

**Module 9:**  
**Operations**

# OBECTIVES

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

## COGNITIVE OBJECTIVES

- 9-1 Discuss the medical and non-medical equipment needed to respond to a call. Refer to Part 800.
- 9-2 List the phases of an ambulance call.(C-1)
- 9-3 Describe the general provisions of the NYS Motor Vehicle and Traffic laws relating to the operation of the ambulance and privileges in any or all of the following categories:(C-1)
  - Speed
  - Warning lights
  - Sirens
  - Right-of-way
  - Parking
  - Turning
  - Responsibility of vehicle operator for "Due Regard For Safety of All Others" while operating an emergency vehicle
- 9-4 List contributing factors to unsafe driving conditions.(C-1)
- 9-5 Describe the considerations that should be given to:
  - Request for escorts.
  - Following an escort vehicle
  - Intersections
- 9-6 State what information is essential in order to respond to a call. (C-1)
- 9-7 Discuss various factors that may affect response to a call.(C-1)
- 9-8 Describe the methods of preparing the patient for transport
- 9-9 Understand the importance of written documentation of patient care rendered.
- 9-10 Apply the components of the essential patient information in a written report
- 9-11 Summarize the importance of preparing the unit for the next response.(C-1)
- 9-12 Identify what is essential for completion of a call.(C-1)
- 9-13 Distinguish among the terms cleaning, disinfection, high-level disinfection, and sterilization.
- 9-14 Describe how to clean or disinfect items following patient care.(C-1)
- 9-15 Describe the common situations in which Advanced Life Support should be utilized.
- 9-16 Describe the utilization of aeromedical EMS in a given EMS system. (C-1)
- 9-17 Describe the local dispatch and local protocols for use of Aeromedical transport.
- 9-18 Describe the concerns of the EMT-Basic with regard to responding to a Hazardous Materials incident.
- 9-19 Describe the Incident Command system as it is used in New York State.

## **AFFECTIVE OBJECTIVES**

9-20 Explain the rationale for appropriate report of patient information.

9-21 Explain the rationale for having the unit prepared to respond.

## **PSYCHOMOTOR OBJECTIVES**

No psychomotor objectives identified.

## **PREPARATION**

Motivation:

As an EMT-Basic, the student may be required to function in the prehospital environment. A solid foundation related to the operational aspects of prehospital care is required.

The EMT-Basic should be familiar with the medical and non-medical equipment for use in patient care. The EMT-Basic should also be aware of the phases of a response and their role. EMT-Basics must have knowledge of the use of aeromedical EMS in their response areas and the safe interaction between air and ground units.

Prerequisites:

BLS, Preparatory, Airway and Patient Assessment, Physical Exam and SAMPLE history for Medical and Trauma Patients.

## **MATERIALS**

AV Equipment:

Utilize various audio-visual materials relating to ambulance operations. The continuous design and development of new audio-visual materials relating to EMS requires careful review to determine which best meet the needs of the program. Materials should be edited to assure meeting the objectives of the curriculum.

EMS Equipment:

An ambulance, properly stocked.

## **PERSONNEL**

Primary Instructor:

One EMT-Basic instructor, knowledgeable in ambulance and equipment operations.

Assistant Instructor:

Not required.

Recommended Minimum  
Time to Complete:

One hour

# PRESENTATION

1. The Ambulance Call
  1. Review equipment used
    1. Part 800 - minimum equipment
  2. Review phases of the call
  3. Review applicable NYS Motor Vehicle and Traffic Laws
    1. Speed
    2. Warning lights
    3. Sirens
    4. Right-of-way
    5. Parking
    6. Turning
    7. Responsibility of vehicle operator for "Due Regard For Safety of All Others" while operating an emergency vehicle
  4. Review safe ambulance driving
    1. Responding to the call
      1. Information needed
  5. Review patient documentation policies and procedures
    1. Agency business record
    2. Patient care record
    3. Quality Assurance/Improvement tool
    4. Patient insurance record - when appropriate
    5. Requirements for completion under Part 800
  6. Returning to service and preparation for the next call
    1. Equipment replacement
    2. Equipment cleaning and disinfection
2. Advanced Life Support utilization
  1. Identify the Advanced Life Support (ALS) resources available
    1. Method of notification
      1. Dispatch protocols
    2. Level of care available
      1. EMT-Intermediate
      2. EMT-Critical Care
      3. EMT-Paramedic
    3. Working along side the Advance Life Support provider.
      1. Additional orientation and training available locally

