Decisions</li> <li>Post Traumatic and Cumulative Stress</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>
Air Medical	Simple depth, simple breadth <ul style="list-style-type: none"> <li>Safe air medical operations</li> <li>Criteria for utilizing air medical response</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>AEMT Material Plus:</b> Complex depth, comprehensive breadth <ul style="list-style-type: none"> <li>Medical risks/needs/advantages</li> </ul>
Vehicle Extrication	Simple depth, simple breadth <ul style="list-style-type: none"> <li>Safe vehicle extrication</li> <li>Use of simple hand tools</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>
Hazardous Materials Awareness	Simple depth, simple breadth <ul style="list-style-type: none"> <li>Risks and responsibilities of operating in a cold zone at a hazardous material or other special incident</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>
Mass Casualty Incidents due to Terrorism and Disaster (this section subject to ongoing collective and cooperative review and input from all stakeholders including the Department of Transportation, Department of Homeland Security)	Simple depth, simple breadth <ul style="list-style-type: none"> <li>Risks and responsibilities of operating on the scene of a natural or man- made disaster</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>

**OHIO APPROVED EMS CURRICULUM STANDARDS**

	<b>EMR</b>	<b>EMT</b>	<b>AEMT</b>	<b>PARAMEDIC</b>
and the Department of Health and Human Services)				
<b>Clinical Behavior/Judgment</b>				
	<b>EMR</b>	<b>EMT</b>	<b>AEMT</b>	<b>PARAMEDIC</b>
<b>Assessment</b>	Perform a simple assessment to identify life threats, identify injuries requiring immobilization and conditions requiring treatment within the scope of practice of the EMR: including foreign substance in the eyes and nerve agent poisoning.	Perform a basic history and physical examination to identify acute complaints and monitor changes.  Identify the actual and potential complaints of emergency patients.	Perform a basic history and physical examination to identify acute complaints and monitor changes.  Identify the actual and potential complaints of emergency patients.	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.
<b>Therapeutic communication and cultural competency</b>	Communicates to obtain and clearly transmit information with an awareness of cultural differences.	Communicate in a culturally sensitive manner.	Communicate in a culturally sensitive manner.	Effectively communicate in a manner that is culturally sensitive and intended to improve the patient outcome.
<b>Psychomotor Skills</b>	Safely and effectively perform psychomotor skills within the National EMS Scope of Practice Model and the Ohio Scope of Practice at this level.	Safely and effectively perform psychomotor skills within the National EMS Scope of Practice Model and the Ohio Scope of Practice at this level.	Safely and effectively perform psychomotor skills within the National EMS Scope of Practice Model and the Ohio Scope of Practice at this level.	Safely and effectively perform psychomotor skills within the National EMS Scope of Practice Model and the Ohio Scope of Practice at this level.

