

State of Idaho
Emergency Medical Responder
Optional Module Curriculum
May 2010



Preface

This curriculum, produced in May, 2010, is designed to instruct the Emergency Medical Responder in the optional modules as included in the Scope of Practice by the Emergency Medical Services Physician Commission in accordance with IDAPA 16.02.02 and the current Standards Manual incorporated by reference within it. This content was developed by subject matter experts contracted by the Idaho EMS Bureau and approved by the State Health Officer. The optional module course instructor should understand that the students are obligated to meet all of the cognitive, affective and psychomotor objectives and will be evaluated on the objective criteria monitored by the EMS Bureau on the ability to perform these skills consistent with the standard of care and best practices.

The modules contained in this curriculum and their numbering system is intended to maintain consistency with the National Standard Curriculum for validation purposes. Several sections have been omitted because the educational content within those sections are not continuous with the Idaho Emergency Medical Services Physician Commission Scope of Practice for these optional modules.

It is the responsibility of the instructor to insure current materials are being utilized for education. Consult the EMS Bureau's website at www.idahoems.org or contact the EMS Bureau for the most current version of educational materials.

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MODULE 1: PREPARATORY

Suggested time to teach Module 1 is 7.0 hours.

LESSON 1-4 The Human Body

NOTE: Suggested time to teach Lesson 1-4 is 2.5 hours.

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Identify the following topographic terms: Medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral and mid-axillary.
- Describe the anatomy and function of the following major body systems: Respiratory, circulatory, musculoskeletal, nervous, and endocrine.

AFFECTIVE OBJECTIVES

No affective or psychomotor objectives identified for this lesson

Suggested time = 2.5 Hrs.

LESSON 1-5: Baseline Vital Signs and SAMPLE History

NOTE: Suggested time to teach Lesson 1-5 is 2.0 hours.

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Identify the components of vital signs.
- Describe the methods to obtain a breathing rate.
- Identify the attributes that should be obtained when assessing breathing.
- Differentiate between shallow, labored and noisy breathing.
- Describe the methods to obtain a pulse rate.
- Identify the information obtained when assessing a patient's pulse.
- Differentiate between a strong, weak, regular and irregular pulse.
- Describe the methods to assess the skin color, temperature, condition (capillary refill in infants and children).
- Identify the normal and abnormal skin colors.
- Differentiate between pale, blue, red and yellow skin color.
- Identify the normal and abnormal skin temperature.
- Differentiate between hot, cool and cold skin temperature.
- Identify normal and abnormal skin conditions.
- Identify normal and abnormal capillary refill in infants and children.
- Describe the methods to assess the pupils.

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- Identify normal and abnormal pupil size.
- Differentiate between dilated (big) and constricted (small) pupil size.
- Differentiate between reactive and non-reactive pupils and equal and unequal pupils.
- Describe the methods to assess blood Pressure.
- Define systolic pressure.
- Define diastolic pressure.
- Explain the difference between auscultation and palpation for obtaining a blood pressure.
- Identify the components of the **SAMPLE** history.
- State the importance of accurately reporting and recording the baseline vital signs.
- Discuss the need to search for additional medical identification.

AFFECTIVE OBJECTIVES

At the completion of this lesson, the Student will be able to:

- Explain the value of performing the baseline vital signs.
- Defend the need for obtaining and recording an accurate set of vital signs.
- Explain the rationale of recording additional sets of vital signs.
- Explain the importance of obtaining a SAMPLE history.

PSYCHOMOTOR OBJECTIVES

At the completion of this lesson, the Student will be able to:

- Demonstrate the skills involved in assessment of breathing.
- Demonstrate the skills associated with obtaining a pulse.
- Demonstrate the skills associated with assessing the skin color, temperature, condition and capillary refill in infants and children.
- Demonstrate the skills associated with assessing the pupils.
- Demonstrate the skills associated with obtaining blood pressure.
- Demonstrate the skills that should be used to obtain information from the patient, family, or bystanders at the scene.

Suggested time = 2.0 Hrs.

LESSON 1-6: Lifting and moving Patients

NOTE: Suggested time to teach Lesson 1-6 is 2.0 hours.

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Define body mechanics.
- Discuss the guidelines and safety precautions that need to be followed when lifting a patient.
- Describe the safe lifting of cots and stretchers.
- Describe the guidelines and safety precautions for carrying patients and/or equipment.
- Discuss one-handed carrying techniques.
- State the guidelines for reaching and their application.
- Describe correct reaching for log rolls.

