

# EMERGENCY MEDICAL SERVICES SKILLS MANUAL



## PSFA, EMR, EMT

Public Safety First Aid,  
Emergency Medical Responder,  
Emergency Medical Technician

*published by:*

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## Introduction

This manual presents a structured, organized approach to conducting EMS skills evaluations. There are two distinct methods utilized to evaluate EMS Skills and the Exam Coordinator must ensure the proper method is in use. Testing is used to evaluate students completing the initial EMT course. Competency demonstration/verification is used for all other skills evaluations

- **EMT Certifying Skills Examination**
- **Skills Competency Verification**

Skills proficiency testing and demonstration is an integral part of the evaluation process required of EMS responders. The skill sheets provide specific detail for each EMS skill. Each sheet lists the critical criteria and specific steps to be completed for each skill. As such, these skill sheets serve as both a training guide and an evaluation instrument. Each student should have a set of skill sheets and should be responsible to maintain them and bring them to class as directed by the instructor.

Each skill will require a careful demonstration by the instructor in conjunction with associated lecture and simulation instruction during the course of the class. After the demonstration, students should break into small groups and practice using their own skill sheets. Careful monitoring of the individual groups will ensure the procedures are fully understood by all students. The following is a guide to assist all personnel involved in the testing process.

## EMT Certifying Skills Examination Process

**“Certifying Skills Examination” means the National Registry of Emergency Medical Technicians (NREMT) EMT skills examination to test an individual applying for certification as an EMT. Authority:** Title 22, Division 9, Chapter 2, §100059.1. (2010)

The certifying skills examination must be passed with 80% accuracy. CAL FIRE’s certifying skills examination meets and exceeds the criteria presented in the NREMT’s (National Registry of Emergency Medical Technicians) Practical Examination Users Guide [NREMT - Exam Coordinator Documents](#). These skills should not be modified.

Additional skills may be added based upon local scope of practice or Unit-specific equipment; this in turn may change the expected student performance. CAL FIRE has chosen to add two skills to the NREMT EMT certifying skills examination; skill # 11 “*unattached avulsion or amputation*” and skill # 15 “*prehospital childbirth*”.

Skill #11 and #15 are required by California for EMT recertification. For CAL FIRE EMS training consistency those skills have been made a mandatory portion of the NREMT EMT certifying skills examination.



The certifying skills examination must be completed before taking the final written exam. Students can fail no more than three skills during one examination session or any one skill no more than three times. Failure to pass the skills examination will result in course failure and the student will be required to take the course over again in order to be eligible for certification.

For every skill, the student must identify or utilize appropriate body substance isolation precautions. For every skill, the student will be presented with a given scenario that requires a specific performance. As the student performs the skill, the proctor will observe their performance and note either successful completion or omission of each step. Many steps have additional components, which depending on their criticality to the scenario may be required in order to successfully complete the step. The student will be required to demonstrate proficiency for each component labeled as critical criteria, failure to do so is automatic failure of that skill.

Visitors are not allowed in the station while testing is being conducted. The examination coordinator, medical director, or proctor in training may audit the station if they are not disruptive to the testing.

It should be understood that the following skills are not a complete description of every skill that an EMS responder is expected to perform. No realistic test would provide this wide a spectrum of examination. However, these skills do provide a method to satisfactorily ensure that EMS personnel are able to perform at a prescribed standard in most prehospital medical emergencies.

## **Skills Competency Verification Process**

**Skills Competency Verification shall be utilized for EMT skills recertification, EMR skills and PSFA skills.** The Skills Competency Verification method allows for some instruction or proctor input. Skills competency shall be verified by direct observation of an actual or simulated patient contact. Skills competency shall be verified by an individual who is currently certified or licensed as an EMT, Advanced EMT, Paramedic, RN, PA, or MD. and who shall be designated by an Unit Training Officer. Skill proficiency must be demonstrated before taking the final written exam. *Authority:* Title 22, Division 9, Chapter 2, §100080. (2010)

## **Organizing the Skills Evaluation**

### **Facility**

Stations for the EMT Certifying Skills Examination should be set up in such a way to prevent students from observing the testing process prior to the time of their testing. Stations for the Competency Verification may be in direct sight of waiting students. Every effort should be taken to limit distractions. The facility should have a waiting area



to accommodate the number of students scheduled to test. The waiting area should have chairs and restrooms.

## **Equipment List**

This is an approximate list of equipment needed to complete EMS skills testing. You may need more than one of each listed item. See individual “skill station management guide” for equipment needs specific to skill.

- Personal protective equipment
- Watch
- Blood pressure cuff
- Stethoscope
- Penlight
- Tape
- Pen
- Note pad
- Table
- Chair
- Blanket or mat for patient
- Oxygen tank and regulator
- Nasopharyngeal airway set
- Oropharyngeal airway set
- BVM with oxygen tubing
- Suction unit
- Airway mannequin
- CPR mannequin
- Mannequin (optional for splinting)
- OB mannequin
- OB kit supplies (Scalpel, OB pad, chux, blanket, towels, gauze sponges, bulb syringe, umbilical clamps, plastic bags for placenta, towelettes)
- Oxygen tank and regulator
- Pocket mask with oxygen tubing
- Training automated external defibrillator (AED)
- BVM with oxygen
- Dressings and bandaging
- C-Collar adjustable or assortment
- Backboard and matching straps
- Short board/or KED
- Head bed or appropriate neck support
- Splinting material (cardboard, SAM splint, wire, other)
- Splinting material (Sager, Kendrick or other traction device)

## **Staff**

Whenever possible, it is recommended to form a core group or regular examination personnel. This will help promote teamwork and consistency among the examination staff. Personnel needed to complete skills testing vary depending on the number of students involved and time parameters. NREMT recommends the following examination staff:

- One (1) Examination Coordinator (can act as proctor)
- Six (6) skill station proctors
- Three (3) EMS assistants
- Four (4) simulated patients



## Responsibility of Exam Staff

### Medical Director

While it is not essential to have a physician medical director in attendance at all examination sessions, it is highly desirable. The skills to be tested and the acceptable levels of performance should always be determined with physician medical director input.

