

Emergency Medical Telecommunications

8337 36 weeks

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Virginia Department of Education

Course Description

Suggested Grade Level: 10 or 11 or 12

Emergency Medical Telecommunications is designed to provide the beginning telecommunicator with an understanding of situations encountered in an emergency communications environment. The student will be able to summarize issues involving the telecommunicator’s role and responsibilities as a member of the health and public safety environment. The student will be also be able to summarize issues involving resources available to a telecommunicator, the importance of maintaining confidentiality, and liability and legal issues involving emergency telecommunicators and their agencies. The student will be able to describe the process of stress management, inside and outside a communications department/center. The student will develop the entry-level skills needed in a telecommunications environment for rescue, fire, and police.

Note: This course has specific state laws and regulations from a governing medical board or agency. Please contact the Virginia Department of Education, Office of Career and Technical Education Services prior to implementing this course. All inquiries may be sent to cte@doe.virginia.gov.

Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

8337	Tasks/Competencies
Introducing Emergency Medical Dispatcher Roles and Responsibilities	
⊕	Explain the functions of the emergency medical dispatcher (EMD).
⊕	List the basic requirements for being a successful dispatcher.
⊕	Explain the three phases of the dispatch function.
⊕	Describe the local Emergency Medical Services (EMS) system.
Understanding Legal and Liability Issues in EMD	
⊕	Identify legal and liability issues that the EMD faces at state and national levels.
⊕	Define legal and ethical vocabulary/terms.
⊕	Identify strategies to avoid litigation.
⊕	Describe negligence and how courts determine negligence.
⊕	Define <i>standard of care</i> .
⊕	Describe two types of consent.
⊕	Explain issues that surround confidentiality.
Introducing Medical Concepts	
⊕	Describe medical concepts that relate to the emergency medical telecommunications function.
⊕	Describe the seven systems of the body.

+	Describe life-threatening conditions.
+	Define <i>shock</i> .
+	Describe methods of dealing with bleeding patients who are in shock.
+	Describe the levels of consciousness and how to determine them.
+	Describe the points of vital signs.
Obtaining Information and Caller Management	
+	Describe telephone techniques for obtaining information from a caller.
+	Describe the interpersonal qualities and attitude that the EMD is required to show with each call.
+	List in order of priority the five essential items of information that the EMD must obtain from each caller who requests EMS assistance.
+	Describe how to handle special situations that can occur during a call.
+	List at least six requirements to create effective communication between the EMD and a caller.
+	List the strategies that aid EMDs in delivering effective medical instructions by telephone.
+	Describe the purpose of the Emergency Medical Dispatch Protocol Reference System (EMDPRS).
+	Describe the communication skills needed for providing medical instructions.
+	Record essential information from a caller in correct priority sequence.
+	Describe the continuous quality improvement process for the EMD.
Determining Resource Allocation	
+	Describe the resources available in the local EMS system.
+	Describe local preconfigured response modes (e.g., BLS, ALS, full, hot or cold).
+	Determine the appropriate resources to be allocated.
+	Identify actions to be taken in situations that require a hazmat response.
Introducing the Emergency Medical Dispatch Protocol Reference System (EMDPRS)	
+	Identify the three types of protocols within the EMDPRS.
+	Describe the difference in content among the three types of protocols within the EMDPRS.
+	Describe the types of information gathered or provided for each section, for each of the types of protocols within an EMDPRS.
Introducing the 32 Chief Complaint Types	
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for animal bites.
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for assault/sexual assault (traumatic incident type).
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for burns.

⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for eye problems/injuries.
⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for a fall victim.
⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for bleeding.
⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for industrial accidents (traumatic incident type).
⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for a stabbing/gunshot victim.
⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for traumatic injuries.
⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for vehicle-related injuries.
⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for abdominal pain.
⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for allergies/stings.
⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for back pain.
⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for breathing problems.
⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for chest pain.
⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for convulsions/seizures.
⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for diabetic problems.
⊕	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for headache.

+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for heart problems.
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for ingestions/poisons/overdose.
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for psychiatric/behavioral problems.
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for a sick person.
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for a stroke/cerebrovascular accident (CVA).
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for an unknown/person down.
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for inhalation/hazmat/carbon monoxide.
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for cardiac arrest.
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for choking.
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for drowning.
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for electrocution.
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for pregnancy/childbirth.
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for an unconscious/fainting victim.
+	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for heat/cold exposure.
Exploring Requirements of Quality Assurance, Certification, and Recertification	
+	Describe the importance of quality assurance.
+	Explain certification requirements.
+	Explain recertification requirements.

⊕	Explain how certification can be revoked or suspended.
Managing Stress in the Dispatcher Environment	
⊕	Describe stress in public safety communication.
⊕	Describe common terms associated with stress.
⊕	Describe strategies for reducing stress.
⊕	Describe the components of a critical incident stress management (CISM) program.
Describing the Opioid Crisis	
⊕	Describe the history and current state of the opioid crisis in the United States.
⊕	Describe the history and current state of the opioid crisis in Virginia.
⊕	Define the pharmacological components and common uses of opioids.
Examining the Key Factors of Drug Addiction	
⊕	Examine the science of addiction.
⊕	Explain prevention and early intervention strategies.
⊕	Identify addiction and its behavioral elements, as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).
⊕	Describe the treatment models of addiction therapy.
⊕	Describe the medication management antidote used to prevent fatal opioid overdoses.
Understanding Pain Management Protocols	
⊕	Explain the science of physiological and mental pain.
⊕	Describe the diagnostic tools used in developing pain management plans.
⊕	Describe pain treatment options available to various populations of patients.
⊕	Describe the effects of opioid dependency on the human body systems.
⊕	Explain the mechanism and physical effects of opioids on the human body.
⊕	Explain the use of opioids in practice settings, the role of opioids in pain management, and risk factors associated with the use of the medication.
⊕	Describe the withdrawal and tapering side effects of opioid use.
⊕	Describe storage and disposal options for opioids.
⊕	Explain community resources for education about opioid use.
Working with Patients and Caregivers	
⊕	Describe key communication topics involving opioids for patients.
⊕	Describe communication topics for caregivers and family members.

Legend: ⊕ Essential ○ Non-essential ⊖ Omitted

Introducing Emergency Medical Dispatcher Roles and Responsibilities

Task Number 39

Explain the functions of the emergency medical dispatcher (EMD).

Definition

Explanation should include

- receipt and processing of calls for Emergency Medical Services (EMS) assistance
- determination of the nature and severity of the medical incident type without diagnosing the medical problem or condition
- responsibility for coordinating and dispatching EMS resources, based on the predetermined response configurations found in the local medically approved EMD Guidecards
- provision of pre-arrival emergency medical assistance using local medically approved EMD Guidecards and software.

Note: EMS systems vary by locale. Your system may be very different from the EMS in the next county, city, or suburb. It is the responsibility of the EMD to fully understand the EMS system in which he or she works.

1. Where: Location of the patient
2. What: Nature of the medical emergency
3. Who: To whom it happened
4. How: How it occurred
5. When: When it occurred

Process/Skill Questions

- Why is an EMD an essential part of the EMS system?
- What are some of the most common myths about EMDs? Why are they incorrect?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Leadership Events

- Medical Photography

Teamwork Events

- Health Career Display

- Health Education
- HOSA Bowl

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 40

List the basic requirements for being a successful dispatcher.