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
	<p>Preparatory</p> <ul style="list-style-type: none"> <li>• Body substance isolation precaution/administration</li> <li>• Trauma Triage determination per OAC 4765-14-02</li> </ul> <p>Airway and Breathing</p> <ul style="list-style-type: none"> <li>• Basic Airway Maneuvers</li> <li>• Head-tilt, chin-lift</li> <li>• Jaw thrust</li> <li>• Modified chin lift</li> <li>• FBAO relief - manual</li> <li>• Oropharyngeal airway</li> <li>• Sellick's maneuver</li> <li>• Positive pressure ventilation devices such as BVM</li> <li>• Oropharyngeal airway adjunct</li> <li>• Nasopharyngeal airway adjunct</li> <li>• Suction of the upper airway</li> <li>• Supplemental oxygen therapy</li> <li>• Nasal cannula</li> <li>• Non-rebreather mask</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• Manual B/P</li> </ul> <p>Pharmacologic interventions</p> <ul style="list-style-type: none"> <li>• Unit-dose auto-injectors (lifesaving medications intended for self or peer rescue in hazardous materials situation, nerve agent antidote kit)</li> </ul> <p>Medical/Cardiac care</p> <ul style="list-style-type: none"> <li>• Manual CPR</li> <li>• AED</li> <li>• Assisted normal delivery</li> </ul>	<p>Airway and Breathing</p> <ul style="list-style-type: none"> <li>• Orotracheal intubation of pulseless and apneic patients with extraglottic or multi-lumen device</li> <li>• Endotracheal suctioning through a stoma</li> <li>• Positive pressure ventilation</li> <li>• Manually-triggered ventilators</li> <li>• Automatic transport ventilators</li> <li>• Supplemental oxygen therapy</li> <li>• CPAP Administration and management</li> <li>• ETCO2 monitoring and detection</li> <li>• Humidifiers</li> <li>• Manually-triggered ventilators</li> <li>• Automatic transport ventilators</li> <li>• Partial-rebreather mask</li> <li>• Venturi mask</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• Blood glucose monitor</li> <li>• Automatic B/P</li> </ul> <p>Pharmacologic interventions</p> <ul style="list-style-type: none"> <li>• Assist patients in taking their own prescribed medications</li> <li>• Administration of OTC medications with medical oversight</li> <li>• Oral glucose administration</li> <li>• Aspirin for chest pain</li> <li>• 12-lead EKG set-up and application for electronic transmission</li> </ul> <p>Medical/Cardiac care</p> <ul style="list-style-type: none"> <li>• Mechanical CPR</li> <li>• Assisted complicated delivery</li> </ul>	<p>Airway and Breathing</p> <ul style="list-style-type: none"> <li>• Orotracheal intubation of apneic patients with endotracheal device</li> <li>• Esophageal-tracheal</li> <li>• Tracheal-bronchial suctioning of an already intubated patient</li> <li>• Tracheostomy tube replacement and suctioning</li> <li>• FBAO – direct laryngoscopy</li> </ul> <p>Pharmacologic interventions</p> <ul style="list-style-type: none"> <li>• Establish and maintain peripheral intravenous access</li> <li>• Intraosseous insertion</li> <li>• Intravenous maintenance and fluid administration</li> <li>• Sublingual nitroglycerin</li> <li>• Dextrose in water</li> <li>• Subcutaneous or intramuscular epinephrine 1:1000</li> <li>• Diphenhydramine</li> <li>• Benzodiazepines</li> <li>• Broncodilators</li> <li>• Naloxone</li> <li>• Glucagon</li> <li>• Nitrous oxide</li> <li>• Nalbuphine</li> <li>• Lidocaine, for pain relief after intraosseous insertion</li> <li>• Narcotics or other analgesics for pain relief</li> <li>• Any additional drug approved by the EMS Board</li> </ul> <p>Medical/Cardiac care</p> <ul style="list-style-type: none"> <li>• Manual defibrillation</li> <li>• Cardiac monitor strip interpretation <ul style="list-style-type: none"> <li>▫ Bradycardia</li> <li>▫ Sinus tachycardia</li> <li>▫ Ventricular tachycardia</li> </ul> </li> </ul>	<p>Airway and Breathing</p> <ul style="list-style-type: none"> <li>• Oral and nasal endotracheal intubation</li> <li>• Percutaneous cricothyrotomy</li> <li>• Pleural decompression</li> <li>• BiPAP, PEEP</li> <li>• Chest tube monitoring</li> <li>• NG/OG tube</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• ECG interpretation</li> <li>• 12-lead interpretation</li> <li>• Blood chemistry analysis</li> </ul> <p>Pharmacologic interventions</p> <ul style="list-style-type: none"> <li>• Intraosseous insertion</li> <li>• Enteral and parenteral administration of approved prescription medications</li> <li>• Access indwelling catheters and implanted central IV ports</li> <li>• Medications by IV infusion</li> <li>• Maintain infusion of blood or blood products</li> <li>• Blood sampling</li> <li>• Thrombolytic initiation</li> <li>• Administer physician approved medications</li> </ul> <p>Medical/Cardiac care</p> <ul style="list-style-type: none"> <li>• Cardioversion</li> <li>• Transcutaneous pacing</li> <li>• Carotid massage</li> </ul> <p>Trauma care</p> <ul style="list-style-type: none"> <li>• Morgan lens</li> </ul>