### Exam Coordinator

Coordinators should be currently certified or licensed to perform every aspect of the exam process. The exam coordinator is responsible for the overall planning, implementation, quality control and validation of the examination process. Specific duties include orientation of the students and documentation of the examination staff

### Skill Station Proctors

#### CERTIFYING SKILLS EXAMINATION

Proctors should have current certification or licensure to perform the skill they will be evaluating. The role as a skill station proctor is critically important. Skill station proctors must maintain a professional and impartial attitude at all times. You are to serve as an observer and recorder of the student's actions based on the criteria listed on the score sheet. You should read and understand the orientation information before entering the specific skill station you will be evaluating. This is a formal examination and not a teaching situation. We discourage excessive dialogue between the examiner and the student.

Print the student's name, your name, and the date at the top of the score sheet. Next, you should read aloud the "Instructions to the Student" and ask if there are any questions. If there are no questions, start the time clock and observe the student as he/she progresses through the procedure. Each task is given a point value of one. If a task is not completed or is completed improperly, place a zero in the "points awarded" column. You must document in the comments section the reason you marked a mandatory failure item. Additional comments are welcome, but remember to be specific. At no time during the exam should you discuss the performance with the student. If you do not understand any part of these instructions, do not start the evaluation process; contact the examination coordinator for clarification.

#### SKILLS COMPETENCY VERIFICATION

Proctors should have current certification or licensure to perform the skill they will be evaluating. The role as a skill station proctor is critically important. Skill station proctors must maintain a professional attitude at all times. Skills Competency Verification method allows for some instruction or input on the part of the proctor. Skills competency shall be verified by direct observation of an actual or simulated patient contact.



## **EMS Assistants**

Assistants should be currently certified or licensed to perform the skill they will be assisting with. Assistants are required to perform as a trained EMS professional would in an actual field situation. Students may be used if they have completed the testing in the station to which they are assigned. A CPR certified lay person could assist in the AED station.

## **Simulated Patients**

Simulated patients should be currently certified or licensed to perform the skill they will be involved with. He/She should be thoroughly briefed on the actions expected during the student's performance. This will help ensure that the scenario and skill station are identical for each student during the day of testing. The following should be reviewed by the skill station examiner and the person serving as patient.

### **BRIEFING FOR SIMULATED PATIENT:**

When serving as a patient for the scenario today, make every attempt to be consistent with every student in presenting the symptoms. As the student progresses with the examination, be aware of any period in which the student touched a simulated injured area. Only respond in the situation as you feel an actual patient would. Do not give the student any clues while you are acting as a patient. Please remember what areas have been assessed, treated, and what questions have been asked because we may need to discuss the student's performance after the student leaves the room.



## **SKILLS**

- **PATIENT EXAMINATION, TRAUMA PATIENT**  
#1: Patient Assessment/Management – Trauma (PSFA)
- **PATIENT EXAMINATION, MEDICAL PATIENT**  
#2: Patient Assessment/Management – Medical
- **AIRWAY EMERGENCIES**  
#3: Upper Airway Adjuncts and Suction
- **BREATHING EMERGENCIES**  
#4: Bag-Valve-Mask Apneic Patient (PSFA)  
#5: Oxygen Administration (PSFA)  
#6: Mouth-to-Mask with Supplemental Oxygen (PSFA)
- **CPR AND AED**  
#7: Cardiac Arrest Management/AED (PSFA)
- **CIRCULATORY EMERGENCIES**  
#8: Bleeding Control/Shock Management (PSFA)
- **NEUROLOGICAL EMERGENCIES**  
#9: Spinal Immobilization Supine Patient (PSFA)  
#10: Spinal Immobilization Seated Patient
- **SOFT TISSUE INJURIES**  
#11: Unattached Avulsion or Amputation (PSFA)
- **MUSCULOSKELETAL INJURIES**  
#12: Long Bone Immobilization (PSFA)  
#13: Joint Injury (PSFA)  
#14: Traction Splinting
- **OBSTETRICAL EMERGENCIES**  
#15: Prehospital Childbirth





## **EMT Skills**

The numbered items are the individual skill sheets within each category. CAL FIRE requires all 15 skills for the NREMT EMT certifying skills exam and recertification competency verification.

The ten bulleted categories are required for EMT recertification and referenced in Title 22, Division 9, Chapter 2, §100080 of the 2010 regulations

## **EMR Skills**

The numbered items are the individual skill sheets within each category. CAL FIRE requires all 15 skills for EMR certifying and recertification competency verification.

## **PSFA Skills**

The numbered items are the individual skill sheets within each category. CAL FIRE requires 10 skills for PSFA certifying and recertification competency verification.

The ten skills are: skill #'s 1, 4, 5, 6, 7, 8, 9, 11, 12, 13.



