

# IEMSR Emergency Medical Responder Certification Success Guide

*Updated November 2020*

## Overview

This document is designed to give instructors guidance on preparing students for the IEMSR Emergency Medical Responder certification exam with HealthCenter21.

The International EMS Registry (IEMSR) designed this assessment as a measurement of someone's ability to work in the field as an emergency medical responder (EMR). Students who successfully pass the examination will earn their certification to work as an EMR in areas where the certification is accepted.

*This document is based on the January 2009 National EMR Education Standards.*

## Outline

In this guide, you will find:

1. Information about the IEMSR EMR Certification
2. HealthCenter21 modules recommended for EMR certification prep
3. A crosswalk of HealthCenter21 to the National EMR Education Standards

## 1. About the IEMSR EMR Certification

The IEMSR certification exam is based on the National EMS Education Standards for Emergency Medical Responders.

The exam is a computer-based test that consists of 200 multiple choice questions.

To become certified, the applicant must pass the exam at 70% or higher.

**To learn more about the details of the National EMR Standards, visit:** [https://www.ems.gov/pdf/education/National-EMS-Education-Standards-and-Instructional-Guidelines/EMR\\_Instructional\\_Guidelines.pdf](https://www.ems.gov/pdf/education/National-EMS-Education-Standards-and-Instructional-Guidelines/EMR_Instructional_Guidelines.pdf)

## 2. HealthCenter21 Modules Recommended for the EMR Certification Exam

The HealthCenter21 modules that help prepare students for the IEMSR EMR Certification include:

- Anatomy & Physiology
- Airway – EMR
- Cultural, Social, and Ethnic Diversity
- EMS Operations – EMR
- Medical – EMR
- Medical Terminology
- Patient Assessment – EMR
- Pharmacology – EMR
- Preparatory – EMR
- Shock and Resuscitation
- Special Populations – EMR
- Trauma – EMR

**See the next page for an in-depth crosswalk between HealthCenter21 and the National EMR Education Standards.**

The coverage of each topic within HealthCenter21 is broken down as being High, Medium, Low, or Not Covered.

### 3. Crosswalk Between the IEMSR Emergency Medical Responder Exam & HealthCenter21

National EMR Education Standards	HealthCenter21 Location	HealthCenter21 Coverage
<b>Preparatory</b> <i>Uses simple knowledge of the EMS system, safety/well-being of the EMR, medical/legal issues at the scene of an emergency while awaiting a higher level of care.</i>		
EMS Systems Simple depth, simple breadth <ul style="list-style-type: none"> <li>• EMS systems</li> <li>• Roles/ responsibilities/ professionalism of EMS personnel</li> <li>• Quality improvement</li> </ul>	<b>Module:</b> Preparatory - EMR <b>Unit:</b> EMS System	<b>High</b> <b>Low:</b> Quality improvement
Research Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Impact of research on EMR care</li> <li>• Data collection</li> </ul>	<b>Module:</b> Preparatory - EMR <b>Unit:</b> EMS System	<b>Low</b>
Workforce Safety and Wellness Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Standard safety precautions</li> <li>• Personal protective equipment</li> <li>• Stress management</li> <li>• Dealing with death and dying</li> <li>• Prevention of response related injuries</li> <li>• Lifting and moving patients</li> </ul>	<b>Module:</b> Preparatory - EMR <b>Unit:</b> Safety and Wellness	<b>High</b>
Documentation Simple depth, simple breadth <ul style="list-style-type: none"> <li>• Recording patient findings</li> </ul>	<b>Module:</b> Preparatory - EMR <b>Unit:</b> Communication & Documentation	<b>Medium-High</b>
EMS System Communication Simple depth, simple breadth Communication needed to: <ul style="list-style-type: none"> <li>• Call for Resources</li> <li>• Transfer care of the patient</li> <li>• Interact within the team structure</li> </ul>	<b>Module:</b> Preparatory - EMR <b>Unit:</b> Communication & Documentation	<b>High</b>