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- State the guidelines for pushing and pulling.
- Discuss the general considerations of moving patients.
- State three situations that may require the use of an emergency move.
- Identify the following patient carrying devices:
 - Scoop stretcher
 - Long spine board
 - Basket stretcher
 - Flexible stretcher

AFFECTIVE OBJECTIVES

No affective objectives identified

PSYCHOMOTOR OBJECTIVES

No psychomotor objectives identified

Suggested hours = 2.0

LESSON 1-7 Evaluation: Preparatory

*NOTE: Suggested time to evaluate knowledge and skills of Module 1 is 1.0 hour.

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate knowledge of the cognitive objectives of lesson 1-4: The Human Body.
- Demonstrate knowledge of the cognitive objectives of lesson 1-5:
- Baseline Vital Signs and SAMPLE History.
- Demonstrate knowledge of the cognitive objectives of lesson 1-6:
- Lifting and Moving Patients.

AFFECTIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate knowledge of the affective objectives of lesson 1-5:
- Baseline Vital Signs and SAMPLE History.

PSYCHOMOTOR OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate proficiency in the psychomotor objectives of lesson 1-5:
- Baseline Vital Signs and SAMPLE History.
- Demonstrate proficiency in the psychomotor objectives of lesson 1-6:
- Lifting and Moving Patients.

Suggested Time = 1.0

Total Time = 7.0

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MODULE 2: AIRWAY

NOTE: Suggested time to teach Module 2 is 4.0 Hours.

LESSON 2-1 AIRWAY

*NOTE: Suggested time to teach Lesson 2-1 is 1.5 hours.

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Name and label the major structures of the respiratory system on a diagram.
- List the signs of adequate breathing.
- Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask while using the jaw thrust.
- List the parts of a bag-valve-mask system.
- Describe the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one and two rescuers.
- Describe the signs of adequate artificial ventilation using the bag-valve-mask.
- Describe the signs of inadequate artificial ventilation using the bag-valve-mask.
- Describe the steps in artificially ventilating a patient with a flow restricted, oxygen-powered ventilation device.
- Describe the indications for using a nasal cannula versus a non-rebreather face mask.
- Identify a nasal cannula and state the flow requirements needed for its use.

AFFECTIVE OBJECTIVES

No affective objectives identified.

PSYCHOMOTOR OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate artificial ventilation of a patient with a bag-valve-mask system.
- Demonstrate how to artificially ventilate the infant and child patient.
- Demonstrate oxygen administration for the infant and child patient.

Suggested Time = 1.5 hours.

Lesson 2-2: Practical lab: Airway

NOTE: Suggested time for Lesson 2-2, practical lab is 2.0 hours.

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate the cognitive objectives of Lesson 2-1: Airway.

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AFFECTIVE OBJECTIVES

- Demonstrate the affective objectives of Lesson 2-1: Airway.

PSYCHOMOTOR OBJECTIVES

- Demonstrate the psychomotor objectives of Lesson 2-1: Airway.

Suggested time = 2.0 hours.

Lesson 2-3: Evaluation: Airway

NOTE: Suggested time to evaluate Lesson 2-3 is 0.5 hour.

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate knowledge of the cognitive objectives of Lesson 2-1: Airway.

AFFECTIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate knowledge of the affective objectives of Lesson 2-1: Airway.

PSYCHOMOTOR OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate proficiency in the psychomotor objectives of Lesson 2-1: Airway.

Suggested time is 0.5 hour.

Total minimum time = 4.0 hours.

MODULE 3: Patient assessment

NOTE: Suggested time to teach Module 3 is 7.5 hours.

Lesson 3-1: Scene Size-up

NOTE: Suggested time to teach Lesson 3-1 is 0.5 Hour

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Recognize hazards/potential hazards.
- Describe common hazards found at the scene of a trauma patient.
- Determine if the scene is safe to enter.
- Discuss common mechanisms of injury
- Discuss the reason for identifying the total number of patients at the scene.
- Explain the reason for identifying the need to additional help or assistance.

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AFFECTIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Explain the rationale for crew members to evaluate scene safety prior to entering.
- Serve as a model for others explaining how patient situations affect your evaluation of mechanism of injury.

PSYCHOMOTOR OBJECTIVES

- Observe various scenarios and identify potential hazards.