Definition

List should include

- expressing a desire to help callers
- treating callers with respect and compassion
- gathering necessary and required information for proper dispatch
- providing callers with pre-arrival instructions while maintaining control of the call in a calm manner
- maintaining confidentiality of information received
- demonstrating a mastery of the skills, philosophy, and knowledge of an EMD
- demonstrating a working knowledge of the local EMS system and its capabilities
- using speech that is clear and concise
- ensuring that oral and written responses are accurate
- asking the caller short and to-the-point questions that do not include jargon or difficult terms.

Process/Skill Questions

- What are your responsibilities as an EMD?
- How would you describe a successful EMD?
- What characteristics should a successful EMD have?
- What things would a successful EMD do or not do?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- Health Education

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 41

Explain the three phases of the dispatch function.

Definition

Explanation should include the following:

- Phase 1—Call-Receiving Activities: The EMD takes an incoming call and implements the “All Callers Interrogation” sequence. This sequence allows the EMD to determine the location of the patient, the nature of the medical emergency, to whom it occurred, how it occurred, and when it occurred. Based on the information received, the EMD can immediately go to the proper chief complaint located in the EMD Guidecards and continue to the next dispatch phase.
- Phase 2—Dispatch Activities: Questioning continues in this phase, and based on the information gathered during the call-receiving phase, the EMD turns to the proper Guidecard. This Guidecard provides the proper response mode. Response modes are predetermined by local medical authorities for the most effective response to the call type. The EMD prioritizes the incident and dispatches EMS personnel to the scene in the proper response mode.
- Phase 3—Post-Dispatch Activities: Once resources have been dispatched, the EMD prepares the caller or patient for the arrival of responding EMD personnel. The EMD also updates responding personnel with additional information as it is received. This usually involves providing medical instructions as indicated in the EMD Guidecards. It may also involve giving the caller non-medical instructions, such as unlocking doors, restraining pets, turning on outside lights, or other directions to assist responders.

Process/Skill Questions

- Why are the three phases of a dispatch call significant to the various responding agencies or personnel?
- What additional information might you have to provide to the responding agencies?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
 - Medical Terminology
-

Task Number 42

Describe the local Emergency Medical Services (EMS) system.

Definition

Description should include

- how the components of the local EMS system are arranged
- the tiered EMS structure: emergency medical responder (EMR), basic life support (BLS), advanced life support (ALS)
- identification of what medical resources are available in the local EMS system
- resources dispatched in a special situation and how to access these resources
- state or local code that defines the EMS system.

Process/Skill Questions

- What are the four levels of the EMS system?
- How do the four levels of the EMS system work together?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- Health Education
-

Understanding Legal and Liability Issues in EMD

Task Number 43

Identify legal and liability issues that the EMD faces at state and national levels.

Definition

Identification should include

- failing to send EMS when requested
- failing to provide the EMD service as trained and certified
- making a subjective judgment of the caller's credibility
- making a subjective judgment of the validity of the caller's chief complaint
- displaying an argumentative/combatative attitude
- allowing prejudices/biases to affect objective decision-making
- providing medical instruction without using the local medically-approved Guidecards
- failing to provide the EMD with proper training or certification
- failing to maintain EMD certification.

Process/Skill Questions

- What are the requirements to maintain your EMD certification in Virginia?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics

Teamwork Events

- Health Education
-

Task Number 44

Define legal and ethical vocabulary/terms.

Definition

Definition should include

- *liability*
- *negligence*
- *abandonment*
- *principle of reasonableness*
- *emergency rule*
- *foreseeability*
- *detrimental reliance*
- *damages*
- *consent*
- *immunity*
- *governmental immunity.*

Process/Skill Questions

- What is the emergency rule?
- To whom does the emergency rule apply, and when is it used?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics

Teamwork Events

- Health Education
- HOSA Bowl

Task Number 45

Identify strategies to avoid litigation.

Definition

Identification should include

- avoiding inappropriate behaviors
- participating actively in quality assurance/quality improvement (QA/QI) programs
- participating actively in continuing education programs
- seeking and maintaining EMD certification
- strictly following EMD Guidecards and established policies and procedures
- stating pre-arrival instructions as written.

Process/Skill Questions

- What are the continuing education requirements to maintain certification as an EMD? How do you complete these requirements?
- What information is included in the pre-arrival instructions? Where do you obtain the information?

Task Number 46

Describe negligence and how courts determine negligence.

Definition

Description should include

- the definition of *negligence*
- simple negligence
- gross negligence
- criminal negligence
- duty to act
- breach of duty
- injury/damage to patient
- proximate cause/causation.

Process/Skill Questions

- What is gross negligence, and who will receive the civil charge for committing it?
- What is the duty to act, and to what staff does it apply?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics

Teamwork Events

- Health Education

- HOSA Bowl
-

Task Number 47

Define *standard of care*.

Definition

Definition should include

- what standard of care is
- types of standards of care
- measures for establishing a standard of care.

Process/Skill Questions

- What measures are included in the standard of care involving emergency medical telecommunications?
- What member of the team will enforce the standard of care?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics
-

Task Number 48

Describe two types of consent.

Definition

Description should include actual (i.e., direct, verbal, nonverbal to someone giving aid) and implied (i.e., situations where patients are unconscious and can't respond; it is safe to assume they would want to be helped) consent.

Process/Skill Questions

- What is implied consent and in what situations is it used?
- What happens if you provide care to someone without consent?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics

Teamwork Events

- Health Education
 - HOSA Bowl
-

Task Number 49

Explain issues that surround confidentiality.

Definition

Explanation should include

- the patient's right to expect his/her information to be kept confidential
- information that can be relayed (i.e., that which is relevant to the proper medical response, patient access, scene safety, and patient complaint and condition)
- the Health Insurance Portability and Accountability Act (HIPAA) and laws related to patient confidentiality.

Process/Skill Questions

- What information during a call is confidential and what information is public knowledge?
- How do HIPPA laws affect telecommunications?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics

Teamwork Events

- Health Education
 - HOSA Bowl
-

Introducing Medical Concepts

Task Number 50

Describe medical concepts that relate to the emergency medical telecommunications function.

Definition

Description should include basic medical information to assist in determining the nature and treatment of medical emergencies.

Process/Skill Questions

- What tool can aid the dispatcher in obtaining medical information from the caller?
- What system tools are available to assist in describing medical concepts?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 51

Describe the seven systems of the body.

Definition

Description should include

- nervous system
- circulatory system

- digestive system
- musculoskeletal system
- genitourinary system
- respiratory system
- integumentary system.

Process/Skill Questions

- How is the human body organized? How would you describe the hierarchy of the various components?
- What systems apply to the ABC procedure of cardiopulmonary resuscitation?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Pathophysiology

Teamwork Events

- HOSA Bowl

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 52

Describe life-threatening conditions.

Definition

Description should include

- severe blood loss
- breathing obstruction
- cardiac arrest.

Process/Skill Questions

- How would you describe and explain the concept "what really kills a patient"?

- What are the three most life-threatening occurrences?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
 - Medical Terminology
 - Knowledge Test: Pathophysiology
-

Task Number 53

Define *shock*.

Definition

Definition should include

- the signs and symptoms
- the five types of shock.