<p>Therapeutic Communication Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>Principles of communicating with patients in a manner that achieves a positive relationship</li> <li>Interviewing techniques</li> </ul>	<p><b>Module:</b> Preparatory - EMR <b>Unit:</b> Communication &amp; Documentation</p>	<p><b>Medium-High</b></p>
<p>Medical/Legal and Ethics Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>Consent/refusal of care</li> <li>Confidentiality</li> <li>Advanced directives</li> <li>Tort and criminal actions</li> <li>Evidence preservation</li> <li>Statutory responsibilities</li> <li>Mandatory reporting</li> <li>Ethical principles/moral obligations</li> <li>End-of-life issues</li> </ul>	<p><b>Module:</b> Preparatory - EMR <b>Unit:</b> Legal and Ethical Issues</p>	<p><b>Medium-High</b></p>
<p><b>Anatomy and Physiology</b> <i>Uses simple knowledge of the anatomy and function of the upper airway, heart, vessels, blood, lungs, skin, muscles, and bones as the foundation of emergency care.</i></p>		
<p>Medical Terminology Uses simple medical and anatomical terms.</p>	<p><b>Module:</b> Medical Terminology All Units</p>	<p><b>High</b></p>
<p>Pathophysiology Uses simple knowledge of shock and respiratory compromise to respond to life threats.</p>	<p><b>Module:</b> Anatomy and Physiology Unit: Respiratory System</p> <p><b>Module:</b> Medical - EMR <b>Unit:</b> Respiratory Emergencies</p>	<p><b>High</b></p>
<p>Life Span Development Uses simple knowledge of age-related differences to assess and care for patients.</p>	<p><b>Module:</b> Special Populations - EMR All Units</p>	<p><b>High</b></p>
<p>Public Health Have an awareness of local public health resources and the role EMS personnel play in public health emergencies.</p>	<p><b>Module:</b> Preparatory - EMR <b>Unit:</b> Safety and Wellness</p>	<p><b>High:</b> Illness and injury prevention <b>Low:</b> Public health</p>

<b>Pharmacology</b> <i>Uses simple knowledge of the medications that the EMR may self-administer or administer to a peer in an emergency.</i>		
<b>Principles of Pharmacology</b> No knowledge related to this competency is applicable at this level.	<b>Not Applicable</b>	<b>Not Applicable</b>
<b>Medication Administration</b> Simple depth, simple breadth Within the scope of practice of the EMR, how to <ul style="list-style-type: none"> <li>• Self-administer medication</li> <li>• Peer-administer medication</li> </ul>	<b>Module:</b> Medical - EMR <b>Unit:</b> Allergic Reactions and Poisonings	<b>Low</b>
<b>Emergency Medications</b> Simple depth, simple breadth Within the scope of practice of the EMR <ul style="list-style-type: none"> <li>• Names</li> <li>• Effects</li> <li>• Indications</li> <li>• Routes of administration</li> <li>• Dosages for the medications administered</li> </ul>	<b>Module:</b> Pharmacology - EMR <b>Unit:</b> EMS Pharmacology	<b>Low</b>
<b>Airway Management, Respiration and Artificial Ventilation</b> <i>Applies knowledge (fundamental depth, foundational breadth) of general anatomy and physiology to assure a patent airway, adequate mechanical ventilation, and respiration while awaiting additional EMS response for patients of all ages.</i>		
<b>Airway Management</b> Fundamental depth, simple breadth Within the scope of practice of the EMR <ul style="list-style-type: none"> <li>• Airway anatomy</li> <li>• Airway assessment</li> <li>• Techniques of assuring a patent airway</li> </ul>	<b>Module:</b> Airway - EMR <b>Unit:</b> Airway Management	<b>High</b>
<b>Respiration</b> Fundamental depth, simple breadth <ul style="list-style-type: none"> <li>• Anatomy of the respiratory system</li> <li>• Physiology and pathophysiology of respiration             <ul style="list-style-type: none"> <li>○ Pulmonary ventilation</li> <li>○ Oxygenation</li> <li>○ Respiration                 <ul style="list-style-type: none"> <li>③ External</li> </ul> </li> </ul> </li> </ul>	<b>Module:</b> Airway - EMR <b>Unit:</b> Respiration Management	<b>High</b>