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
	<p>Trauma care</p> <ul style="list-style-type: none"> <li>• Manual stabilization</li> <li>• C-spine injuries</li> <li>• Spinal immobilization</li> <li>• Cervical collars</li> <li>• Seated</li> <li>• Long board</li> <li>• Short board</li> <li>• Splinting</li> <li>• Soft Tissue Management</li> <li>• Extremity fractures</li> <li>• Bleeding control</li> <li>• Emergency moves</li> <li>• Eye irrigation</li> </ul> <p>Special Patient Populations</p> <ul style="list-style-type: none"> <li>• Emergency childbirth management</li> </ul>	<p>Trauma care</p> <ul style="list-style-type: none"> <li>• Spinal immobilization</li> <li>• Cervical collars</li> <li>• Seated</li> <li>• Longboard</li> <li>• Rapid extrication</li> <li>• Splinting</li> <li>• Extremity</li> <li>• Traction</li> <li>• PASG</li> <li>• Helmet removal</li> <li>• Mechanical patient restraint</li> <li>• Tourniquet</li> </ul>	<ul style="list-style-type: none"> <li>▫ Ventricular fibrillation</li> <li>▫ Asystole</li> <li>▫ Artifact</li> </ul> <p>Trauma care</p> <ul style="list-style-type: none"> <li>• Needle decompression of the chest</li> </ul>	
				Anticipate and prospectively intervene to improve patient outcome.
<b>Professionalism</b>	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.	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.	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.	Is a role model of exemplary 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.
<b>Decision Making</b>	Initiates simple interventions based on assessment findings.	Initiates basic interventions based on assessment findings intended to mitigate the emergency and provide limited symptom relief while providing access to definitive care.	Initiates basic and selected advanced interventions based on assessment findings intended to mitigate the emergency and provide limited symptom relief while providing access to definitive care.	<p>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.</p> <p>Evaluates the effectiveness of interventions and modifies</p>

**OHIO APPROVED EMS CURRICULUM STANDARDS**

	<b>EMR</b>	<b>EMT</b>	<b>AEMT</b>	<b>PARAMEDIC</b>
				treatment plan accordingly.
<b>Record Keeping</b>	Record simple assessment findings and interventions	Report and document assessment data and interventions.	Report and document assessment findings and interventions.	Report and document assessment findings and interventions. Collect and report data to be used for epidemiological and research purposes.
<b>Patient Complaints</b>	Perform a patient assessment and provide prehospital emergency care for patient complaints: abdominal pain, abuse/neglect, altered mental status/decreased level of consciousness, apnea, back pain, behavioral emergency, bleeding, cardiac arrest, chest pain, cyanosis, dyspnea, eye pain, GI bleeding, hypotension, multiple trauma, pain, paralysis, poisoning, shock, and stridor/drooling.	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.	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.	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,