# SKILL STATION MANAGEMENT GUIDE



## **Skill #1, Patient Assessment Trauma**

### ***Personnel Requirements***

- Proctor
- One simulated patient
- One assistant

### ***Testing Equipment***

- Personal protective equipment
- Blood pressure cuff
- Stethoscope
- Penlight
- Tape
- Watch
- Pen
- Note pad
- Blanket or mat for patient

### ***Scenario Procedures***

The patient will present with a minimum of:

- An airway, breathing, or circulatory problem
- One associated injury or wound.

The mechanism and location of the injury may vary, as long as the guidelines listed above are followed. It is essential that once a scenario is established for a specific test site, it remain the same for all students being tested at that site. This will ensure a consistent examination for all students.

The scenario format of a multi-trauma assessment/management testing station requires that the examiner provide the student with essential information throughout the examination process. Since this station uses a simulated patient, the examiner and/or patient must supply all information pertaining sight, sound, smell, or touch. This information should be given to the student **when the area of the patient is exposed or assessed**.

The examiner must present assessment findings that are appropriate for the patient and the treatment that has been rendered. In other words, if a student has correctly treated for hypoperfusion, do not offer assessment findings that deteriorate the patient's condition. This may cause the student to assume he/she has rendered inadequate or inappropriate care. The examiner should not offer information that overly improves or deteriorates a patient. Overly improving a patient invites the student to discontinue treatment and may lead to the student failing the examination. Overly deteriorating the patient may lead to the student initiating C.P.R. This station was not designed to test C.P.R.

### ***Instructions to the Student***

This station is designed to test your ability to perform a patient assessment of a patient of multi-system trauma and "voice" treat all conditions and injuries discovered. You must



conduct your assessment as you would in the field including communicating with your patient. As you approach the patient, you should verbalize the scene is safe and BSI is in use. As you conduct your assessment, you should state everything you are assessing. Clinical information not obtainable by visual or physical inspection will be given to you after you demonstrate how you would normally gain that information. You may assume that you have one EMS assistant working with you and that they are correctly carrying out the verbal treatments you indicate. Do you have any questions?

***For EMT Certifying Examination***

The Student has **ten (10) minutes** to complete this skill station.



## **Skill #2, Patient Assessment Medical**

### ***Personnel Requirements***

- Proctor
- One simulated patient (may be a mannequin)
- One assistant (optional)

### ***Testing Equipment***

- Personal protective equipment
- Blood pressure cuff
- Stethoscope
- Penlight
- Tape
- Watch
- Pen
- Note pad
- Blanket or mat for patient

### ***Scenario Procedures***

The patient will present with a minimum of:

- A respiratory, cardiac, altered LOC, allergic reaction, poisoning/OD, obstetrics, or behavioral problem
- 

It is essential that once a scenario is established for a specific test site/day, it remain the same for all students being tested. This will ensure a consistent examination for all students.

The scenario format of a medical assessment testing station requires that the examiner provide the student with essential information throughout the examination process. Since this station uses a simulated patient, the examiner must supply all information pertaining sight, sound, smell, or touch if the patient cannot. This information should be given to the student **when the area of the patient is exposed or assessed.**

The examiner must present assessment findings that are appropriate for the patient and the treatment that has been rendered. In other words, if a student has correctly treated for hypoperfusion, do not offer assessment findings that deteriorate the patient's condition. This may cause the student to assume he/she has rendered inadequate or inappropriate care. The examiner should not offer information that overly improves or deteriorates a patient. Overly improving a patient invites the student to discontinue treatment and may lead to the student failing the examination. Overly deteriorating the patient may lead to the student initiating C.P.R. This station was not designed to test C.P.R.

### ***Instructions to the Student***

This station is designed to test your ability to perform an assessment of a patient with a chief complaint of a medical nature and "voice treat" all conditions discovered. You must conduct your assessment as you would in the field including communicating with your patient. As you



conduct your assessment, you should verbalize everything you are assessing. Clinical information not obtainable by visual or physical inspection will be given to you after you demonstrate how you would normally gain that information. You may assume that you have one EMS assistant working with you and that they are correctly carrying out the verbal treatments you indicate. Do you have any questions?

***For EMT Certifying Examination***

Student has **ten (10) minutes** to complete this skill station.



## **Skill #3, Upper Airway Adjuncts and Suction**

### ***Personnel Requirements***

- Proctor

### ***Testing Equipment***

- Personal protective equipment
- Nasopharyngeal airway set
- Oropharyngeal airway set
- Suction unit
- Airway mannequin
- Table

### ***Scenario Procedures***

The mannequin will present with a minimum of an airway or breathing problem.

The proctor will ask the student to insert the appropriate airways into the mannequin and suction as required. The proctor will continue to follow the “note” section on the skills sheet prompting the student through the required steps.

### ***Instructions to the Student***

This station is designed to test your ability to properly measure, insert, and remove an oropharyngeal and a nasopharyngeal airway as well as to suction a patient's upper airway. This is an isolated skills test comprised of three separate skills. You may use any equipment available in this room/area. Do you have any questions?

### ***For EMT Certifying Examination***

The Student has **five (5) minutes** to complete these skills.



## **Skill #4, Bag-Valve-Mask Apneic Patient**

### ***Personnel Requirements***

- Proctor
- One assistant

### ***Testing Equipment***

- Personal protective equipment
- Nasopharyngeal airway set
- Oropharyngeal airway set
- Airway or CPR mannequin
- Oxygen tank and regulator
- BVM with oxygen tubing
- Table

### ***Scenario Procedures***

The mannequin will present with an airway or breathing problem, the student must insert an appropriate airway into the mannequin and provide rescue breathing utilizing a bag-valve-mask (BVM) for ventilation at a rate of 10-20 breaths per minute at a volume that is sufficient to make the mannequin's chest rise. A second rescuer will arrive at scene (EMS assistant) and should be instructed to ventilate while the student controls the mask and the airway. The proctor must witness both one and two rescuer BVM rescue breathing for at least 30 seconds.