<ul style="list-style-type: none"> <li>③ Internal</li> <li>③ Cellular</li> <li>• Assessment and management of adequate and inadequate respiration</li> <li>• Supplemental oxygen therapy</li> </ul>		
<p><b>Artificial Ventilation</b>  Fundamental depth, simple breadth  Assessment and management of adequate and inadequate ventilation</p> <ul style="list-style-type: none"> <li>• Artificial ventilation</li> <li>• Minute ventilation</li> <li>• Alveolar ventilation</li> <li>• Effect of artificial ventilation on cardiac output</li> </ul>	<p><b>Module:</b> Airway - EMR  <b>Unit:</b> Artificial Ventilation</p>	<p style="text-align: center;"><b>High</b></p>
<p><b>Assessment</b>  <i>Use scene information and simple patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR.</i></p>		
<p><b>Scene Size-Up</b>  Complex depth, comprehensive breadth</p> <ul style="list-style-type: none"> <li>• Scene safety</li> </ul> <p>Fundamental depth, foundational breadth</p> <ul style="list-style-type: none"> <li>• Scene management <ul style="list-style-type: none"> <li>o Impact of the environment on patient care</li> <li>o Addressing hazards</li> <li>o Violence</li> <li>o Need for additional or specialized resources</li> <li>o Standard precautions</li> </ul> </li> </ul>	<p><b>Module:</b> Patient Assessment - EMR  <b>Unit:</b> Scene Size-Up</p>	<p style="text-align: center;"><b>High</b></p>
<p><b>Primary Assessment</b>  Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Primary assessment for all patient situations <ul style="list-style-type: none"> <li>o Level of consciousness</li> <li>o ABCs</li> <li>o Identifying life threats</li> <li>o Assessment of vital functions</li> </ul> </li> <li>• Begin interventions needed to preserve life</li> </ul>	<p><b>Module:</b> Patient Assessment - EMR  <b>Unit:</b> Primary Assessment</p>	<p style="text-align: center;"><b>High</b></p>
<p><b>History Taking</b>  Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Determining the chief complaint</li> <li>• Mechanism of injury/nature of illness</li> <li>• Associated signs and symptoms</li> </ul>	<p><b>Module:</b> Patient Assessment - EMR  <b>Unit:</b> Secondary Assessment</p>	<p style="text-align: center;"><b>High</b></p>

<b>Secondary Assessment</b> Simple depth, simple breadth <ul style="list-style-type: none"> <li>Performing a rapid full body scan</li> <li>Focused assessment of pain</li> <li>Assessment of vital signs</li> </ul>	<b>Module:</b> Patient Assessment - EMR <b>Unit:</b> Secondary Assessment	<b>High</b>
<b>Monitoring Devices</b> No knowledge related to this competency is applicable at this level.	<b>Not Applicable</b>	<b>Not Applicable</b>
<b>Reassessment</b> Simple depth, simple breadth <ul style="list-style-type: none"> <li>How and when to reassess patients</li> </ul>	<b>Module:</b> Patient Assessment - EMR <b>Unit:</b> Reassessment	<b>High</b>
<b>Medicine</b> <i>Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response.</i>		
<b>Medical Overview</b> Simple depth, simple breadth <ul style="list-style-type: none"> <li>Assessment and management of a Medical complaint</li> </ul>	<b>Module:</b> Medical - EMR All Units	<b>High</b>
<b>Neurology</b> Simple depth, simple breadth Anatomy, presentations, and management of <ul style="list-style-type: none"> <li>Decreased level of responsiveness</li> <li>Seizure</li> <li>Stroke</li> </ul>	<b>Module:</b> Medical - EMR <b>Unit:</b> Altered Mental Status	<b>Medium-High</b>
<b>Abdominal and Gastrointestinal Disorders</b> Simple depth, simple breadth Anatomy, presentations and management of shock associated with abdominal emergencies <ul style="list-style-type: none"> <li>Gastrointestinal bleeding</li> </ul>	<b>Module:</b> Medical - EMR <b>Unit:</b> Abdominal, Genitourinary, Gynecological	<b>High</b>
<b>Immunology</b> Simple depth, simple breadth Recognition and management of shock and difficulty breathing related to <ul style="list-style-type: none"> <li>Anaphylactic reactions</li> </ul>	<b>Module:</b> Medical - EMR <b>Unit:</b> Allergic Reactions and Poisonings	<b>High</b>
<b>Infectious Diseases</b> Simple depth, simple breadth Awareness of <ul style="list-style-type: none"> <li>A patient who may have an infectious disease</li> <li>How to decontaminate equipment after treating a patient</li> </ul>	<b>Module:</b> Preparatory - EMR <b>Unit:</b> Safety and Wellness	<b>High</b>