Process/Skill Questions

- What is shock?
- What are the signs and symptoms of shock?
- How would you advise a caller on how to deal with shock?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
 - Medical Terminology
 - Knowledge Test: Pathophysiology
-

Task Number 54

Describe methods of dealing with bleeding patients who are in shock.

Definition

Description should include the following:

- Control of bleeding—Tell the patient to use a universal bandage or clean gauze pad and press down directly on the open wound (tell the caller to use the cleanest cloth possible and to use a lot of pressure). Tell them not to remove soaked bandages because it will rip open the clot forming on the wound (if need be, add another bandage on top and continue pressure). If the bleeding has stopped, the dressing can be tied in place with a bandage.
- Internal bleeding—There is not much you can do about it, but recognize it because of shock issues.

Note: Tourniquets can cause significant damage by stopping the flow of blood completely through a limb. This causes nerve and cell damage that is frequently permanent and can even result in amputation. If a caller says that a tourniquet has already been applied, it should be left on. Never instruct a caller to apply a tourniquet.

Process/Skill Questions

- What conditions might lead to the application of a tourniquet to control bleeding?
- Who should remove the tourniquet?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Pathophysiology

Task Number 55

Describe the levels of consciousness and how to determine them.

Definition

Description should include the following:

- Alert—highest level of consciousness; aware of surroundings
- Verbal—second-highest level of consciousness; awake only when spoken to or yelled at; tend to fall asleep unless constantly spoken to

- Pain—second-lowest level of consciousness; only able to be awakened with noxious (painful) stimuli; require noxious stimuli to stay awake
- Unresponsive—lowest and most dangerous level of consciousness; cannot be aroused by any stimulus

Process/Skill Questions

- How would you describe the levels of consciousness?
- How do you determine each level of consciousness?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
 - Medical Terminology
-

Task Number 56

Describe the points of vital signs.

Definition

Description should include

- temperature
- pulse
- respiration
- blood pressure
- pupils
- skin.

Process/Skill Questions

- What are vital signs? Why are they important?
- Why is measuring heart rate important?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Obtaining Information and Caller Management

Task Number 57

Describe telephone techniques for obtaining information from a caller.

Definition

Description should include

- listening actively
- interviewing callers in a journalistic style
- staying focused on the conversation
- making no assumptions
- using encouraging words
- picking up cues to identify feelings
- paying attention to nonverbal cues (e.g., tone of voice, cadence of speech)
- asking questions
- paraphrasing, clarifying, or restating.

Process/Skill Questions

- What are the components of active listening? How is this important in the role of the dispatcher?
- What are nonverbal or communication cues that can aid in processing a call?

HOSA Competitive Events (High School)

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 58

Describe the interpersonal qualities and attitude that the EMD is required to show with each call.

Definition

Description should include

- listening skills
- displays of courtesy and empathy
- responsiveness
- a sense of urgency
- integrity
- problem solving skills.

It should also include communication skills such as

- pitch
- inflection
- tone
- ability to be understood
- even rate of speech
- enunciation.

Process/Skill Questions

- What problem-solving skills might a dispatcher need to assist a caller?
- How important is proper enunciation in relaying information between the caller and responding personnel?

HOSA Competitive Events (High School)

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 59

List in order of priority the five essential items of information that the EMD must obtain from each caller who requests EMS assistance.

Definition

List should include the following:

- Where—location of the patient
- What—nature of the medical emergency
- Who—to whom it occurred
- How—how it occurred
- When—when it occurred

Process/Skill Questions

- How would you explain the where-what-who-how-when order?
- How could the "where" affect the outcome of the patient's survival?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 60

Describe how to handle special situations that can occur during a call.

Definition

Description should include

- simultaneous emergencies
- confusing information
- insufficient information
- trauma cases
- dead-on-arrival cases
- a hysterical/distraught caller
- a caller whose first language is not English

- a caller who is speech/hearing impaired.

Process/Skill Questions

- What tools and communication techniques can assist with a hysterical/distraught caller?
- What tools are available to assist with speech/hearing-impaired callers?
- What is the "hysteria threshold"?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 61

List at least six requirements to create effective communication between the EMD and a caller.

Definition

Definition should include

- concept of empathy
- characteristics of respect
- courtesy
- effective listening
- perception and barriers.

Process/Skill Questions

- What are the benefits of effective listening during an emergency call?
- What does it mean to "own your own feelings" during a call?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 62

List the strategies that aid EMDs in delivering effective medical instructions by telephone.

Definition

List should include

- keep the Emergency Medical Dispatch Protocol Reference System close at hand
- follow protocol cards word-for-word
- obtain the phone number from the caller reporting the emergency. (You may receive a call from another agency if you work for an agency where public safety dispatchers are not located in the same facility.)

Process/Skill Questions

- What additional strategies might improve the delivery of the instructions?

HOSA Competitive Events (High School)

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 63

Describe the purpose of the Emergency Medical Dispatch Protocol Reference System (EMDPRS).

Definition

Description should include

- EMDPRS protocols are designed to present medical information in a logical and structured sequence
- the use of a standardized and medically approved EMDPRS makes giving medical instructions consistent and accurate by giving callers the same information, in the same manner, every time
- the EMDPRS gives information about what resources should be sent and which medical instructions the caller may need.

Process/Skill Questions

- Why is the EMDPRS used?
- Why is the EMDPRS important to you in providing medical instructions?
- How does the EMDPRS relate to proper dispatch and resource allocations?

HOSA Competitive Events (High School)

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 64

Describe the communication skills needed for providing medical instructions.

Definition

Description should include reading the card directly to the caller, word-for-word in a clear voice.

Process/Skill Questions

- Where on the Guidecards will the EMD find the questions to ask the caller?
- What critical information will be gathered in the initial survey questions?

HOSA Competitive Events (High School)

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 65

Record essential information from a caller in correct priority sequence.

Definition

Recording should include taking simulated calls, using local reporting forms, and accurately obtaining information.

Process/Skill Questions

- What is the proper call format for recording essential information from callers in the correct priority sequence?
- What are key questions during the call intake process?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 66

Describe the continuous quality improvement process for the EMD.

Definition

Description should include

- what a quality improvement process is
- how quality assurance (QA) is used to perform call reviews and data evaluation, and provide feedback to enhance the overall performance and system.

Process/Skill Questions

- What is the minimum number of calls that should be screened in an audit?
- How often should the quality assurance audits be performed?
- What data should the call center document regarding call quality assurance?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Emergency Preparedness Events

- Emergency Medical Technician

Determining Resource Allocation

Task Number 67

Describe the resources available in the local EMS system.

Definition

Description should include outreach to the local EMS system:

- Hospitals
- Medical centers, trauma centers, crisis centers, hyperbaric chamber facilities
- Rescue squads; extrication units, helicopters; air ambulances
- Ambulances

Additional resources

- Special care facilities (e.g., burn centers, prenatal units, psychiatric centers)
- Hazardous material (hazmat) resources
- Gas and electric utilities
- Police and fire departments
- Poison control centers
- Sexual assault centers; counselors

- Translator services
- U.S. Coast Guard
- Military Assistance to Safety and Traffic (MAST)

Process/Skill Questions

- What resources are available in your local EMS system?
- In what order are the resources allocated?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 68

Describe local preconfigured response modes (e.g., BLS, ALS, full, hot or cold).