### ***Instructions to the Student***

This station is designed to test your ability to ventilate a patient using a bag-valve mask. As you enter the station, you will find an apneic patient with a palpable central pulse. There are no bystanders and artificial ventilation has not been initiated. The only patient intervention required is airway management and ventilatory support using a bag-valve mask. You must initially ventilate the patient for a minimum of 30 seconds. You will be evaluated on the appropriateness of ventilator volumes. I will inform you that a second rescuer has arrived and will instruct you that you must control the airway and the mask seal while the second rescuer provides ventilation. You may use only the equipment available in this room/area. Do you have any questions?

### ***For EMT Certifying Examination***

The Student has **ten (10) minutes** to complete this procedure.





## **Skill #5, Oxygen Administration**

### ***Personnel Requirements***

- Proctor

### ***Testing Equipment***

- Personal protective equipment
- Airway or CPR mannequin
- Oxygen tank and regulator
- Table

### ***Scenario Procedures***

The mannequin will present with an airway or breathing problem, the student must assemble an oxygen regulator and tank without leaks. The student will set up a non-rebreather mask with supplemental oxygen and set the flow to 12 liters per minute or greater. The proctor will advise the student that the patient is not tolerating the non-rebreather mask and they need to apply a nasal cannula.

### ***Instructions to the Student***

This station is designed to test your ability to correctly assemble the equipment needed to administer supplemental oxygen in the pre-hospital setting. You will be required to assemble an oxygen tank and regulator and administer oxygen to a patient using a non-rebreather mask. You will then be given instructions by the proctor to remove the rebreather mask and administer oxygen using a nasal cannula because the patient cannot tolerate the mask. You may use any equipment available in this room/area. . Do you have any questions?

### ***For EMT Certifying Examination***

The Student has **five (5) minutes** to complete this skill.



## **Skill #6, Mouth-to-Mask with Supplemental Oxygen**

### ***Personnel Requirements***

- Proctor

### ***Testing Equipment***

- Personal protective equipment
- Nasopharyngeal airway set
- Oropharyngeal airway set
- Airway or CPR mannequin
- Oxygen tank and regulator
- Pocket mask with oxygen tubing
- Table

### ***Scenario Procedures***

The mannequin will present with an airway or breathing problem, the student must assemble a pocket mask and provide rescue breathing utilizing supplemental oxygen with a liter flow of at least 15 liters per minute. Ventilation must occur at a rate of 10-12 breaths per minute at a volume that is sufficient to make the mannequin's chest rise. The student may open the airway manually or with an airway adjunct. The proctor must witness ventilations for at least 30 seconds

### ***Instructions to the Student***

This station is designed to test your ability to rescue breathing utilizing a pocket mask and supplemental oxygen. You will be advised that the patient has a pulse but is not breathing. The only patient management required is ventilator support using a mouth-to-mask technique. You must ventilate the patient for at least 30 seconds. You will be evaluated on the appropriateness of ventilatory volumes. You may use any equipment available in this room/area. Do you have any questions?

### ***For EMT Certifying Examination***

The Student has **ten (10) minutes** to complete this skill



## **Skill #7, Cardiac Arrest Management / AED**

### ***Personnel Requirements***

- Proctor
- One assistant

### ***Testing Equipment***

- Personal protective equipment
- Training automated external defibrillator (AED)
- CPR mannequin
- Oxygen tank and regulator
- BVM with oxygen tubing
- Table

### ***Scenario Procedures***

When the student arrives at scene, an EMS assistant will be performing one person CPR. The student will be given the opportunity to check the training AED prior to testing. The student's assignment is to continue patient care with the additional utilization of an AED. The proctor will follow the prompts as noted on the skills sheet for this exam. The EMS assistant must only be allowed to perform tasks as instructed by the student.

### ***Instructions to the Student***

This station is designed to test your ability to manage a pre-hospital cardiac arrest by integrating CPR skills, AED use, and patient/scene management skills. There will be an EMS assistant in this station performing one person CPR. The assistant will only follow your verbal commands. As you arrive on the scene, you must immediately establish control of the scene and begin resuscitation of the patient with an AED. You may use any of the supplies available in this room/area. Do you have any questions?

### ***For EMT Certifying Examination***

The Student has **(15) fifteen minutes** to complete this skill station.



## **Skill #8, Bleeding Control / Shock Management**

### ***Personnel Requirements***

- Proctor
- One simulated patient

### ***Testing Equipment***

- Personal protective equipment
- Dressings and bandaging
- Chair

### ***Scenario Procedures***

The patient will present with a minimum of:

- An extremity laceration

The Student must provide appropriate bleeding control/shock management treatment to a simulated patient with a bleeding extremity wound. Patient may be moulaged, if not moulaged; the proctor shall provide scenario details.

*For example: You find a patient suffering from a four inch incision with heavy arterial bleeding on their right forearm, please provide the appropriate treatment.*

### ***Instructions to the Student***

This station is designed to test your ability to control hemorrhage. This is a scenario based testing station. As you progress through the scenario, you will be offered various signs and symptoms appropriate for the patient's condition. You will be required to manage the patient based on these signs and symptoms. A scenario will be read aloud to you; and you will be given an opportunity to ask clarifying questions about the scenario; however, you will not receive answers to any questions about the actual steps of the procedures to be performed. You may use any of the supplies and equipment available in this room/area. Do you have any questions?