<p>Endocrine Disorders</p> <p>Simple depth, simple breadth Awareness that</p> <ul style="list-style-type: none"> <li>• Diabetic emergencies cause altered mental status</li> </ul>	<p><b>Module:</b> Medical - EMR</p> <p><b>Unit:</b> Altered Mental Status</p> <p><b>Unit:</b> Behavioral Emergencies</p>	<p><b>Medium-High</b></p>
<p>Psychiatric</p> <p>Simple depth, simple breadth Recognition of</p> <ul style="list-style-type: none"> <li>• Behaviors that pose a risk to the EMR, patient or others</li> </ul>	<p><b>Module:</b> Medical - EMR</p> <p><b>Unit:</b> Behavioral Emergencies</p>	<p><b>High</b></p>
<p>Cardiovascular</p> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Anatomy, signs, symptoms and management</li> <li>• Chest pain</li> <li>• Cardiac arrest</li> </ul>	<p><b>Module:</b> Medical - EMR</p> <p><b>Unit:</b> Cardiac and Respiratory Emergencies</p>	<p><b>High</b></p>
<p>Toxicology</p> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Recognition and management of <ul style="list-style-type: none"> <li>o Carbon monoxide poisoning</li> <li>o Nerve agent poisoning</li> </ul> </li> <li>• How and when to contact a poison control center</li> </ul>	<p><b>Module:</b> Medical - EMR</p> <p><b>Unit:</b> Allergic Reactions and Poisonings</p> <p><b>Module:</b> EMS Operations – EMR</p> <p><b>Unit:</b> Terrorism and Disasters</p>	<p><b>High</b></p>
<p>Respiratory</p> <p>Simple depth, simple breadth</p> <p>Anatomy, signs, symptoms and management of respiratory emergencies including those that affect the</p> <ul style="list-style-type: none"> <li>• Upper airway</li> <li>• Lower airway</li> </ul>	<p><b>Module:</b> Medical - EMR</p> <p><b>Unit:</b> Respiratory Emergencies</p>	<p><b>High</b></p>
<p>Hematology</p> <p>No knowledge related to this competency is applicable at this level.</p>	<p><b>Not Applicable</b></p>	<p><b>Not Applicable</b></p>
<p>Genitourinary/Renal</p> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Blood pressure assessment in hemodialysis patients</li> </ul>	<p><b>Module:</b> Medical - EMR</p> <p><b>Unit:</b> Abdominal, Genitourinary, Gynecological</p>	<p><b>High</b></p>
<p>Gynecology</p> <p>Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Recognition and management of shock associated with vaginal bleeding</li> </ul>	<p><b>Module:</b> Medical - EMR</p> <p><b>Unit:</b> Abdominal, Genitourinary, Gynecological</p>	<p><b>Medium-High</b></p>