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
				weakness, and wheezing.
<b>Scene Leadership</b>	Manage the scene until care is transferred to an EMS team member licensed at a higher level arrives.	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 team leader following additional training and/or experience.	Serve as an EMS team leader of an emergency call.	Function as the team leader of a routine, single patient advanced life support emergency call.
<b>Scene Safety</b>	Ensure the safety of the rescuer and others during an emergency.	Ensure the safety of the rescuer and others during an emergency.	Ensure the safety of the rescuer and others during an emergency.	Ensure the safety of the rescuer and others during an emergency.
<b>Hospital/Clinical Experience</b>	<ul style="list-style-type: none"> <li>• None required at this level</li> </ul>	<ul style="list-style-type: none"> <li>• EMT students must complete all clinical and field requirements in accordance with OAC 4765-15-05, EMT Curriculum, prior to receiving a certificate of completion.</li> <li>• Students must complete at least ten hours of clinical and field experience.</li> <li>• Students must observe emergency department operations for a period of time sufficient to gain an appreciation for the continuum of care.</li> <li>• Students must perform ten patient assessments. These can be performed in an emergency department, ambulance, clinic, nursing home, doctor's office, etc. or on standardized patients if clinical settings are not available.</li> </ul>	<ul style="list-style-type: none"> <li>• AEMT students must complete all clinical and field requirements in accordance with OAC 4765-16-06, AEMT Curriculum, prior to receiving a certificate of completion.</li> <li>• The student must demonstrate the ability to safely perform a minimum of one subcutaneous injection, which may be completed on mannequin or simulator.</li> <li>• The student must demonstrate the ability to safely perform a minimum of three intramuscular injections.</li> <li>• The student must demonstrate the ability to safely perform a minimum of two intravenous medication administrations.</li> <li>• The student must demonstrate the ability to safely perform a minimum of three bronchodilator administrations.</li> <li>• The student must demonstrate the ability to safely gain a minimum of five vascular accesses.</li> <li>• The student must demonstrate the ability to safely perform a minimum of two intraosseous</li> </ul>	<ul style="list-style-type: none"> <li>• Paramedic students must complete all clinical and field requirements in accordance with OAC 4765-17-04, Paramedic Curriculum, prior to receiving a certificate of completion.</li> <li>• The student must demonstrate the ability to perform an adequate assessment and formulate and implement a treatment plan for patients by age and chief complaint to include: a minimum fifty (50) adult assessments, thirty (30) geriatric assessments and ten (10) pediatric assessments.</li> <li>• The student must demonstrate the ability to perform an adequate assessment and formulate and implement a treatment plan for a minimum of fifteen (15) patients with chest complaints, a minimum of fifteen (15) patients with altered mental status, a minimum of fifteen (15) patients with abdominal pain and a minimum of fifteen patients (15) with shortness of breath.</li> </ul>

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
			insertions, which may be completed on mannequin. <ul style="list-style-type: none"> <li>• The student must demonstrate the ability to safely perform one manual defibrillation, which may be completed on mannequin or simulator.</li> <li>• The student must demonstrate the ability to safely perform a minimum of three intubations, which may be completed on mannequin .</li> <li>• The student must demonstrate the ability to safely perform a minimum of three insertions of dual-lumen airway devices, which may be completed on mannequin .</li> <li>• The student must demonstrate the ability to safely perform a minimum of three insertions of extraglottic airway devices, which may be completed on mannequin .</li> <li>• The student should demonstrate the ability to effectively ventilate unintubated patients of all age groups.</li> <li>• The student must demonstrate the ability to adequately assess a minimum of twenty patients, including medical and trauma assessments to be performed on all age groups (pediatric, adult and geriatric patients).</li> </ul>	<ul style="list-style-type: none"> <li>• The student must demonstrate the ability to perform safely a minimum of fifteen (15) medication administrations by routes approved by the EMS Board in accordance with OAC 4765-17-03, Paramedic Scope of Practice.</li> <li>• The student must demonstrate the ability to safely perform a minimum of three endotracheal intubations.</li> <li>• The student must demonstrate the ability to safely perform a minimum of thirty (30) EKG interpretations.</li> <li>• The student must demonstrate the ability to safely perform a minimum of thirty (30) IV initiation/ maintenance administrations.</li> </ul>
<b>Field Experience</b>	<ul style="list-style-type: none"> <li>• None required at this level</li> </ul>	<ul style="list-style-type: none"> <li>• The student must participate in and document patient contacts in a field experience approved by the medical director and program director.</li> </ul>	<ul style="list-style-type: none"> <li>• The student must participate in and document team leadership in a field experience approved by the medical director and program director.</li> </ul>	<ul style="list-style-type: none"> <li>• The student must participate in and document a minimum of fifty (50) advanced life support (ALS) ambulance runs.</li> <li>• The student must participate in and document team leadership</li> </ul>



## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
				in a field experience approved by the medical director and program director.
Educational Infrastructure				
	EMR	EMT	AEMT	PARAMEDIC
<b>Educational Facilities</b>	<ul style="list-style-type: none"> <li>• Facility sponsored or approved by sponsoring agency</li> <li>• ADA compliant facility</li> <li>• Sufficient space for class size</li> <li>• Controlled environment</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level plus</b> Reference CoAEMSP/CAAHEP Standards and Guidelines (www.coaemsp.org)
<b>Student Space</b>	<ul style="list-style-type: none"> <li>• Provide space sufficient for students to attend classroom sessions, take notes and participate in classroom activities</li> <li>• Provide space for students to participate in kinematic learning and practice activities</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level plus</b> Reference CoAEMSP/CAAHEP Standards and Guidelines (www.coaemsp.org)
<b>Instructional Resources</b>	<ul style="list-style-type: none"> <li>• Provide basic instructional support material</li> <li>• Provide audio, visual, and kinematic aids to support and supplement didactic instruction</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level plus</b> Reference CoAEMSP/CAAHEP Standards and Guidelines (www.coaemsp.org)
<b>Instructor Preparation Resources</b>	<ul style="list-style-type: none"> <li>• Provide space for instructor preparation</li> <li>• Provide support equipment for instructor preparation</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level plus</b> Reference CoAEMSP/CAAHEP Standards and Guidelines (www.coaemsp.org)
<b>Storage Space</b>	<ul style="list-style-type: none"> <li>• Provide adequate and secure storage space for instructional materials</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level plus</b> Reference CoAEMSP/CAAHEP Standards and Guidelines (www.coaemsp.org)
<b>Sponsorship</b>	<ul style="list-style-type: none"> <li>• Sponsoring organizations shall be one of the following:</li> <li>• Accredited educational institution, or</li> <li>• Public safety organization, or</li> <li>• Accredited hospital, clinic, or medical center, or</li> <li>• Other State approved institution or organization</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level plus</b> Reference CoAEMSP/CAAHEP Standards and Guidelines (www.coaemsp.org)

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
<b>Programmatic Approval</b>	<ul style="list-style-type: none"> <li>Sponsoring organization shall have programmatic approval by authority having jurisdiction for program approval (State)</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level plus</b> Reference CoAEMSP/CAAHEP Standards and Guidelines (www.coaemsp.org)
<b>Faculty</b>	<p>The course primary instructor should</p> <ul style="list-style-type: none"> <li>Be educated at a level higher than he or she is teaching; however, as a minimum, he or she must be educated at the level he or she is teaching</li> <li>Have successfully completed an Ohio approved EMS instructor training program</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>
<b>Medical Director Oversight</b>	<ul style="list-style-type: none"> <li>Provide medical oversight for all medical aspects of instruction</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level plus</b> Reference CoAEMSP/CAAHEP Standards and Guidelines (www.coaemsp.org)
<b>Hospital/Clinical Experience</b>	<ul style="list-style-type: none"> <li>None required at this level</li> </ul>	<b>See Ohio EMT Curriculum OAC 4765-15-05</b>	<b>See Ohio AEMT Curriculum OAC 4765-16-06</b>	<b>See Ohio Paramedic Curriculum OAC 4765-17-04</b>
<b>Field Experience</b>	<ul style="list-style-type: none"> <li>None required at this level</li> </ul>	<b>See Ohio EMT Curriculum OAC 4765-15-05</b>	<b>See Ohio AEMT Curriculum OAC 4765-16-06</b>	<b>See Ohio Paramedic Curriculum OAC 4765-17-04</b>
<b>Course Length</b>	<ul style="list-style-type: none"> <li>Training program shall consist of at least 48 hours</li> </ul>	<ul style="list-style-type: none"> <li>Training program shall consist of at least 150 hours</li> </ul>	<ul style="list-style-type: none"> <li>Training program shall consist of at least 200 hours</li> </ul>	<ul style="list-style-type: none"> <li>Training program shall consist of at least 900 hours</li> <li>500 hours devoted to didactic and laboratory</li> <li>400 hours devoted to clinical and field training</li> <li>Prerequisite course in anatomy and physiology</li> </ul>
<b>Course Design</b>	<ul style="list-style-type: none"> <li>Provide the following components of instruction:</li> <li>Didactic instruction</li> <li>Skills laboratories</li> </ul>	<ul style="list-style-type: none"> <li>Provide the following components of instruction:</li> <li>Didactic instruction</li> <li>Skills laboratories</li> <li>Hospital/Clinical</li> <li>Field experience</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>
<b>Student Assessment</b>	<ul style="list-style-type: none"> <li>Perform knowledge, skill, and professional behavior</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level plus</b> Reference CoAEMSP/CAAHEP