### ***For EMT Certifying Examination***

The Student has **ten (10) minutes** to complete this skill station



## **Skill #9, Spinal Immobilization -Supine Patient**

### ***Personnel Requirements***

- Proctor
- One assistant
- One simulated patient or mannequin

### ***Testing Equipment***

- Personal protective equipment
- Mannequin (optional)
- C-Collar adjustable or assortment
- Backboard and matching straps
- Head bed or appropriate neck support
- Tape

### ***Scenario Procedures***

The patient will be supine and present with a minimum of:

- A potential spinal injury

In this scenario, the patient has been assessed and treated. It is the student responsibility to provide spinal immobilization for the simulated patient with the help of one assistant. The assistant must only follow verbal commands issued by the student.

### ***Instructions to the Student***

This station is designed to test your ability to provide spinal immobilization on a patient using a long spine immobilization device. You arrive on the scene with an EMS assistant. The scene size-up and assessments are complete. As you begin the station, there are no airway, breathing, or circulatory problems. You are required to treat the specific, isolated problem of an unstable spine using a long spine immobilization device. When moving the patient to the device, you should use the help of the EMS assistant. You are responsible for the direction and subsequent action of the assistant. You may use any equipment available in this room/area. Do you have any questions?

### ***For EMT Certifying Examination***

The Student has **ten (10) minutes** to complete this exam.



## **Skill #10, Spinal Immobilization -Seated Patient**

### ***Personnel Requirements***

- Proctor
- One assistant
- One simulated patient or mannequin

### ***Testing Equipment***

- Personal protective equipment
- Mannequin (optional)
- C-Collar adjustable or assortment
- Short board/or KED
- Long back board and matching straps
- Head bed or appropriate neck support
- Tape

### ***Scenario Procedures***

The patient will be supine and present with a minimum of:

- A potential spinal injury

In this scenario, the patient has been assessed and treated. It is the student responsibility to provide spinal immobilization for the simulated patient with the help of one assistant. The assistant must only follow verbal commands issued by the student.

### ***Instructions to the Student***

This station is designed to test your ability to provide spinal immobilization to a seated patient. You arrive on the scene with an EMS assistant. The scene size-up, and assessment has been completed. As you begin the station, there are no airway, breathing, or circulatory problems. You are required to treat the specific, isolated problem of an unstable spine to a seated patient. When moving the patient to the device, you should use the help of the EMS assistant(s). You are responsible for the direction and subsequent action of the assistant. You may use any equipment available in this room. Do you have any questions?

### ***For EMT Certifying Examination***

The Student has **ten (10) minutes** to complete this exam.



## **Skill #11, Unattached Avulsion or Amputation**

### ***Personnel Requirements***

- Proctor
- One simulated patient

### ***Testing Equipment***

- Personal protective equipment
- Dressings and bandaging
- Chair

### ***Scenario Procedures***

The patient will present with a minimum of:

- An unattached avulsion or amputation

The Student must provide appropriate treatment to a simulated patient with an unattached avulsion or amputation. Patient may be moulaged, if not moulaged; the proctor shall provide scenario details.

*For example: You find a patient an amputated lower arm with little bleeding, please provide the appropriate treatment.*

### ***Instructions to the Student***

This station is designed to test your ability to provide appropriate treatment to a simulated patient with an unattached avulsion or amputation. You will need to control bleeding, immobilize injury, check PMS and care for avulsed/amputated tissue. You may use any of the supplies and equipment available in this room/area. Do you have any questions?

### ***For EMT Certifying Examination***

The Student has **five (5) minutes** to complete this skill station.



## **Skill #12, Long Bone Immobilization**

### ***Personnel Requirements***

- Proctor
- One simulated patient

### ***Testing Equipment***

- Personal protective equipment
- Splinting material (cardboard, SAM splint, wire, other)
- Dressings and Bandages
- Tape

### ***Scenario Procedures***

In this scenario, an initial assessment of the simulated patient has already taken place. The students are responsible for splinting a simulated long bone injury. If moulage is not used, the proctor must provide appropriate information to the student.

For example: *This patient fell from a bicycle and may have broken their lower leg. They have been assessed; your assignment is to provide splinting for their lower leg.*

### ***Instructions to the Student***

This station is designed to test your ability to properly immobilize a closed, non-angulated long bone injury. You are required to treat only the specific, isolated injury to the extremity. The scene size-up and initial assessment have been completed and during the focused assessment a closed, non-angulated injury of the (radius, ulna, tibia, fibula) was detected. Ongoing assessment of the patient's airway, breathing and central circulation is not necessary. You may use any equipment available in this room/area. Do you have any questions?

### ***For EMT Certifying Examination***

The Student has **five (5) minutes** to complete this station.





## **Skill #13, Joint Injury**

### ***Personnel Requirements***

- Proctor
- One simulated patient

### ***Testing Equipment***

- Personal protective equipment
- Splinting material (cardboard, SAM splint, wire, other)
- Dressings and Bandages
- Tape

### ***Scenario Procedures***

In this scenario, an initial assessment of the simulated patient has already taken place. The students are responsible for splinting a simulated joint injury. If moulage is not used, the proctor must provide appropriate information to the student.