Non-Traumatic Musculoskeletal Disorders No knowledge related to this competency is applicable at this level.	<b>Not Applicable</b>	<b>Not Applicable</b>
Diseases of the Eyes, Ears, Nose, and Throat Simple depth, simple breadth Recognition and management of <ul style="list-style-type: none"> <li>Nosebleed</li> </ul>	<b>Module:</b> Trauma - EMR <b>Unit:</b> Bleeding	<b>High</b>
<b>Shock and Resuscitation</b>		
<i>Uses assessment information to recognize shock, respiratory failure or arrest, and cardiac arrest based on assessment findings and manages the emergency while awaiting additional emergency response.</i>	<b>Module:</b> Shock and Resuscitation All Units	<b>High</b>
<b>Trauma</b>		
<i>Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.</i>		
Trauma Overview No knowledge related to this competency is applicable at this level.	<b>Not Applicable</b>	<b>Not Applicable</b>
Bleeding Simple depth, simple breadth Recognition and management of <ul style="list-style-type: none"> <li>Bleeding</li> </ul>	<b>Module:</b> Trauma - EMR <b>Unit:</b> Bleeding	<b>High</b>
Chest Trauma Simple depth, simple breadth Recognition and management of <ul style="list-style-type: none"> <li>Blunt versus penetrating mechanisms</li> <li>Open chest wound</li> <li>Impaled object</li> </ul>	<b>Module:</b> Trauma - EMR <b>Unit:</b> Chest and Abdominal Trauma	<b>High</b>
Abdominal and Genitourinary Trauma Simple depth, simple breadth Recognition and management of <ul style="list-style-type: none"> <li>Blunt versus penetrating mechanisms</li> <li>Evisceration</li> <li>Impaled object</li> </ul>	<b>Module:</b> Trauma - EMR <b>Unit:</b> Chest and Abdominal Trauma	<b>High</b>

<p><b>Orthopedic Trauma</b> Simple depth, simple breadth</p> <ul style="list-style-type: none"> <li>• Recognition and management of</li> <li>• Open fractures</li> <li>• Closed fractures</li> <li>• Dislocations</li> </ul>	<p><b>Module:</b> Trauma - EMR <b>Unit:</b> Spinal and Orthopedic Trauma</p>	<p><b>High</b></p>
<p><b>Soft Tissue Trauma</b> Simple depth, simple breadth Recognition and management of</p> <ul style="list-style-type: none"> <li>• Amputations</li> <li>• Wounds</li> <li>• Burns <ul style="list-style-type: none"> <li>o Electrical</li> <li>o Chemical</li> <li>o Thermal</li> </ul> </li> <li>• Chemicals in the eye and on the skin</li> </ul>	<p><b>Module:</b> Trauma - EMR <b>Unit:</b> Soft Tissue Trauma</p>	<p><b>High</b></p>
<p><b>Head, Facial, Neck, and Spine trauma</b> Simple depth, simple breadth Recognition and management of</p> <ul style="list-style-type: none"> <li>• Life threats</li> <li>• Spine trauma</li> </ul>	<p><b>Module:</b> Trauma - EMR <b>Unit:</b> Head, Face, and Neck Trauma</p>	<p><b>High</b></p>
<p><b>Nervous System Trauma</b> No knowledge related to this competency is applicable at this level.</p>	<p><b>Not Applicable</b></p>	<p><b>Not Applicable</b></p>
<p><b>Special Considerations in Trauma</b> Simple depth, simple breadth Recognition and management of trauma in</p> <ul style="list-style-type: none"> <li>• Pregnant patient</li> <li>• Pediatric patient</li> <li>• Geriatric patient</li> </ul>	<p><b>Module:</b> Special Populations – EMR All Units</p>	<p><b>High</b></p>
<p><b>Environmental Emergencies</b> Simple depth, simple breadth Recognition and management of</p> <ul style="list-style-type: none"> <li>• Submersion incidents</li> <li>• Temperature-related illness</li> </ul>	<p><b>Module:</b> Trauma – EMR <b>Unit:</b> Environmental Trauma</p>	<p><b>Medium</b></p>