Suggested time: 0.5 hour

Lesson 3-2 INITIAL ASSESSMENT

NOTE: Suggested time to teach Lesson 3-2 is 1.0 hours

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Discuss methods of assessing the airway in the adult, child and infant patient.
- State reasons for management of the cervical spine once the patient has been determined to be a traumatic patient.
- State what care should be provided to the adult, child and infant patient with adequate breathing.
- State what care should be provided to the adult, child and infant patient without adequate breathing.
- Describe the methods used to obtain a pulse.
- Describe normal and abnormal findings when assessing skin color.
- Describe normal and abnormal findings when assessing skin temperature.
- Describe normal and abnormal findings when assessing skin condition.
- Describe normal and abnormal findings when assessing skin capillary refill in the infant and child patient.
- Explain the reason for prioritizing a patient for care and transport.

AFFECTIVE OBJECTIVES

No affective objectives identified for this lesson.

PSYCHOMOTOR OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate the techniques for assessing mental status.
- Demonstrate the techniques for assessing the airway.
- Demonstrate the techniques for assessing if the patient is breathing.
- Demonstrate the techniques for assessing if the patient has a pulse.
- Demonstrate the techniques for assessing the patient for external bleeding.

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- Demonstrate the techniques for assessing the patient's skin color, temperature, condition and capillary refill (infants and children only.)
- Demonstrate the ability to prioritize patients.

Suggested time: 1.0 hour.

Lesson 3-3 FOCUSED HISTORY AND PHYSICAL EXAM – TRAUMA PATIENTS

NOTE: Suggested time to teach Lesson 3-3 is 1.0 hour

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Discuss the reasons for reconsideration concerning the mechanism of injury.
- State the reasons for performing a rapid trauma assessment.
- Recite examples and explain why patients should receive a rapid trauma assessment.
- Describe the areas included in the rapid trauma assessment and discuss what should be evaluated.
- Differentiate when the rapid assessment may be altered in order to provide patient care.
- Discuss the reason for performing a focused history and physical exam.

AFFECTIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Recognize and respect the feelings that patients might experience during assessment.

PSYCHOMOTOR OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate the rapid trauma assessment that should be used to
- Assess a patient based on mechanism of injury.

Suggested time: 1.0 Hr.

Lesson 3-9 Practical Lab: Patient Assessment

NOTE: Suggested time to teach Lesson 3-9 is 5.0 hours.

COGNITIVE OBJECTIVES

At the completion of this Lesson, the student will be able to:

- Demonstrate the cognitive objectives of Lesson 3-1: Scene Size-up.
- Demonstrate the cognitive objectives of Lesson 3-2: Initial Assessment.

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- Demonstrate the cognitive objectives of Lesson 3-3: Focused History and Physical Exam: Trauma.

AFFECTIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate the affective objectives of Lesson 3-1: Scene Size-up.
- Demonstrate the affective objectives of Lesson 3-2: Initial Assessment.
- Demonstrate the affective objectives of Lesson 3-3: Focused History and Physical Exam: Trauma

PSYCHOMOTOR OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate the psychomotor objectives of Lesson 3-1: Scene Size-up.
- Demonstrate the psychomotor objectives of Lesson 3-2: Initial Assessment.
- Demonstrate the psychomotor objectives of Lesson 3-3: Focused History and Physical Exam: Trauma.

Suggested time = 5.0 hours.

Suggested total time = 7.5 hours

MODULE 5 Trauma

Suggested time to teach Module 5 is 14.5 hours.

Lesson 5-1 **Bleeding and shock**

NOTE: Suggested time to teach Lesson 5-1 is 1.0 hour.

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- List the structure and function of the circulatory system.
- Differentiate between arterial, venous and capillary bleeding.
- State methods of emergency medical care of external bleeding.
- Establish the relationship between body substance isolation and bleeding.
- Establish the relationship between airway management and the trauma patient.
- Establish the relationship between mechanism of injury and internal bleeding.
- List the signs of internal bleeding.
- List the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding.
- List the signs and symptoms of shock (hypoperfusion).
- State the steps in the emergency medical care of the patient with signs and symptoms of shock (hypoperfusion).

AFFECTIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

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- Explain the sense of urgency to transport patients that are bleeding and show signs of shock (hypoperfusion).
- Demonstrate direct pressure as a method of emergency medical care of external bleeding.
- Demonstrate the use of diffuse pressure as a method of emergency medical care of external bleeding.
- Demonstrate the use of pressure points and tourniquets as a method of emergency medical care of external bleeding.
- Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding.
- Demonstrate the care of the patient exhibiting signs and symptoms of shock (hypoperfusion).