For example: *This patient fell from a bicycle and may have dislocated their elbow. They have been assessed; your assignment is to provide splinting for their arm.*

### ***Instructions to the Student***

This station is designed to test your ability to properly immobilize a closed, joint injury. You are required to treat only the specific, isolated injury to the extremity. The scene size-up and initial assessment have been completed and during the focused assessment a closed, injury of the arm/shoulder was detected. Ongoing assessment of the patient's airway, breathing and central circulation is not necessary. You may use any equipment available in this room. Do you have any questions?

### ***For EMT Certifying Examination***

The Student has **five (5) minutes** to complete this station.



## **Skill #14, Traction Splinting**

### ***Personnel Requirements***

- Proctor
- One simulated patient

### ***Testing Equipment***

- Personal protective equipment
- Splinting material (Sager, Kendrick or other traction device)
- Dressings and Bandages
- Tape

### ***Scenario Procedures***

In this scenario, an initial assessment of the simulated patient has already taken place. The student is responsible for splinting a simulated long bone injury. If moulage is not used, the proctor must provide appropriate information to the student.

For example: *This patient fell from a bicycle and may have broken their upper leg. They have been assessed; your assignment is to provide traction splinting for their lower leg.*

### ***Instructions to the Student***

This station is designed to test your ability to apply a traction device to an injured upper leg. You are required to treat only the specific, isolated injury to the extremity. The scene size-up and initial assessment have been completed and during the focused assessment a closed, non-angulated injury of the femur was detected. Ongoing assessment of the patient's airway, breathing and central circulation is not necessary. You may use any equipment available in this room/area. . Do you have any questions?

### ***For EMT Certifying Examination***

The Student has **ten (10) minutes** to complete this station



## **Skill #15, Prehospital Childbirth**

### ***Personnel Requirements***

- Proctor
- One assistant (optional)

### ***Testing Equipment***

- Personal protective equipment
- OB mannequin
- OB kit supplies (Scalpel, OB pad, chux, blanket, towels, gauze sponges, bulb syringe, umbilical clamps, plastic bags for placenta, towelettes)
- Table

### ***Scenario Procedures***

The student will be presented with an OB manikin with signs of imminent prehospital delivery (crowning). The student must ask the patient (verbalize to the proctor) the appropriate questions to determine imminent delivery.

### ***Appropriate Questions to determine imminent delivery***

***Memory Aid:*** *Baby, Baby, Baby, Contract, Contract, Contract, Doctor, Doctor, Poo, Water*

*Baby* – When is the baby due?

*Baby* – How many times have you been pregnant?

*Baby* – How many babies have you had?

*Contract (ions)* – When did the contractions begin?

*Contract* – How far apart are the contractions?

*Contract* – How long are each of the contractions lasting?

*Doctor* – Are you under a doctor's care?

*Doctor* – Does your doctor expect complications?

*Poo* – Do you feel the urge to bear down or move your bowels?

*Water* – Has your water broken?

After the infant is delivered and suctioned, the proctor will state “the patient is not breathing”, the student will be required to provide timely and appropriate care.

### ***Instructions to the Student***

This station is designed to test your ability to determine imminent delivery by asking the appropriate questions and to assist in pre-hospital normal delivery. You will also need to demonstrate care for the mother throughout the delivery process including the delivery of the afterbirth and timely care for the infant. As you progress through the scenario, you will be required to shift your focus of care between the mother and infant. You may use any equipment available in this room/area. Do you have any questions?

### ***For EMT Certifying Examination***

The Student has **fifteen (15) minutes** to complete this station.



# SKILL SHEETS



**Skill #1: Patient Assessment/Management – Trauma Skill Sheet**

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

		Time Limit 10 Minutes	Points Possible	Points Awarded
Takes or verbalizes body substance isolation precautions			1	
<b>Scene Size Up</b>				
Determines the scene is safe			1	
Determines the mechanism of injury			1	
Determines the number of patients			1	
Requests additional help if necessary			1	
Considers stabilization of spine			1	
<b>Initial Assessment</b>				
Verbalizes general impression of the patient			1	
Determines responsiveness/level of consciousness			1	
Determines chief complaint/apparent life threats			1	
Assess airway and breathing	Assessment		1	
	Initiates appropriate oxygen therapy		1	
	Assures adequate ventilation		1	
	Injury management		1	
Assess circulation	Assesses/controls major bleeding		1	
	Assesses pulse		1	
	Assesses skin (color, temperature, and conditions)		1	
Identifies priority patient/makes transport decision			1	
<b>Focused History and Physical Exam/Rapid trauma assessment</b>				
Selects appropriate assessment (focused or rapid assessment)			1	
Obtains or directs assistance to obtain baseline vital signs			1	
Obtains SAMPLE history			1	
<b>Detailed Physical Examination</b>				
Assesses the head	Inspects and palpates the scalp and ears		1	
	Assesses the eyes		1	
	Assesses the facial areas including oral and nasal areas		1	
Assesses the neck	Inspects and palpates the neck		1	
	Assesses for jugular vein distention		1	
	Assesses for tracheal deviation		1	
Assesses the chest	Inspects		1	
	Palpates		1	
	Auscultates		1	



Skill #1 continued		Points Possible	Points Awarded
Assesses the abdomen and pelvis	Assesses the abdomen	1	
	Assesses the pelvis	1	
	Verbalizes assessment of genitalia/perineum as needed	1	
Assesses the extremities	1 point for each extremity Includes inspection, palpation and assessment of motor, sensory, and circulatory functions	4	
Assesses the posterior	Assesses thorax	1	
	Assesses lumbar	1	
Manages secondary injuries and wounds (if present) appropriately		1	
Verbalizes re-assessment of the vital signs		1	
<b>(80% = 32) Total:</b>		<b>40</b>	