Definition

Description should include

- Tier 1 system structures
- Tier 2 system structures
- Tier 3 system structures
- Tier 4 system structures
- hot response modes
- cold response modes
- BLS "cold"
- BLS "hot"
- ALS "hot"
- Full response.

Process/Skill Questions

- What are the proper response modes and response configurations?
- What is the difference between a response mode and a response configuration?
- What are the four generic response configurations?

HOSA Competitive Events (High School)

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 69

Determine the appropriate resources to be allocated.

Definition

Determination should include consideration of factors such as

- nature of the problem
- personnel and vehicles available
- vehicle proximity to the patient
- ambulance coverage zones
- types of equipment and trained personnel carried by each resource
- regional resources
- interoperability
- medical facility resources.

Process/Skill Questions

- What exactly is the patient's medical need? What does the EMDPRS say?
- Are the resources available? Is all equipment in working condition?
- What other resources are available that meet the need?

HOSA Competitive Events (High School)

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 70

Identify actions to be taken in situations that require a hazmat response.

Definition

Identification should include appropriate actions from the EMD in situations where the patient may have been exposed to chemicals and/or carbon monoxide poisoning.

Process/Skill Questions

- What is your local government's hazmat policy? What role does the Community Emergency Response Team play in events?
- What is a hazchem? Why will the EMD need this information?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Introducing the Emergency Medical Dispatch Protocol Reference System (EMDPRS)

Task Number 71

Identify the three types of protocols within the EMDPRS.

Definition

Identification should include

- the Initial Survey or All Callers Interrogation
- the Individual Chief Complaint Protocol
- the Scripted Medical Protocol.

Process/Skill Questions

- How will the protocols help ensure safety standards for personnel and emergency services that are provided for the victim and personnel?
- Which protocol might be the most important? Why?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 72

Describe the difference in content among the three types of protocols within the EMDPRS.

Definition

Description should include

- All Callers Interrogation: used to conduct initial questioning of all callers in an effort to gather information upon which dispatch and pre-arrival instructions decisions can be made
- Individual Chief Complaint Guidecard: used to get information from the caller regarding the type and severity of the specific medical emergency being reported
 - Card Title
 - Response Type
 - Response Criteria
 - Vital Points Questions
 - Pre-Arrival Instructions
 - Special Considerations
- Scripted Medical Protocol
 - AED Reference Card
 - CPR Adult
 - CPR Child
 - CPR Infant
 - CPR Laryngectomy/Tracheostomy
 - Obstructed Airway Adult
 - Obstructed Airway Child

- Obstructed Airway Infant
- Childbirth
- Airway Control.

Process/Skill Questions

- What sequential guidance could the protocols provide for an individual in a multicar accident?
- Why would HIPAA concerns be a major issue in one of the protocols?

HOSA Competitive Events (High School)

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 73

Describe the types of information gathered or provided for each section, for each of the types of protocols within an EMDPRS.

Definition

Description should include

- Individual Chief Complaints
 - chief complaint
 - patient's age
 - critical symptoms
 - relevant patient history
 - traumatic incidents
 - mechanism of injury
 - injury location
 - significant critical symptoms (e.g., altered level of consciousness indicative of the onset of shock, a head injury, or an underlying medical problem; severe hemorrhage or breathing problems associated with injuries to the central core)
- Pediatric Traumatic Incident
- Time/Life-Critical Chief Complaint Types

Process/Skill Questions

- What is the main action that should be learned from using the EMDPRS?
- How will the EMDPRS guide you in dispatching services (e.g., types of services, hot vs. cold)?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Introducing the 32 Chief Complaint Types

Task Number 74

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for animal bites.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are considered signs of an animal bite? What are considered symptoms of an animal bite?
- What are some of the questions that the caller should be asked about the animal bite?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 75

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for assault/sexual assault (traumatic incident type).

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?

- What are some of the questions that the caller should be asked about the assault/sexual assault (traumatic incident type)?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 76

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for burns.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are considered signs of a burn? What are considered symptoms of a burn?
- What are some of the questions that the caller should be asked about the burn?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 77

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for eye problems/injuries.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the eye problems/injuries?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 78

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for a fall victim.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the fall victim?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 79

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for bleeding.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the bleeding?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 80

Describe the background of the complaint type, common causes, common symptoms described by the caller,

instructions commonly provided, and special pediatric considerations for industrial accidents (traumatic incident type).

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the industrial accident (traumatic incident)?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 81

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for a stabbing/gunshot victim.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the stabbing/gunshot victim?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 82

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for traumatic injuries.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the traumatic injury?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 83

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for vehicle-related injuries.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the vehicle-related injury?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 84

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for abdominal pain.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the abdominal pain?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 85

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for allergies/stings.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the allergy/sting?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 86

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for back pain.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the back pain?

HOSA Competitive Events (High School)

Health Science Events

- Dental Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 87

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for breathing problems.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the breathing problems?

HOSA Competitive Events (High School)

Health Science Events

- Dental Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 88

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for chest pain.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the chest pain?

HOSA Competitive Events (High School)

Health Science Events

- Dental Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 89

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for convulsions/seizures.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the convulsions/seizures?

HOSA Competitive Events (High School)

Health Science Events

- Dental Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 90

Describe the background of the complaint type, common causes, common symptoms described by the caller,

instructions commonly provided, and special pediatric considerations for diabetic problems.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the diabetic problems?

HOSA Competitive Events (High School)

Health Science Events

- Dental Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 91

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for headache.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the headache?

HOSA Competitive Events (High School)

Health Science Events

- Dental Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 92

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for heart problems.

Definition

Description should include

- how to identify the chief complaint

- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the heart problems?

HOSA Competitive Events (High School)

Health Science Events

- Dental Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 93

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for ingestions/poisons/overdose.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the ingestions/poison/overdose?

HOSA Competitive Events (High School)

Health Science Events

- Dental Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 94

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for psychiatric/behavioral problems.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the psychiatric/behavioral problems?

HOSA Competitive Events (High School)

Health Science Events

- Dental Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 95

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for a sick person.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the sick person?

HOSA Competitive Events (High School)

Health Science Events

- Dental Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 96

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for a stroke/cerebrovascular accident (CVA).

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the stroke/CVA?

HOSA Competitive Events (High School)

Health Science Events

- Dental Terminology

- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 97

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for an unknown/person down.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the unknown/person down incident?

HOSA Competitive Events (High School)

Health Science Events

- Dental Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 98

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for inhalation/hazmat/carbon monoxide.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the hazardous materials?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 99

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for cardiac arrest.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the cardiac arrest?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 100

Describe the background of the complaint type, common causes, common symptoms described by the caller,

instructions commonly provided, and special pediatric considerations for choking.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the choking?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 101

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for drowning.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the drowning?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 102

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for electrocution.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint

- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the electrocution?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 103

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for pregnancy/childbirth.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resource accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the pregnancy/childbirth?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 104

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for an unconscious/fainting victim.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?

- What are some of the questions that the caller should be asked about the unconscious/fainting victim?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 105

Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for heat/cold exposure.

Definition

Description should include

- how to identify the chief complaint
- the differences among an individual complaint, a traumatic chief complaint, and a time/life-critical chief complaint
- the difference between signs and symptoms
- the purpose for the questions asked about a chief complaint.

For sample Guidecards, see the Teacher Resources accompanying this framework.