Multi-system Trauma Simple depth, simple breadth Recognition and management of <ul style="list-style-type: none"> <li>Multi-system trauma</li> </ul>	<b>Module:</b> Trauma - EMR <b>Unit:</b> Multi-System Trauma and Other Considerations	<b>High</b>
<b>Special Patient Populations</b> <i>Recognizes and manages life threats based on simple assessment findings for a patient with special needs while awaiting additional emergency response.</i>		
Obstetrics Simple depth, simple breadth Recognition and management of <ul style="list-style-type: none"> <li>Normal delivery</li> <li>Vaginal bleeding in the pregnant patient</li> </ul>	<b>Module:</b> Special Populations - EMR <b>Unit:</b> Obstetrics	<b>High</b>
Neonatal Care Simple depth, simple breadth <ul style="list-style-type: none"> <li>Newborn care</li> <li>Neonatal resuscitation</li> </ul>	<b>Module:</b> Special Populations - EMR <b>Unit:</b> Obstetrics	<b>High</b>
Pediatrics Simple depth, simple breadth Age-related assessment findings, and age-related assessment and treatment modifications for pediatric specific major diseases and/or emergencies <ul style="list-style-type: none"> <li>Upper airway obstruction</li> <li>Lower airway reactive disease</li> <li>Respiratory distress/failure/arrest</li> <li>Shock</li> <li>Seizures</li> <li>Sudden Infant Death Syndrome</li> </ul>	<b>Module:</b> Special Populations - EMR <b>Unit:</b> Pediatrics	<b>High</b>
Geriatrics Simple depth, simple breadth <ul style="list-style-type: none"> <li>impact of age-related changes on assessment and care</li> </ul>	<b>Module:</b> Special Populations - EMR <b>Unit:</b> Geriatrics	<b>High</b>
Patients with Special Challenges Simple depth, simple breadth <ul style="list-style-type: none"> <li>Recognizing and reporting abuse and neglect</li> </ul>	<b>Module:</b> Special Populations - EMR <b>Unit:</b> Pediatrics <b>Unit:</b> Geriatrics	<b>High</b>

<b>EMS Operations</b> <i>Knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety</i>		
Principles of Safely Operating a Ground Ambulance Simple depth, simple breadth • Risks and responsibilities of emergency response	<b>Module:</b> EMS Operations - EMR <b>Unit:</b> Ambulance Operations	<b>High</b>
Incident Management Simple depth, simple breadth • Establish and work within the incident management system	<b>Module:</b> EMS Operations - EMR <b>Unit:</b> Incident Management	<b>High</b>
Multiple Casualty Incidents Simple depth, simple breadth • Triage principle • Resource management	<b>Module:</b> EMS Operations - EMR <b>Unit:</b> Multiple-Casualty Incidents	<b>High</b>
Air Medical Simple depth, simple breadth • Safe air medical operations • Criteria for utilizing air medical response	<b>Module:</b> EMS Operations - EMR <b>Unit:</b> Air Medical	<b>High</b>
Vehicle Extrication Simple depth, simple breadth • Safe vehicle extrication • Use of simple hand tools	<b>Module:</b> EMS Operations - EMR <b>Unit:</b> Vehicle Extrication	
Hazardous Materials Awareness Simple depth, simple breadth • Risks and responsibilities of operating in a cold zone at a hazardous material or other special incident	<b>Module:</b> EMS Operations - EMR <b>Unit:</b> Hazardous Materials	<b>High</b>
Mass Casualty Incidents due to Terrorism and Disaster <i>(this section subject to ongoing collective and cooperative review and input from all stakeholders including the Department of Transportation, Department of Homeland Security and the Department of Health and Human Services)</i> Simple depth, simple breadth • Risks and responsibilities of operating on the scene of a natural or man-made disaster	<b>Module:</b> EMS Operations - EMR <b>Unit:</b> Terrorism and Disasters	<b>High</b>