## OHIO APPROVED EMS CURRICULUM STANDARDS

	EMR	EMT	AEMT	PARAMEDIC
	evaluation based on educational standards and program objectives <ul style="list-style-type: none"> <li>• Provide several methods of assessing achievement</li> <li>• Provide assessment that measures, as a minimum, entry level competency in all domains</li> </ul>			Standards and Guidelines (www.coaemsp.org)
<b>Program Evaluation</b>	<ul style="list-style-type: none"> <li>• Provide evaluation of program instructional effectiveness</li> <li>• Provide evaluation of organizational and administrative effectiveness of program</li> </ul>	<b>Same as Previous Level</b>	<b>Same as Previous Level</b>	<b>Same as Previous Level plus Reference CoAEMSP/CAAHEP Standards and Guidelines (www.coaemsp.org)</b>

### Instructional Guidelines

The *Standards* are broad to allow for incorporation of evidence-based changes within the profession as they influence practice and to permit diverse presentation methods. The Instructional Guidelines (IG) are not part of the *National EMS Education Standards*, but are a companion document. The IG are intended to provide guidance to instructors, regulators, and publishers regarding the content that may be included within each area of the *Standards*, and to provide interim support as EMS instructors and programs transition from the NSC to the *National EMS Education Standards*. The IG are not intended to be all-inclusive; it is understood that they will become outdated as research, technology, and national organization guidelines dictate changes in patient assessment and care. The IG do not comprise a curriculum and are not intended to be adopted by States.

### Glossary for Education Standards

**Academic institution** - A body or establishment instituted for an educational purpose that provides college credit or awards degrees.

**Accreditation** - The granting of approval by an official review board after meeting specific requirements. The review board is nongovernmental, and the review is collegial and based on self-assessment, peer assessment, and judgment. The purpose of accreditation is student protection and public accountability.

**Advanced-level care** - Care that has greater potential benefit to the patient, but also greater potential risk to the patient if improperly or inappropriately performed. It is more difficult to attain and maintain competency in, and requires significant background knowledge in basic and applied sciences. This level of care includes invasive and pharmacological interventions.

**Affective domain** - Describes learning in terms of feelings/emotions, attitudes, and values. (NAEMSE, 2005, p. 306)

**Asynchronous instruction/learning** - An instructional method that allows the learner to use a self-directed and self-paced learning format to move through the content of the course. In this type of instruction, learner-to-learner and learner-to-instructor interactions are independent of time and place. Communications and submission of work typically follow a schedule while learners and instructors do not interact at the same time.

**Certification** - The issuing of a certificate by a private agency based upon competency standards adopted by that agency and met by the individual.

**Cognitive domain** - Describes learning that takes place through the process of thinking—it deals with facts and knowledge. (NAEMSE, 2005, p. 306)

**Competency** - Expected behavior or knowledge to be achieved within a defined area of practice.

**Credential** - Generic term referring to all forms of professional qualification.

**Credentialing** - The umbrella term that includes the concepts of accreditation, licensure, registration, and professional certification. Credentialing can establish criteria for fairness, quality, competence, and/or safety for professional services provided by authorized individuals, for products, or for educational endeavors. Credentialing is the process by which an entity, authorized and qualified to do so, grants formal recognition to, or records the recognition status of individuals, organizations, institutions, programs, processes, services, or products that meet predetermined and standardized criteria. (NOCA, 2006)

**Credentialing agency** - An organization that certifies an institution's or individual's authority or claim of competence in a course of study or completion of objectives.

**Curriculum** - A particular course of study, often in a specialized field. For EMS education, it has traditionally included detailed lesson plans.