Process/Skill Questions

- What is an individual complaint? Traumatic chief complaint? Time/life-critical chief complaint?
- What are some of the questions that the caller should be asked about the heat/cold exposure?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Exploring Requirements of Quality Assurance, Certification, and Recertification

Task Number 106

Describe the importance of quality assurance.

Definition

Description should include

- what a quality assurance process is
- how it is used to perform call reviews, to evaluate data, and to provide feedback to enhance the overall system.

Process/Skill Questions

- What is a quality assurance process?
- How is it used to perform call reviews, to evaluate data, and to provide feedback to enhance the overall system?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Pathophysiology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 107

Explain certification requirements.

Definition

Explanation should include that a student must

- be 18 years of age
- hold a current CPR certification from the American Heart Association, American Red Cross, Safety Council, or a U.S. military equivalent
- hold an APCO Public Safety Telecommunicator I certification or have successfully completed a 40-hour basic telecommunicator training program.

Process/Skill Questions

- What are the certification requirements for the National Academies of Emergency Dispatch?
- What is the International Academies of Emergency Dispatch?
- What are the requirements for certification through the Virginia Office of Emergency Medical Services?

HOSA Competitive Events (High School)

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 108

Explain recertification requirements.

Definition

Explanation should include that EMDs must accumulate a minimum of 12 CDE hours per certification year through medical/communications training, for a total of 24 hours over the two-year recertification period.

Process/Skill Questions

- What are the specific continuing education requirements for EMDs in Virginia? Nationally?
- Where are continuing education units reported for documentation?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 109

Explain how certification can be revoked or suspended.

Definition

Explanation should include reasons for suspension or revocation of certification, to include

- involvement in unprofessional activities
- failure to adhere to minimum standards
- inability to perform adequate patient care.

Process/Skill Questions

- What violations of the code of ethics can lead to revocation or suspension of certification?
- What types of criminal torts can an EMD face for violations?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology

Emergency Preparedness Events

- Emergency Medical Technician
-

Managing Stress in the Dispatcher Environment

Task Number 110

Describe stress in public safety communication.

Definition

Description should include

- the types of stress
- the effects of mental stress in public safety communication.

Process/Skill Questions

- What is the purpose of debriefing after special circumstances?
- What are indicators of stress that should be recognized?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 111

Describe common terms associated with stress.

Definition

Description should include

- stressor

- stress response
- cumulative stress
- burnout
- trauma
- post-traumatic stress
- post-traumatic stress disorder.

Process/Skill Questions

- What are signs of post-traumatic stress disorder that could impair the dispatcher's work?
- What do burnout, stress, and trauma have in common?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology

Emergency Preparedness Events

- Emergency Medical Technician

Task Number 112

Describe strategies for reducing stress.

Definition

Description should include strategies such as

- practicing healthy eating habits
- using talk therapy
- getting exercise
- having a sense of humor
- stepping away from the problem when needed.

Process/Skill Questions

- What is stress self-care?
- How can you tell when stress has become destructive?
- How will systems like Next Generation 911 reduce stress for the dispatcher?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology

Emergency Preparedness Events

- Emergency Medical Technician
-

Task Number 113

Describe the components of a critical incident stress management (CISM) program.

Definition

Description should include the definition of *CISM* (i.e., systematic approach for the reduction and control of stress) and the following components:

- Traumatic stress education
- On-scene support services
- Peer counseling
- Professional counseling
- Debriefings

Process/Skill Questions

- What is the benefit of the dispatcher participating in a multi-response debriefing?
- How are unions and industry trying to improve stress management programs?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology

Emergency Preparedness Events

- Emergency Medical Technician
-

Describing the Opioid Crisis

Task Number 114

Describe the history and current state of the opioid crisis in the United States.

Definition

Description should include

- the relationship between opioid prescribing and illicit opioid use to overall opioid overdose deaths
- the prevalence of co-occurring mental health disorders
- the shift in attitudes in the 1990s toward pain management and use of opioids, including the role of pharmaceutical marketing
- the stigma associated with addiction and the changing view of addiction from a moral failing to a chronic, relapsing disease
- statistics, trends, and demographics surrounding the crisis
- population health and other public health aspects of the crisis, including its effects on family and neonates, as well as overall health costs.

Process/Skill Questions

- How are opioids created?
- Can opioids be safely prescribed to patients taking psychotropic drugs?
- How does society stereotype individuals with a history of drug addiction?
- What are the current trends that have contributed to the nationwide opioid crisis?
- How has the opioid epidemic affected emergency rooms and the first responder system?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- Creative Problem Solving
- HOSA Bowl

- Public Service Announcement
-

Task Number 115

Describe the history and current state of the opioid crisis in Virginia.

Definition

Description should include

- the relationship between opioid prescribing and illicit opioid use to overall opioid overdose deaths
- the prevalence of co-occurring mental health disorders
- the shift in attitudes in the 1990s toward pain management and use of opioids, including the role of pharmaceutical marketing
- the stigma associated with addiction and the changing view of addiction from a moral failing to a chronic, relapsing disease
- statistics, trends, and demographics surrounding the crisis
- population health and other public health aspects of the crisis, including its effects on family and neonates, as well as overall health costs
- the Virginia Department of Health's [Declaration of a Public Health Emergency](#) on November 21, 2016
- proposed legislation to address the crisis in Virginia (i.e., [House Bill 2161](#) and [Senate Bill 1179](#), which require the secretary of health and human resources to convene a workgroup to establish educational guidelines for training healthcare providers in the safe prescribing and appropriate use of opioids)
- the development of curricula and educational standards regarding opioid addiction.

Resource: [The Opioid Crisis Among Virginia Medicaid Beneficiaries](#)

Process/Skill Questions

- What agencies participated in the governor's task meeting on the opioid crisis?
- What educational organizations will be tasked with providing opioid training to their students?
- What is the benefit of educating future medical professionals about opioid addiction?
- What is the current attitude in society about opioid use and addiction?
- How is the local community affected by the opioid epidemic?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- Creative Problem Solving
- HOSA Bowl
- Public Service Announcement

Task Number 116

Define the pharmacological components and common uses of opioids.

Definition

Definition should include

- plant-based opioids (e.g., opium from poppy seeds)
- names of legal and illegal opioids
- [heroin](#)
- names of the most common opioids
- [fentanyl](#)
- medical diagnoses and injuries associated with opioid prescriptions
- [commonly used terms](#).

Resource: [Prescription Pain Medications](#), National Institute on Drug Abuse for Teens

Process/Skill Questions

- For what illnesses are opioids commonly prescribed?
- What is the current medical protocol when opioids are prescribed?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Pharmacology

Health Professions Events

- Clinical Nursing

Examining the Key Factors of Drug Addiction

Task Number 117

Examine the science of addiction.

Definition

Examination should include

- biopsychosocial aspects of addiction
- the role of endorphins and dopamine
- the role of religious beliefs
- behavioral aspects of addiction
- life cycle of addiction
- misuse of opioids.

Process/Skill Questions

- How will understanding the physiological absorption of opioids in the body provide a holistic assessment?
- What spiritual characteristics might be observed in the science of addiction?
- What are some genetic explanations for some family members being more prone to addiction?

Task Number 118

Explain prevention and early intervention strategies.

Definition

Explanation should include

- risk and protective factors in opioid addiction
- specific populations at risk of addiction
- motivational interviewing and other communication strategies
- naloxone co-prescribing
- roles of family and social institutions in prevention and early intervention.