3. Air Medical Considerations
  1. Utilization
    1. Transport to specialized medical facilities
    2. Established by *regional* protocol
      1. Review Regional request and destination protocols
      2. Length of travel - air vs. ground
  2. Landing zones
  3. Safety
4. Hazardous Materials
  1. Common problem
  2. Actual extent unknown
  3. Safety is the primary concern
    1. EMT-Basic and crew
    2. Patient
    3. Public
  4. Responder Training
    1. Four levels
      1. Awareness
      2. Operations
      3. Technician
      4. Specialist
    2. Employer determines which employee activities require what level of training
  5. Approaching the scene with a suspected hazard
    1. Identification
      1. Occupancy
      2. Containers - size/shape
      3. Placards
      4. Shipping papers
      5. Senses
    2. General procedures
      1. Park upwind/uphill from the incident, safe distance.
      2. Keep unnecessary people away from area.
      3. Isolate the area.
        - (1) Keep people out.
        - (2) Do not enter unless properly trained, fully protected with proper equipment and SCBA.
      4. Avoid contact with material.
      5. Remove patients to a safe zone, if no risk to EMT-Basic.
      6. Do not enter a Haz Mat area unless you are trained as a Haz Mat Tech and have proper training in SCBA.

6. Environmental hazards- each response agency will be subject to certain hazards. Federal regulations require Haz mat storage to be reported to the fire department having jurisdiction. Non-fire EMS agencies should work cooperatively with the fire department (or other Haz mat response agency) to pre-plan coordinated EMS responses to Haz mat incidents.
7. Resources
  1. Local hazardous materials response team
  2. CHEMTREC 800-424-9300
  3. *Hazardous Materials, The Emergency Response Handbook*, published by the United States Department of Transportation
  4. NFPA 479
  5. NFPA 473
  6. OSHA 1910.120
5. Incident Command system - Review Material
  1. Requirements for use of ICS -
    1. SARA Title 3
    2. New York State Executive Order #26 - March 5, 1996 -
      1. Review Executive Order #26 - see appendix
  2. An incident command system has been developed to assist with the control, direction, and coordination of emergency response resources.
    1. It provides an orderly means of communication and information for decision making.
    2. Interactions with other agencies are easier because of the single coordination.
  3. Structure - after incident command is determined, EMS sectors are established as needed based on the nature of the incident.
    1. Triage sector
    2. Treatment sector
    3. Transportation sector
    4. Staging
  4. Role of various individuals/organizations at the scene
    1. If EMS arrives first:
      1. Establish command
      2. Size up the situation - determine needed resources
      3. Establish a staging area
    2. If Incident command has been established, upon arrival, the EMT-Basic should report to the sector officer for specific duties.
6. Multiple Casualty Incidents (MCI)
  1. Definition -
    1. Regional protocols may define specific implementation point

2. Basic Triage - Priorities are given in three levels
  1. Refer to Statewide protocols

## **SUGGESTED APPLICATION**

### Procedural (How)

1. Review the methods of preparing the patient for transport
2. Review the importance of written documentation of patient care rendered.
3. Review the methods and importance of preparing the unit for the next response.
4. Review the procedures for completion of a call.
5. Review the methods used and equipment used in the cleaning, disinfection, high-level disinfection, and sterilization of the vehicle and patient care equipment.

### Contextual (When, Where, Why)

The EMT-Basic is the primary provider of prehospital emergency medical care. They are expected to know how to use a variety of equipment which is carried and stored on the ambulance. There are certain amount of maintenance and preparation necessary to ensure the equipment is in appropriate working condition when it is need for use on a patient.

Their ability to document their impression of a patient, their assessment of the patient and the treatment rendered to the patient allows for future evaluation of the types of calls commonly seen by the EMT-Basic and the quality of care being provided.

The EMT-Basic will be in situations which will require the use and interaction of Advanced Life Support (ALS). Their knowledge and ability to recognize the situations which would benefit from ALS intervention may be critical to the life of the patient.

## **Student Activities**

### Auditory (Hear)

None Identified

### Visual (See)

1. Students should see a demonstration of the proper method of completing a Pre Hospital Care Report (PCR).

### Kinesthetic (Do)

1. Practice completion of a Pre Hospital Care (PCR) report.
2. Practice with the equipment commonly used to clean or disinfect items following patient care.

## **EVALUATION**

Written: Develop evaluation instruments, eg. quizzes, verbal reviews, handouts, to determine if the students have met the cognitive and affective objectives of this lesson.

Practical: Evaluate the actions of the EMT-Basic students during role play, practice or other skill stations to determine their compliance with the cognitive and affective objectives and their mastery of the psychomotor objectives of this lesson.

## **REMEDICATION**

Identify students or groups of students who are having difficulty with this subject content.

## **SUGGESTED ENRICHMENT**

What is unique in the local area concerning this topic?