

COURSE OUTLINE

I. ORIENTATION

- A. Introduce course and facilities
- B. Discuss syllabus and major objectives
- C. Explain attendance, grading, classroom procedures, code of conduct
- D. Complete course safety requirements/test

II CAREERS IN PUBLIC SERVICES

- A. Research and report on the specialized occupations within the Public Services industry
- B. Identify the steps in the hiring process from application to employment
- C. List the eligibility requirements for various public service positions
- D. Explain the impact of pre-service activities on employability (e.g., financial irresponsibility, criminal record, improper social media behavior, etc.)
- E. Identify the reasons for disqualification
- F. Describe the physical fitness requirements and the impact of nutrition and a healthy lifestyle on employability/job performance

III PREPARING FOR COLLEGE AND CAREERS

- A. Review and Discuss California CTE Model Curriculum Standards for Career Ready Practice
- B. Create an Education Plan and a Career Plan aligned with personal goals
- C. Create a Resumé
- D. Create a Career Portfolio
- E. Complete a handwritten/hand-printed Job Application neatly, legibly and with no corrections or mistakes
- F. Practice a professional job interview
- G. Evening of Excellence Essay

IV. PATIENT ASSESSMENT & MANAGEMENT – PRIMARY ASSESSMENT

- A. Demonstrate competency in performing a complete trauma assessment involving scene size-up, primary assessment, secondary assessment, physical examination, ongoing assessment, and perform life-threatening interventions as necessary.
- B. Establish appropriate BSI precautions.
- C. Determine the need for additional BSI.
- D. Determine if the airway is manageable vs. unmanageable.
- E. Expose and visualize the area associated with the preliminary chief complaint.
- F. Identify that the patient is a “priority patient”.
- G. Re-evaluate the transport decision.
- H. Understands the specific injury appropriately on scene or enroute.
- I. Formulate a “Provider Impression”

V. PATIENT ASSESSMENT/VITAL SIGNS – BLOOD PRESSURE

- A. Demonstrate proficiency in obtaining an accurate auscultated and palpated blood pressure reading.
- B. Establish body substance isolation precautions.
- C. Select and exposes appropriate site (Upper extremity or Lower extremity).
- D. Select appropriate size blood pressure cuff.
- E. Demonstrate positioning the extremity at appropriate level.

VI. PATIENT ASSESSMENT - PULSE

- A. Demonstrate competency in performing an accurate pulse assessment for the primary and secondary assessment.
- B. Describes primary assessment procedure.
- C. Describes secondary assessment procedure.
- D. Explains appropriate report to equal or higher level of care personnel.

VII. PATIENT ASSESSMENT - RESPIRATIONS

- A. Demonstrate competency in performing an accurate respiratory assessment.
- B. Establish appropriate BSI precautions.
- C. Demonstrate primary assessment procedure.

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D. Demonstrate secondary assessment procedure.

VIII. PATIENT ASSESSMENT – CHEST AUSCULTATION

- A. Demonstrate competency in performing rapid and/or comprehensive auscultation of the anterior and posterior breath sounds.
- B. Explain taking body substance isolation precautions.
- C. Discuss how to instruct patient to breathe.
- D. Demonstrate rapid auscultation procedure.
- E. Demonstrate anterior chest auscultation.
- F. Demonstrate posterior chest auscultation.
- G. Demonstrate placing diaphragm of stethoscope directly on patient's skin over auscultation site.
- H. Give appropriate report to equal or higher level of care personnel.
- I. Perform procedure in a safe and appropriate manner.

IX. BREATHING EMERGENCY – OXYGEN ADMINISTRATION

- A. Demonstrate competency in the administration of oxygen by utilizing an oxygen tank and regulator, oxygen masks, nasal cannula, and providing oxygen by blow-by method.
- B. Demonstrate discontinuing oxygen cylinder and regulator.
- C. Perform appropriate decisions based upon reassessment findings and response to interventions.
- D. Perform all procedures in a safe and appropriate manner.

X. AIRWAY EMERGENCY/AIRWAY MANAGEMENT – OROPHARYNGEAL AIRWAY (OPA)

- A. Demonstrate competency in sizing, inserting and removing an oropharyngeal airway.
- B. Demonstrate disposing of contaminated equipment appropriately.
- C. Perform all procedures in a safe and appropriate manner.

XI. AIRWAY EMERGENCY/AIRWAY MANAGEMENT – NASOPHARYNGEAL AIRWAY (NPA)

- A. Demonstrate competency in sizing, inserting, and removing a nasopharyngeal airway.
- B. Demonstrate disposing of contaminated equipment appropriately.
- C. Perform all procedures in a safe and appropriate manner.

XII. AIRWAY EMERGENCY/AIRWAY MANAGEMENT SUCTIONING - OROPHARYNGEAL

- A. Demonstrate competency in performing oropharyngeal suctioning using a rigid and flexible suction catheter and a bulb syringe.
- B. Demonstrate maintaining aseptic technique.
- C. Demonstrate disposing of contaminated equipment appropriately.
- D. Perform procedure in a safe and appropriate manner.