Resources:

- [Prevention Tip Card](#), Office of the Attorney General of Virginia
- [Prescription Opioids: Even When Prescribed by a Doctor](#) (video), Centers for Disease Control and Prevention (CDC)

Process/Skill Questions

- What are the physiological characteristics of opioid addiction?
- What demographic is most affected by the opioid epidemic? What are some explanations for this?
- How can provision of naloxone and training in its use be sustained financially?
- What obligations do families and society as a whole have in preventing and providing early intervention related to drug addiction?

Task Number 119

Identify addiction and its behavioral elements, as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

Definition

Identification should include

- DSM-5 Criteria for Substance Use Disorders
- American Society of Addiction Medicine (ASAM) Criteria (i.e., The Six Dimensions of Multidimensional Assessment)
- CONTINUUM, The ASAM Criteria Decision Engine
- clinical and behavioral aspects of addiction
- practice-appropriate screening tools, including co-morbidity screening.

Process/Skill Questions

- What are DSM-5 and ASAM and what information do they provide to healthcare professionals?
- What are clinical and behavioral elements of addiction that should be recognized by healthcare professionals?

- Who is responsible for providing the necessary screening tools and training?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Behavioral Health
- Knowledge Test: Medical Law and Ethics

Health Professions Events

- Clinical Nursing
-

Task Number 120

Describe the treatment models of addiction therapy.

Definition

Description should include

- a recognition that addiction is a chronic disease
- evidence-based treatment models for addiction in general and opioid addiction in particular
- medication-assisted treatment
- the continuum of care in opioid addiction treatment
- how and when to make a referral for treatment
- the roles in an interdisciplinary addiction team
- the role of peers in the treatment of addiction
- the difference between a drug culture and recovery culture
- the management of patients in recovery, including factors contributing to relapse.

Process/Skill Questions

- How many treatment models exist for addiction therapy? Why is one model better than the other?
- What are the advantages of evidence-based treatments and models?
- What medication-assisted treatment programs are available? Who provides them?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Behavioral Health
- Knowledge Test: Medical Law and Ethics

Health Professions Events

- Clinical Nursing
-

Task Number 121

Describe the medication management antidote used to prevent fatal opioid overdoses.

Definition

Description should include

- availability and use of naloxone
- naloxone training (e.g., [REVIVE!](#))
- naloxone training agencies
- monitoring of concurrent prescriptions.

Resources:

- [Frequently Asked Questions about Naloxone](#), Virginia Department of Health
- [How to administer Narcan nasal spray](#), Adapt Pharma
- [How to prepare naloxone for administration](#), Virginia Department of Behavioral Health and Developmental Services

Process/Skill Questions

- What is naloxone?
- How much does naloxone cost with health insurance? How much does naloxone cost without health insurance?
- Who should receive naloxone training?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Pharmacology

Understanding Pain Management Protocols

Task Number 122

Explain the science of physiological and mental pain.

Definition

Explanation should include

- definition of pain from the International Association for the Study of Pain (IASP)
- neurobiological basis of pain
- biopsychosocial model of pain
- types of pain (e.g., neuropathic)
- acute, sub-acute, and chronic pain, including pain generation
- spinal and brain modulation, behavioral adaptation and maladaptation, and the continuum from acute to chronic disabling pain
- the underlying science of pain relief.

Process/Skill Questions

- What is the IASP definition of pain?
- How can a medical professional get a patient to describe physiological pain?
- What assessment tools can be used to help patients describe physiological pain? How do tools differ for describing mental pain?
- How are pain and levels of pain categorized?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition
- Knowledge Test: Transcultural Health Care

Teamwork Events

- Community Awareness
- Creative Problem Solving
- HOSA Bowl

Task Number 123

Describe the diagnostic tools used in developing pain management plans.

Definition

Description should include

- pain-related health history and examination
- understanding the role of family in supporting individuals in need of pain management
- practice-appropriate screening tools that include aspects such as mood and function
- the use and limitations of pain scales
- differential diagnosis of pain and its placement on the pain continuum.

Resource: [Promoting Safer and More Effective Pain Management](#), CDC

Process/Skill Questions

- What are the Wong-Baker, LEGO, and Hospice assessment tools?
- How do pain assessment tools vary across the life span?
- When completing an assessment, is pain considered subjective or objective?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition
- Knowledge Test: Transcultural Health Care

Teamwork Events

- Community Awareness
- Creative Problem Solving
- HOSA Bowl

Task Number 124

Describe pain treatment options available to various populations of patients.

Definition

Description should include

- special populations in pain management, such as palliative/end-of-life care patients, patients with cancer, pediatric patients, and geriatric populations
- non-pharmacologic treatment of pain, including active care and self-care, evidence- and non-evidence-based approaches, and multimodal pain management
- non-opioid pharmacologic management of pain
- the challenges in discussing the psychological aspects of pain and the role of the central nervous system
- adverse drug event prevention for all pain medications
- the roles in an interdisciplinary pain management team
- the significance of issues such as anxiety, depression, and sleep deprivation in pain management
- the placebo effect
- goals and expectations in the treatment of pain, based on diagnosis and pain continuum
- when to make a pain referral and to whom.

Resources:

- [CDC Fact Sheet for Prescribing Opioids for Chronic Pain](#)
- [CDC Guidelines for Prescribing Opioids for Chronic Pain](#)

Process/Skill Questions

- What pain management resources are available for special populations?
- What are alternative forms of pain management?
- What role does the mind play in pain management?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition
- Knowledge Test: Transcultural Health Care

Teamwork Events

- Community Awareness
- Creative Problem Solving
- HOSA Bowl

Task Number 125

Describe the effects of opioid dependency on the human body systems.

Definition

Description should include the short- and long-term effects of opioids on the following:

- Nervous system
- Respiratory system
- Circulatory system
- Digestive system
- Skeletal system

Resource: [Drugs and Your Body](#), Scholastic

Process/Skill Questions

- How does the misuse of opioids affect nutrition and weight loss?
- How might opioid misuse be evident in a person's vital signs?
- How do opioids affect the brain as the control center for homeostasis?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- HOSA Bowl

Task Number 126

Explain the mechanism and physical effects of opioids on the human body.

Definition

Explanation should include the following:

- Mechanism of action and metabolism of opioids
- Development of tolerance, dependence, and addiction
- Health consequences of drug misuse
 - HIV, hepatitis, and other infectious diseases
 - Cancer
 - Cardiovascular effects
 - Respiratory effects
 - Gastrointestinal effects
 - Musculoskeletal effects
 - Kidney damage
 - Liver damage
 - Neurological effects
 - Hormonal effects
 - Prenatal effects
 - Other health effects
 - Mental health effects
 - Death
- Withdrawal
 - Causes
 - Timeframe (i.e., peaks of withdrawal symptoms)
 - Physical signs (e.g., nausea, diarrhea, vomiting, cold flashes)

Process/Skill Questions

- What are the short- and long-term effects of withdrawal dependence symptoms?
- How long can the human body function while exhibiting the symptoms of withdrawal?
- What are other medical conditions that may arise because of the symptoms of physical dependence?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- HOSA Bowl

Task Number 127

Explain the use of opioids in practice settings, the role of opioids in pain management, and risk factors associated with the use of the medication.