BASED ON NREMT SKILL SHEETS

**Critical Criteria**

- \_\_\_\_\_ Did not take or verbalize body substance isolation precautions
- \_\_\_\_\_ Did not determine scene safety
- \_\_\_\_\_ Did not assess for spinal protection
- \_\_\_\_\_ Did not provide for spinal protection
- \_\_\_\_\_ Did not provide high concentration of oxygen
- \_\_\_\_\_ Did not find or manage problems associated with airway, breathing, hemorrhage, or shock (hypoperfusion)
- \_\_\_\_\_ Did not differentiate patient's need for transportation versus continued assessment at the scene
- \_\_\_\_\_ Did other detailed physical examination before assessing the airway, breathing, and circulation
- \_\_\_\_\_ Did not transport patient within ten (10) minute time limit



**Skill #2: Patient Assessment/Management – Medical Skill Sheet**

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

		Time Limit 10 Minutes	Points Possible	Points Awarded			
Takes or verbalizes body substance isolation precautions			1				
<b>Scene Size-up</b>							
Determines the scene is safe			1				
Determines the mechanism of injury/nature of illness			1				
Determines the number of patients			1				
Requests additional help if necessary			1				
Considers stabilization of spine			1				
<b>Initial Assessment</b>							
Verbalizes general impression of the patient			1				
Determines responsiveness/level of consciousness			1				
Determines chief complaint/apparent life threats			1				
Assess airway and breathing	Assessment		1				
	Initiates appropriate oxygen therapy		1				
	Assures adequate ventilation		1				
Assess circulation	Assesses/controls major bleeding		1				
	Assesses pulse		1				
	Assesses skin (color, temperature, and conditions)		1				
Identifies priority patient/makes transport decision			1				
<b>Focused History And Physical Exam/Rapid Trauma Assessment</b>							
Signs and symptoms (Assess history of present illness)			1				
<b>Respiratory</b>	<b>Cardiac</b>	<b>Altered Mental Status</b>	<b>Allergic Reaction</b>	<b>Poisoning/Overdose</b>	<b>Environmental Emergency</b>	<b>Obstetrics</b>	<b>Behavioral</b>
Onset? Provokes? Quality? Radiates? Severity? Time? Interventions?	Onset? Provokes? Quality? Radiates? Severity? Time? Interventions?	Description of episode? Onset? Duration? Associated Symptoms? Evidence of Trauma? Interventions Seizures? Fever?	History of Allergies? What were you exposed to? How were you exposed? Effects? Progression? Interventions?	Substance? When did you ingest/become exposed? How much did you ingest? Over what time period? Interventions? Estimated weight?	Source? Environment? Duration? Loss of consciousness? Effects- general or local	Are you Pg? How long have you been Pg? Pain or contractions? Bleeding or discharge? Do you feel the need to push? Last menstrual period?	How do you feel? Determine suicidal tendencies Is the patient a threat to self or others? Is there a medical problem? Interventions?



Skill #2 continued	Points Possible	Points Awarded
Allergies	1	
Medications	1	
Past pertinent history	1	
Last oral intake	1	
Event leading to present illness (rule out trauma)	1	
Performs focused physical examination (assesses affected body part/system or, if indicated, completes rapid assessment)	1	
Vitals (obtains baseline vital signs)	1	
Interventions (obtains medical direction or verbalizes standing order for medication interventions and verbalizes proper additional intervention/treatment)	1	
Transport (re-evaluates the transport decision)	1	
Verbalizes the consideration for completing a detailed physical examination	1	
<b>On-going Assessment (Verbalized)</b>		
Repeats initial assessment	1	
Repeats vital signs	1	
Repeats focused assessment regarding patient complaint or injuries	1	
<b>(80%=24) Total:</b>	<b>30</b>	

BASED ON NREMT SKILL SHEETS

**Critical Criteria**

- \_\_\_\_\_ Did not take or verbalize body substance isolation (BSI) precautions
- \_\_\_\_\_ Did not determine scene safety
- \_\_\_\_\_ Did not obtain medical direction or verbalize standing orders for medical interventions
- \_\_\_\_\_ Did not provide high concentration of oxygen
- \_\_\_\_\_ Did not find or manage problems associated with airway, breathing, hemorrhage, or shock (hypoperfusion)
- \_\_\_\_\_ Did not differentiate patient's need for transportation versus continued assessment at the scene
- \_\_\_\_\_ Did detailed or focused history/physical examination before assessing the airway, breathing, and circulation
- \_\_\_\_\_ Did not ask questions about the present illness
- \_\_\_\_\_ Administered a dangerous or inappropriate intervention





**Skill #3: Upper Airway Adjuncts and Suction Skill Sheet**

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

	Time Limit 5 Minutes	Points Possible	Points Awarded
<b>Oropharyngeal Airway</b>			
Takes or verbalizes body substance isolation precautions		1	
Selects appropriately sized airway		1	
Measures airway		1	
Inserts airway without pushing the tongue posteriorly		1	
<b>Note: Proctor must advise the student that the patient is gagging and becoming conscious.</b>			
Removes the oropharyngeal airway		1	
<b>Suction</b>			
<b>Note: Proctor must advise the student to suction the patient's airway.</b>			
Turns on/prepares suction device		1	
Assures presence of mechanical suction		1	
Inserts the suction tip without suction		1	
Applies suction to the oropharynx/nasopharynx		1	
<b>Nasopharyngeal Airway</b>			
<b>Note: Proctor must advise the student to insert a nasopharyngeal airway.</b>			
Selects appropriately sized airway		1	
Measures airway		1	
Verbalizes lubrication of the nasal airway		1	
Fully inserts the airway with the bevel facing toward the septum		1	
	<b>(80%=10) Total:</b>	<b>13</b>	