Suggested time = 1.5 hour.

Lesson 5-2: Soft Tissue Injuries

NOTE: Suggested time to teach Lesson 5-2 is 1.5 hour.

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- State the major functions of the skin.
- List the layers of the skin.
- Establish the relationship between body substance isolation (BSI) and soft tissue injuries.
- List the types of closed soft tissue injuries.
- Describe the emergency medical care of the patient with a closed soft tissue injury.
- State the types of open soft tissue injuries.
- Describe the emergency medical care of the patient with an open soft tissue injury.
- Discuss the emergency medical care considerations for a patient with a penetrating chest injury.
- State the emergency medical care considerations for a patient with an open wound to the abdomen.
- Differentiate the care of an open wound to the chest from an open wound to the abdomen.
- List the classifications of burns.
- Define superficial burn.
- List the characteristics of a superficial burn.
- Define partial thickness burn.
- List the characteristics of a partial thickness burn.
- Define full thickness burn.
- List the characteristics of a full thickness burn.
- Describe the emergency medical care of the patient with a superficial burn.
- Describe the emergency medical care of the patient with a partial thickness burn.
- Describe the emergency medical care of the patient with a full thickness burn.
- List the functions of dressing and bandaging.
- Describe the purpose of a bandage.
- Describe the steps in applying a pressure dressing.

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- Establish the relationship between airway management and the patient with chest injury, burns, blunt and penetrating injuries.
- Describe the effects of improperly applied dressings, splints and tourniquets.
- Describe the emergency medical care of a patient with an impaled object.
- Describe the emergency medical care of a patient with an amputation.
- Describe the emergency care for a chemical burn.
- Describe the emergency care for an electrical burn.

AFFECTIVE OBJECTIVES

No affective objectives identified.

PSYCHOMOTOR OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate the steps in the emergency medical care of closed soft tissue injuries.
- Demonstrate the steps in the emergency medical care of open soft tissue injuries.
- Demonstrate the steps in the emergency medical care of a patient with an open chest wound.
- Demonstrate the steps in the emergency medical care of a patient with abdominal wounds.
- Demonstrate the steps in the emergency medical care to a patient with an impaled object.
- Demonstrate the steps in the emergency medical care of a patient with an amputation.
- Demonstrate the steps in the emergency medical care of an amputated part.
- Demonstrate the steps in the emergency medical care of a patient with superficial burns.
- Demonstrate the steps in the emergency medical care of a patient with partial thickness burns.
- Demonstrate the steps in the emergency medical care of a patient with full thickness burns.
- Demonstrate the steps in the emergency medical care of a patient with a chemical burn.

Suggested time = 1.5 hours.

Lesson 5-3: Musculoskeletal Care

NOTE: Suggested time to teach lesson 5-3 is 3.0 hours.

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Describe the function of the muscular system.
- Describe the function of the skeletal system.
- List the major bones or bone groupings of the spinal column; the thorax; the upper extremities; the lower extremities.
- Differentiate between an open and a closed painful, swollen deformed extremity.
- State the reasons for splinting.
- List the general rules of splinting.
- List the complications of splinting.

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- List the emergency medical care for a patient with a painful, swollen, deformed extremity.

AFFECTIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Explain the rationale for splinting at the scene versus load and go.
- Explain the rationale for immobilization of the painful, swollen, deformed extremity.

PSYCHOMOTOR OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate the emergency medical care of a patient with a painful, swollen, deformed extremity.
- Demonstrate completing a prehospital care report for patients with musculoskeletal injuries.

Suggested time = 3.0 hours

Lesson 5-4: Injuries to the Head and Spine

NOTE: Suggested time to teach lesson 5-4 is 3.0 hours.

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- State the components of the nervous system.
- List the functions of the central nervous system.
- Define the structure of the skeletal system as it relates to the nervous system.
- Relate mechanism of injury to potential injuries of the head and spine.
- Describe the implications of not properly caring for potential spine injuries.
- State the signs and symptoms of a potential spine injury.
- Describe the method of determining if a responsive patient may have a spine injury.
- Relate the airway emergency medical care techniques to the patient with a suspected spine injury.
- Describe how to stabilize the cervical spine.
- Discuss indications for sizing and using a cervical spine immobilization device.
- Establish the relationship between airway management and the patient with head and spine injuries.
- Describe a method for sizing a cervical spine immobilization device.
- Describe how to log roll a patient with a suspected spine injury.
- Describe how to secure a patient to a long spine board.
- Describe the indications for the use of rapid extrication.
- List the steps in performing rapid extrication.
- State the circumstances when a helmet should be left on the patient.
- Discuss the circumstances when a helmet should be removed.
- Identify different types of helmets.
- Explain the preferred methods to remove a helmet.