Definition

Explanation should include

- appropriate use of different opioids in various practice settings
- the interactions, risks, and intolerance of prescription opioids
- the role and effectiveness of opioids in acute, sub-acute, and chronic pain
- a reassessment of opioid use based on stage of pain
- contemporary treatment guidelines, best practices, health policies, and government regulations related to opioid use
- use of opioids in pain management of patients with substance abuse disorders, in recovery, and in palliative/end-of-life care.

Process/Skill Questions

- When should risk factors regarding opioids be reviewed with the patient?
- What are the options when treating patients with a history of substance abuse?
- What government regulations and policies are in place to improve the safe administration of opioids?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- Creative Problem Solving
- HOSA Bowl

Task Number 128

Describe the withdrawal and tapering side effects of opioid use.

Definition

Description should include

- characteristics of acute and protracted withdrawal from opioid dependence or addiction
- tapering
- pain contracts or agreements.

Process/Skill Questions

- What are the stages of withdrawal in opioid abuse transition?
- What medications might be needed in the withdrawal stage?
- What information should be included in the pain management contract?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Pharmacology

Health Professions Events

- Clinical Nursing

Task Number 129

Describe storage and disposal options for opioids.

Definition

Description should include

- medicine take-back options (e.g., [National Drug Take Back Day](#))
- disposal in the household trash and flushing certain potentially dangerous medicines down the toilet.

Resources:

- [Disposal of Unused Medicines: What You Should Know](#), Food and Drug Administration (FDA)
- [Prescription Drug Abuse and Tips for Proper Disposal](#), Office of the Attorney General of Virginia

Process/Skill Questions

- How should medications be stored in the house?
- What is National Prescription Drug Take Back Initiative?
- What is the *black box*?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Pharmacology

Health Professions Events

- Clinical Nursing

Task Number 130

Explain community resources for education about opioid use.

Definition

Explanation should include key components of and resources for patient education in the use of opioids, including

- risks
- benefits
- side effects
- tolerance
- signs of sedation or overdose
- naloxone, including its storage and disposal.

Process/Skill Questions

- What resources for opioid education are available locally, statewide, and nationally?
- Where should the patient first be informed about the resources available?

- How does social media aid in patient education on opioid addiction?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Pharmacology

Health Professions Events

- Clinical Nursing
-

Working with Patients and Caregivers

Task Number 131

Describe key communication topics involving opioids for patients.

Definition

Description should include

- benefits and risks of opioids
- opioid risk screening (i.e., taking a social, medical, and financial history)
- risk mitigation (e.g., naloxone, safe storage, pain contracts)
- medication tapers and/or discontinuation of therapy.

Process/Skill Questions

- What are the benefits of using opioids in medicine?
- What is the relationship between demographics and risk of opioid addiction?
- How does culture influence risk factors in opioid abuse?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling

- Medical Terminology

Health Professions Events

- Clinical Nursing
-

Task Number 132

Describe communication topics for caregivers and family members.

Definition

Description should include

- basic knowledge about opioids
- signs of addiction
- treatment options for addiction
- naloxone training for caregivers
- legal issues related to misuse.

Process/Skill Questions

- What rights do caregivers have in regard to medical information of the abuser?
- What legal steps might the caregiver or family have to take for treatment?
- Where can the caregiver or family members receive naloxone training? Are children of opioid abusers eligible for training?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Health Professions Events

- Clinical Nursing
-

SOL Correlation by Task

39	Explain the functions of the emergency medical dispatcher (EMD).	English: 10.5, 11.5, 12.5
40	List the basic requirements for being a successful dispatcher.	English: 10.5, 10.6, 10.7, 11.5, 11.6, 11.7, 12.5, 12.6, 12.7
41	Explain the three phases of the dispatch function.	English: 10.5, 11.5, 12.5
42	Describe the local Emergency Medical Services (EMS) system.	English: 10.5, 11.5, 12.5
43	Identify legal and liability issues that the EMD faces at state and national levels.	English: 10.5, 11.5, 12.5
44	Define legal and ethical vocabulary/terms.	English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5
45	Identify strategies to avoid litigation.	English: 10.5, 11.5, 12.5
46	Describe negligence and how courts determine negligence.	English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 History and Social Science: GOVT.8, GOVT.11
47	Define <i>standard of care</i> .	English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5
48	Describe two types of consent.	English: 10.5, 11.5, 12.5
49	Explain issues that surround confidentiality.	English: 10.5, 11.5, 12.5 History and Social Science: GOVT.7, GOVT.8
50	Describe medical concepts that relate to the emergency medical telecommunications function.	English: 10.5, 11.5, 12.5
51	Describe the seven systems of the body.	English: 10.5, 11.5, 12.5 History and Social Science: WHII.4 Science: BIO.4
52	Describe life-threatening conditions.	English: 10.5, 11.5, 12.5 History and Social Science: WHII.4
53	Define <i>shock</i> .	English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5
54	Describe methods of dealing with bleeding patients who are in shock.	English: 10.5, 11.5, 12.5

		History and Social Science: WHII.4
55	Describe the levels of consciousness and how to determine them.	English: 10.5, 11.5, 12.5
56	Describe the points of vital signs.	English: 10.5, 11.5, 12.5
57	Describe telephone techniques for obtaining information from a caller.	English: 10.1, 10.5, 11.1, 11.5, 12.1, 12.5
58	Describe the interpersonal qualities and attitude that the EMD is required to show with each call.	English: 10.5, 11.5, 12.5
59	List in order of priority the five essential items of information that the EMD must obtain from each caller who requests EMS assistance.	English: 10.3, 10.5, 10.6, 11.3, 11.5, 11.6, 12.3, 12.5, 12.6
60	Describe how to handle special situations that can occur during a call.	English: 10.5, 11.5, 12.5
61	List at least six requirements to create effective communication between the EMD and a caller.	English: 10.3, 10.5, 10.6, 11.3, 11.5, 11.6, 12.3, 12.5, 12.6
62	List the strategies that aid EMDs in delivering effective medical instructions by telephone.	English: 10.6, 11.6, 12.6
63	Describe the purpose of the Emergency Medical Dispatch Protocol Reference System (EMDPRS).	English: 10.5, 11.5, 12.5
64	Describe the communication skills needed for providing medical instructions.	English: 10.5, 11.5, 12.5
65	Record essential information from a caller in correct priority sequence.	English: 10.2, 11.2, 12.2
66	Describe the continuous quality improvement process for the EMD.	English: 10.5, 11.5, 12.5
67	Describe the resources available in the local EMS system.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 History and Social Science: GOVT.7, GOVT.8
68	Describe local preconfigured response modes (e.g., BLS, ALS, full, hot or cold).	English: 10.5, 11.5, 12.5
69	Determine the appropriate resources to be allocated.	English: 10.5, 11.5, 12.5
70	Identify actions to be taken in situations that require a hazmat response.	English: 10.5, 11.5, 12.5
71	Identify the three types of protocols within the EMDPRS.	English: 10.5, 11.5, 12.5
72	Describe the difference in content among the three types of protocols within the EMDPRS.	English: 10.5, 11.5, 12.5
73	Describe the types of information gathered or provided for each section, for each of the types of protocols within an EMDPRS.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8
74	Describe the background of the complaint type, common causes, common symptoms described by the caller,	English: 10.5, 11.5, 12.5