**Didactic** - The instructional theory, the lesson content. (NAEMSE, 2005, p. 307)

**Distributive education** - A generic term used to describe a variety of learning delivery methods that attempt to accommodate a geographical separation (at least for some of the time) of the instructor and learners. Distributed education includes computer and web-based instruction, distance learning through television or video, web-based seminars, video conferencing, and electronic and traditional educational models.

**Domains** - A category of learning. (See Affective domain, Cognitive domain, and Psychomotor domain.) (NAEMSE, 2005, p. 307)

**Entry-level competence** - The level of competence expected of an individual who is about to begin a career. The minimum competence necessary to practice safely and effectively.

**Health Screening** - A test or exam performed to find a condition before symptoms begin.

Screening tests may help find diseases or conditions early, when they may be easier to treat. (Medline Plus definition)

**Instructional Guidelines** - A resource document that provides initial guidance for content within the *National EMS Education Standards*—it is not a curriculum and should not be adopted by States.

**Licensure** - The act of granting an entity permission to do something that the entity could not legally do without such permission. Licensing is generally viewed by legislative bodies as a regulatory effort to protect the public from potential harm. In the health care delivery system, an individual who is licensed tends to enjoy a certain amount of autonomy in delivering health care services. Conversely, the licensed individual must satisfy ongoing requirements that ensure certain minimum levels of expertise. A license is generally considered a privilege, not a right.

**Medical oversight** - Physician review and approval of clinical content and matters relevant to medical authority.

**National EMS Core Content** - The document that defines the domain of out-of-hospital care.

**National EMS Education Program Accreditation** - The accreditation process for institutions that sponsor EMS educational programs.

**National EMS Education Standards** - The document that defines the terminal objectives for each licensure level.

**National EMS Scope of Practice Model** - The document that defines the scope of practice of the various levels of EMS licensure.

**Patient simulation** - An alternative to a human patient to help students improve patient assessment and management skills; a high fidelity patient simulator provides realistic simulation that responds physiologically to student therapies. These simulators have realistic features such as chests that rise and fall with respirations, pupils that react to light, pulses that can be palpated, etc.

**Post graduate internship and/or experience** - Experience gained after the student has completed and graduated from school.

**Practice analysis** - A study conducted to determine the frequency and criticality of the tasks performed in practice.

**Preceptor** - A clinical teacher or instructor who is responsible for evaluating and ensuring student progress during hospital and field experiences. This individual typically has training to be able to function effectively in the role.

**Primary instructor** - A person who possesses the appropriate academic and/or allied health credentials, and understanding of the principles and theories of education, and required instructional experience necessary to provide quality instruction to students. (NAEMSE, 2005, p 309)

**Program director** - The individual responsible for an educational program or programs.

**Psychomotor domain** - Describes learning that takes place through the attainment of skills and bodily, or kinesthetic, movements. (NAEMSE, 2005, p309)

**Registration agency** - An agency that is traditionally responsible for providing a product used to evaluate a chosen area. States may voluntarily adopt this product as part of their licensing process. The registration agency is also responsible for gathering and housing data to support the validity and reliability of their product.

**Regulation** - A rule or a statute that prescribes the management, governance, or operation parameters for a given group; tends to be a function of administrative agencies to which a legislative body has delegated authority to promulgate rules and regulations to “regulate a given industry or profession.” Most regulations are intended to protect the public health, safety, and welfare.

**Scope of practice** - The description of what a licensed individual legally can and cannot perform.

**Standardized patient** - An individual who has been thoroughly trained to accurately simulate a real patient with a medical condition; a standardized patient plays the role of a patient for students learning patient assessment, history taking skills, communication skills, and other skills.

**Standard of care** - The domain of acceptable practice, as defined by scope of practice, current evidence, industry consensus, and experts. Standard of care can vary, depending on the independent variables of each situation.

**Synchronous instruction** - Instructional method whereby learners and instructors interact at the same time, either in the classroom or via a computer driven course. This method allows for more immediate learner guidance and feedback using face-to-face, instant text-based messaging, or real time voice communications.

**Team leader** - Someone who leads the call and provides guidance and direction for setting priorities, scene and patient assessment and management. The team leader may not actually perform all the interventions, but may assign others to do so.