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- Discuss alternative methods for removal of a helmet.
- Describe how the patient's head is stabilized to remove the helmet.
- Differentiate how the head is stabilized with a helmet compared to without a helmet.

AFFECTIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Explain the rationale for immobilization of the entire spine when a cervical spine injury is suspected.
- Explain the rationale for utilizing immobilization methods apart from the straps on the cots.
- Explain the rationale for utilizing a short spine immobilization device when moving a patient from the sitting to the supine position.
- Explain the rationale for utilizing rapid extrication approaches only when they indeed will make the difference between life and death.
- Defend the reasons for leaving a helmet in place for transport of a patient.
- Defend the reasons for removal of a helmet prior to transport of a patient.

PSYCHOMOTOR OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate opening the airway in a patient with suspected spinal cord injury.
- Demonstrate evaluating a responsive patient with a suspected spinal cord injury.
- Demonstrate stabilizations of the cervical spine.
- Demonstrate the four person log roll for a patient with a suspected spinal cord injury.
- Demonstrate how to log roll a patient with a suspected injury using two people.
- Demonstrate securing a patient to a long spine board.
- Demonstrate using the short board immobilization technique.
- Demonstrate procedure for rapid extrication.
- Demonstrate preferred methods for stabilization of a helmet.
- Demonstrate helmet removal techniques.
- Demonstrate alternative methods for stabilization of a helmet.

Suggested time = 3.0 hours

Lesson 5-5: Practical Lab: Trauma

NOTE: Suggested time to teach lesson 5-5 is 5.0 hours.

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate the cognitive objectives of Lesson 5-1: Bleeding and Shock.
- Demonstrate the cognitive objectives of Lesson 5-2: Soft Tissue Injuries.
- Demonstrate the cognitive objectives of Lesson 5-3: Musculoskeletal Care.
- Demonstrate the cognitive objectives of Lesson 5-4: Injuries to the Head and Spine.

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AFFECTIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate the affective objectives of Lesson 5-1: Bleeding and Shock
- Demonstrate the affective objectives of Lesson 5-3: Musculoskeletal Care.
- Demonstrate the affective objectives of Lesson 5-4: Injuries to the Head and Spine.

PSYCHOMOTOR OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate the psychomotor objectives of Lesson 5-1: Bleeding and Shock.
- Demonstrate the psychomotor objectives of Lesson 5-2: Soft Tissue Injuries.
- Demonstrate the psychomotor objectives of Lesson 5-3: Musculoskeletal Care.
- Demonstrate the psychomotor objectives of Lesson 5-4: Injuries to the Head and Spine.

Suggested time = 5.0 hours.

Lesson 5-6: Evaluation: Trauma

NOTE: Recommended time to teach lesson 5-6 is 1.0 hour.

COGNITIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate knowledge of the cognitive objectives of Lesson 5-1: Bleeding and Shock.
- Demonstrate knowledge of the cognitive objectives of Lesson 5-2: Soft Tissue Injuries.
- Demonstrate knowledge of the cognitive objectives of Lesson 5-3: Musculoskeletal Care.
- Demonstrate knowledge of the cognitive objectives of Lesson 5-4: Injuries to the Head and Spine.

AFFECTIVE OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate knowledge of the affective objectives of Lesson 5-1: Bleeding and Shock.
- Demonstrate knowledge of the affective objectives of Lesson 5-3: Musculoskeletal Care.
- Demonstrate knowledge of the affective objectives of Lesson 5-4: Injuries to the Head and spine.

PSYCHOMOTOR OBJECTIVES

At the completion of this lesson, the student will be able to:

- Demonstrate knowledge of the psychomotor objectives of Lesson 5-1: Bleeding and Shock.
- Demonstrate knowledge of the psychomotor objectives of Lesson 5-2: Soft Tissue Injuries.
- Demonstrate knowledge of the psychomotor objectives of Lesson 5-3: Musculoskeletal Care.
- Demonstrate knowledge of the psychomotor objectives of Lesson 5-4: Injuries to the Head and Spine.

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Suggested time = 1.0 hour

Suggested total time = 14.5 hours

Grand total suggested time = 33.0 hours