	instructions commonly provided, and special pediatric considerations for animal bites.	History and Social Science: WHII.4
75	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for assault/sexual assault (traumatic incident type).	English: 10.5, 11.5, 12.5
76	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for burns.	English: 10.5, 11.5, 12.5
77	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for eye problems/injuries.	English: 10.5, 11.5, 12.5
78	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for a fall victim.	English: 10.5, 11.5, 12.5
79	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for bleeding.	English: 10.5, 11.5, 12.5
80	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for industrial accidents (traumatic incident type).	English: 10.5, 11.5, 12.5
81	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for a stabbing/gunshot victim.	English: 10.5, 11.5, 12.5
82	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for traumatic injuries.	English: 10.5, 11.5, 12.5
83	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for vehicle-related injuries.	English: 10.5, 11.5, 12.5
84	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for abdominal pain.	English: 10.5, 11.5, 12.5
85	Describe the background of the complaint type, common causes, common symptoms described by the caller,	English: 10.5, 11.5, 12.5

	instructions commonly provided, and special pediatric considerations for allergies/stings.	
86	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for back pain.	English: 10.5, 11.5, 12.5
87	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for breathing problems.	English: 10.5, 11.5, 12.5
88	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for chest pain.	English: 10.5, 11.5, 12.5
89	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for convulsions/seizures.	English: 10.5, 11.5, 12.5
90	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for diabetic problems.	English: 10.5, 11.5, 12.5
91	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for headache.	English: 10.5, 11.5, 12.5
92	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for heart problems.	English: 10.5, 11.5, 12.5
93	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for ingestions/poisons/overdose.	English: 10.5, 11.5, 12.5
94	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for psychiatric/behavioral problems.	English: 10.5, 11.5, 12.5
95	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for a sick person.	English: 10.5, 11.5, 12.5
96	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for a stroke/cerebrovascular accident (CVA).	English: 10.5, 11.5, 12.5

97	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for an unknown/person down.	English: 10.5, 11.5, 12.5
98	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for inhalation/hazmat/carbon monoxide.	English: 10.5, 11.5, 12.5
99	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for cardiac arrest.	English: 10.5, 11.5, 12.5
100	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for choking.	English: 10.5, 11.5, 12.5
101	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for drowning.	English: 10.5, 11.5, 12.5
102	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for electrocution.	English: 10.5, 11.5, 12.5
103	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for pregnancy/childbirth.	English: 10.5, 11.5, 12.5
104	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for an unconscious/fainting victim.	English: 10.5, 11.5, 12.5
105	Describe the background of the complaint type, common causes, common symptoms described by the caller, instructions commonly provided, and special pediatric considerations for heat/cold exposure.	English: 10.5, 11.5, 12.5
106	Describe the importance of quality assurance.	English: 10.5, 11.5, 12.5
107	Explain certification requirements.	English: 10.5, 11.5, 12.5 History and Social Science: GOVT.7, GOVT.8
108	Explain recertification requirements.	English: 10.5, 11.5, 12.5

		History and Social Science: GOVT.7, GOVT.8
109	Explain how certification can be revoked or suspended.	English: 10.5, 11.5, 12.5 History and Social Science: GOVT.7, GOVT.8
110	Describe stress in public safety communication.	English: 10.5, 11.5, 12.5
111	Describe common terms associated with stress.	English: 10.3, 11.3, 12.3
112	Describe strategies for reducing stress.	English: 10.5, 11.5, 12.5
113	Describe the components of a critical incident stress management (CISM) program.	English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5
114	Describe the history and current state of the opioid crisis in the United States.	English: 10.5, 11.5, 12.5 History and Social Science: GOVT.12, WG.17, WHIL.14
115	Describe the history and current state of the opioid crisis in Virginia.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 History and Social Science: GOVT.7, GOVT.8, GOVT.12
116	Define the pharmacological components and common uses of opioids.	English: 10.3, 10.8, 11.3, 11.8, 12.3, 12.8
117	Examine the science of addiction.	English: 10.5, 11.5, 12.5 History and Social Science: WHIL.4
118	Explain prevention and early intervention strategies.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 History and Social Science: GOVT.12, VUS.14, WG.17, WHIL.14
119	Identify addiction and its behavioral elements, as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).	English: 10.5, 11.5, 12.5
120	Describe the treatment models of addiction therapy.	English: 10.5, 11.5, 12.5
121	Describe the medication management antidote used to prevent fatal opioid overdoses.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8

		History and Social Science: GOVT.7, GOVT.8, GOVT.12
122	Explain the science of physiological and mental pain.	English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5
123	Describe the diagnostic tools used in developing pain management plans.	English: 10.5, 11.5, 12.5 History and Social Science: GOVT.8
124	Describe pain treatment options available to various populations of patients.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 History and Social Science: GOVT.8
125	Describe the effects of opioid dependency on the human body systems.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 History and Social Science: WHII.4
126	Explain the mechanism and physical effects of opioids on the human body.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8
127	Explain the use of opioids in practice settings, the role of opioids in pain management, and risk factors associated with the use of the medication.	English: 10.5, 11.5, 12.5
128	Describe the withdrawal and tapering side effects of opioid use.	English: 10.5, 11.5, 12.5
129	Describe storage and disposal options for opioids.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 History and Social Science: GOVT.8
130	Explain community resources for education about opioid use.	English: 10.5, 11.5, 12.5
131	Describe key communication topics involving opioids for patients.	English: 10.5, 11.5, 12.5
132	Describe communication topics for caregivers and family members.	English: 10.5, 11.5, 12.5

Teacher Resource

[State of New Jersey Emergency Medical Dispatch Guidecards](#)

Opioid Abuse Prevention Education

This [Opioid Abuse Prevention](#) document includes resources for opioid abuse prevention education from kindergarten to 12th grade.

Other Opioid Resources

Virginia Department of Behavioral Health and Developmental Services. Revive! Opioid Overdose and Naloxone Education for Virginia. [Naloxone Fact Sheet](#) (PDF).

Virginia Department of Behavioral Health and Developmental Services. [Revive! Opioid Overdose and Naloxone Education for Virginia](#) (Website).

Office of National Drug Control Policy, White House. [Fentanyl: Safety Recommendations for First Responders](#) (PDF).

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Alcohol](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Bath Salts](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Cocaine](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: E-Cigarette](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Heroin](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Marijuana](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: MDMA](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Meth](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Pain Medicine](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Spice \(K2\)](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Tobacco and Nicotine](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Other Drugs People Use and Misuse](#) (Website; PDF available)

Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Certified Emergency Telecommunicator Examination

Concentration sequences: *A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.*

- Criminal Justice I (8702/36 weeks, 140 hours)
- Firefighting I (8705/36 weeks, 280 hours)
- Introduction to Health and Medical Sciences (8302/36 weeks)
- Introduction to Health and Medical Sciences (8301/18 weeks)
- Medical Terminology (8383/36 weeks)
- Medical Terminology (8384/18 weeks)
- Public Safety I (8700/36 weeks, 140 hours)

Career Cluster: Health Science	
Pathway	Occupations
Therapeutic Services	Emergency Medical Technician, Paramedic

Career Cluster: Law, Public Safety, Corrections and Security	
Pathway	Occupations
Emergency and Fire Management Services	Dispatcher Emergency Medical Technician, Paramedic