XIII. AIRWAY EMERGENCY/AIRWAY MANAGEMENT – SUCTIONING-TRACHEOSTOMY TUBE AND STOMA

- A. Demonstrate proficiency in suctioning a patient with a tracheostomy tube while maintaining aseptic technique.
- B. Demonstrate maintaining sterility of dominant hand and suction catheter.
- C. Give appropriate report to equal or higher level of care personnel.
- D. Perform procedure in a safe and appropriate manner.

XIV. BREATHING EMERGENCY/AIRWAY MANAGEMENT – BAG-MASK-VENTILATION (BMV) UNPROTECTED AIRWAY

- A. Demonstrate proficiency in ventilating a simulated patient utilizing a BMV device.
- B. Make appropriate decisions based upon reassessment findings and response to interventions.
- C. Give appropriate instructions to 2nd rescuer.
- D. Give appropriate report to equal or higher level of care personnel.
- E. Perform procedure in a safe and appropriate manner.

XV. BREATHING EMERGENCY/POSITIVE PRESSURE VENTILATION MOUTH-MASK VENTILATION WITH SUPPLEMENTAL OXYGEN

- A. Demonstrate proficiency in ventilating a patient using a pocket face mask with supplemental oxygen.
- B. Make appropriate decisions based upon reassessment findings and response to interventions.
- C. Give appropriate report to equal or higher level of care personnel.

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D. Perform procedure in a safe and appropriate manner.

XVI. MUSCULOSKELETAL INJURY/SPLINTS – LONG BONE AND JOINT INJURIES

- A. Demonstrate competency in immobilizing a long bone and joint dislocation.
- B. Explain reassessing the patient every 5-15 minutes or sooner.
- C. Give appropriate report to equal or higher level of care.
- D. Perform procedure in a safe and appropriate manner.

XVII. NEUROLOGICAL EMERGENCY/SPINAL MOTION RESTRICTION (SMR) LONG SPINE BOARD

- A. Demonstrate proficiency in performing and directing team members in spinal motion restriction using a long spine board.
- B. Demonstrate maintaining axial stabilization throughout procedure.
- C. Give appropriate report to equal or higher level of care personnel.
- D. Perform procedure in a safe and appropriate manner.

XVIII. NEUROLOGICAL EMERGENCY/SPINAL MOTION RESTRICTION (SMR) VEST-TYPE EXTRICATION DEVICE FOR THE SEATED PATIENT

- A. Demonstrate competency in performing and directing team members in spinal motion restriction of the head and neck using an extrication device for the seated patient.
- B. Ensure that collar does not obstruct the airway, or hinder mouth opening, ventilation or circulation.
- C. Demonstrate maintaining axial stabilization throughout procedure.
- D. Give appropriate report to equal or higher level of care personnel.
- E. Perform procedure in a safe and appropriate manner.

XIX. CIRCULATION EMERGENCY

EXTERNAL BLEEDING CONTROL/SHOCK MANAGEMENT

- A. Demonstrate proficiency in controlling external venous and/or arterial extremity bleeding.
- B. Give appropriate report to equal or higher level of care personnel which included time tourniquet was applied.
- C. Make appropriate decision based upon reassessment findings and response to interventions.
- D. Perform procedure in a safe and appropriate manner.

COURSE OUTLINE

ESSENTIAL STANDARDS AND KEY ASSIGNMENTS INDUSTRY SECTOR: Public Service

ESSENTIAL PATHWAY STANDARD - A1.0

Understand the basic structure and function of the human body and relate normal function to common disorders

KEY ASSIGNMENT

Demonstrate necessary leadership qualities, team concepts, and personal integrity for emergency response person.

ESSENTIAL PATHWAY STANDARD - A2.0

Recognize and practice components of an intake assessment relevant to patient care

KEY ASSIGNMENT

Execute safety procedures and protocols associated with local, state, and federal regulations in order to effectively and safely conduct duties within fire and emergency services

ESSENTIAL PATHWAY STANDARD – A3.0

Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients

KEY ASSIGNMENT

Demonstrate the immediate basic life support and interim medical care for a sick, injured, or compromised person until advanced medical care is provided or transport is initiated

ESSENTIAL PATHWAY STANDARD – A4.0

Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARDS – A5.0

KEY ASSIGNMENT

STANDARDS FOR CAREER READY PRACTICE

1. **Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.
2. **Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
3. **Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
4. **Apply technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
5. **Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.
6. **Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.
7. **Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.
8. **Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.
9. **Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.
10. **Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.
11. **Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.
12. **Understand the environmental, social, and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector Anchor Standard

2: Communications Language Standard

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6 Anchor Standard

3: Career Planning and Management Speaking and Listening Standard

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2 Anchor Standard

4: Technology Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. WS 11-12.6 Anchor Standard

5: Problem Solving and Critical Thinking Writing Standard

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

6: Health and Safety Reading Standards for Science and Technical Subjects

Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10 11-12.4 Anchor Standard

7: Responsibility and Flexibility Speaking and Listening Standard

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10 11-12.1 Anchor Standard

8: Ethics and Legal Responsibilities Speaking and Listening Standard

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d Anchor Standard

9: Leadership and Teamwork Speaking and Listening Standard

Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b Anchor Standard

10: Technical Knowledge and Skills Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6 Anchor Standard

11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.