<b>Clinical Behavior/Judgement</b>		
<b>Assessment</b> Perform a simple assessment to identify life threats, identify injuries requiring immobilization and conditions requiring treatment within the scope of practice of the EMR: including foreign substance in the eyes and nerve agent poisoning.	<b>Not Covered</b>	<b>Not Covered</b>
<b>Therapeutic communication and cultural competency</b> Communicates to obtain and clearly transmit information with an awareness of cultural differences.	<b>Module:</b> Preparatory - EMR <b>Unit:</b> Communication & Documentation  <b>Module:</b> Cultural, Social, and Ethnic Diversity All Units	<b>High</b>
<b>Psychomotor Skills</b> Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model AND state Scope of Practice at this level. <b>Airway and Breathing</b> <ul style="list-style-type: none"> <li>• Basic Airway Maneuvers</li> <li>• Head-tilt, chin-lift</li> <li>• Jaw thrust</li> <li>• Modified chin lift</li> <li>• FBAO relief – manual</li> <li>• Oropharyngeal airway</li> <li>• Sellick’s maneuver</li> <li>• Positive pressure ventilation devices such as BVM</li> <li>• Suction of the upper airway</li> <li>• Supplemental oxygen therapy</li> <li>• Nasal cannula</li> <li>• Non-rebreather mask</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>• Manual B/P Pharmacologic interventions</li> <li>• Unit-dose autoinjectors (lifesaving medications intended for self or peer rescue in hazardous materials situation, nerve agent antidote kit)</li> </ul> <b>Medical/Cardiac care</b> <ul style="list-style-type: none"> <li>• Manual CPR</li> <li>• AED</li> <li>• Assisted normal delivery</li> </ul> <b>Trauma care</b> <ul style="list-style-type: none"> <li>• Manual stabilization</li> </ul>	<b>Modules:</b> Airway - EMR Patient Assessment - EMR Pharmacology - EMR Shock and Resuscitation - EMR Special Populations - EMR Trauma - EMR	<b>High</b>

<ul style="list-style-type: none"> <li>• C-spine injuries</li> <li>• Extremity fractures</li> <li>• Bleeding control</li> <li>• Emergency moves</li> <li>• Eye irrigation</li> </ul>		
<b>Professionalism</b> Demonstrate professional behavior including but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service.	<b>All EMR Modules</b>	<b>High</b>
<b>Decision Making</b> Initiates simple interventions based on assessment findings.	<b>All EMR Modules</b>	<b>High</b>
<b>Record Keeping</b> Record simple assessment findings and interventions	<b>Modules:</b> Shock and Resuscitation Medical - EMR Trauma - EMR Special Populations - EMR	<b>High</b>
<b>Patient Complaints</b> Perform a patient assessment and provide prehospital emergency care for patient complaints: abdominal pain, abuse/neglect, altered mental status/decreased level of consciousness, apnea, back pain, behavioral emergency, bleeding, cardiac arrest, chest pain, cyanosis, dyspnea, eye pain, GI bleeding, hypotension, multiple trauma, pain, paralysis, poisoning, shock, and stridor/drooling.	<b>All EMR Modules</b>	<b>High</b>
<b>Scene Leadership</b> Manage the scene until care is transferred to an EMS team member licensed at a higher level arrives.	<b>Not Covered</b>	<b>Not Covered</b>
<b>Scene Safety</b> Ensure the safety of the rescuer and others during an emergency.	<b>Module:</b> Patient Assessment - EMR <b>Unit:</b> Scene Safety  <b>Module:</b> EMS Operations - EMR <b>Unit:</b> Incident Management <b>Unit:</b> Multiple-Casualty Incidents <b>Unit:</b> Hazardous Materials <b>Unit:</b> Terrorism and Disasters	<b>High</b>