BASED ON NREMT SKILL SHEETS

**Critical Criteria**

- \_\_\_\_\_ Did not take or verbalize body substance isolation precautions
- \_\_\_\_\_ Did not obtain a patent airway with the oropharyngeal airway
- \_\_\_\_\_ Did not obtain a patent airway with the nasopharyngeal airway
- \_\_\_\_\_ Did not demonstrate an acceptable suction technique
- \_\_\_\_\_ Inserted any adjunct in a manner dangerous to the patient



**Skill #4: Bag-Valve-Mask Apneic Patient Skill Sheet**

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

	Time Limit 10 Minutes	Points Possible	Points Awarded
Takes or verbalizes body substance isolation precautions		1	
<b>Secure Airway</b>			
Opens the airway		1	
Inserts an airway adjunct		1	
<b>Apply BVM</b>			
Selects appropriately sized mask		1	
Creates a proper mask-to-face seal		1	
Ventilates patient sufficient to make the chest rise at proper rate		1	
<b>Proctor must witness for at least 30 seconds</b>			
Connects reservoir and oxygen		1	
Adjusts liter flow to 15 liters/minute or greater		1	
<b>Arrival of Second Rescuer</b>			
<b>Note: Proctor indicates arrival of a second responder. The second responder is instructed to ventilate the patient while the student controls the mask and the airway.</b>			
Re-opens the airway		1	
Creates a proper mask-to-face seal		1	
Instructs assistant to resume ventilation at proper volume per breath		1	
<b>Proctor must witness for at least 30 seconds</b>			
<b>(80%=9) Total:</b>		<b>11</b>	

BASED ON NREMT SKILL SHEETS

**Critical Criteria**

- \_\_\_\_\_ Did not take or verbalize body substance isolation precautions
- \_\_\_\_\_ Did not immediately ventilate the patient
- \_\_\_\_\_ Interrupted ventilations for more than 20 seconds
- \_\_\_\_\_ Did not provide or direct assistant to provide proper volume/breath (More than two (2) ventilations per minute are below 800 ml)
- \_\_\_\_\_ Did not allow adequate exhalation



Skill #5: Oxygen Administration Skill Sheet

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

	Time Limit 5 Minutes	Points Possible	Points Awarded
<b>Note: Proctor must advise the student to assemble the oxygen system and apply a cannula</b>			
Takes or verbalizes body substance isolation precautions		1	
<b>Oxygen System Assembly</b>			
Assembles the regulator to the tank		1	
Open the tank		1	
Check for leaks		1	
Check tank pressure		1	
<b>Non-Rebreather Mask</b>			
Attaches non-rebreather mask to oxygen		1	
Pre-fills reservoir		1	
Adjusts liter flow to twelve (12) liters per minute or greater		1	
Applies and adjusts the mask to the patient's face		1	
<b>Note: Proctor must advise the student that the patient is not tolerating the non-rebreather mask, apply a nasal cannula.</b>			
<b>Cannula</b>			
Attaches nasal cannula to oxygen		1	
Adjusts liter flow to six (6) liters per minute or less		1	
Applies nasal cannula to the patient		1	
<b>Note: Proctor must advise the student that the patient has a pulse but is not breathing. The medical director has ordered you begin rescue breathing with a pocket mask.</b>			
<b>Disassembly</b>			
<b>Note: Proctor must advise the student to discontinue oxygen therapy.</b>			
Remove cannula from the patient		1	
Relieves the pressure within the regulator		1	
Disassembles regulator		1	
<b>(80%=12) Total:</b>		<b>15</b>	

BASED ON NREMT SKILL SHEETS

**Critical Criteria**

- \_\_\_\_\_ Did not take or verbalize body substance isolation precautions
- \_\_\_\_\_ Did not assemble the tank and regulator without leaks
- \_\_\_\_\_ Did not pre-fill the reservoir bag
- \_\_\_\_\_ Did not adjust the device to the correct liter flow for the non-rebreather mask
- \_\_\_\_\_ Did not adjust the device to the correct liter flow for the nasal cannula



**Skill #6: Mouth-to-Mask with Supplemental Oxygen Skill Sheet**

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

	Time Limit 5 Minutes	Points Possible	Points Awarded
Takes or verbalizes body substance isolation precautions		1	
Connects one-way valve to mask		1	
Opens patient's airway or confirms patient's airway is open (manually or with adjunct)		1	
Establishes and maintains a proper mask to face seal		1	
Ventilates the patient at the proper volume and rate (800-1200 ml per breath/10-20 breaths per minute)		1	
<b>Connect Oxygen</b>			
Connects the mask to high concentration of oxygen		1	
Adjusts flow rate to at least 15 liters per minute		1	
Continues ventilation of the patient at the proper volume and rate (800-1200 ml per breath/10-20 breaths per minute)		1	
<b>Note: The examiner must witness ventilations for at least 30 seconds.</b>			
<b>(80% = 6) Total:</b>		<b>8</b>	

BASED ON NREMT SKILL SHEETS

**Critical Criteria**

- \_\_\_\_\_ Did not take or verbalize body substance isolation precautions
- \_\_\_\_\_ Did not adjust liter flow to at least 15 liters per minute
- \_\_\_\_\_ Did not provide proper volume per breath (more than 2 ventilations per minute were below 800 ml)
- \_\_\_\_\_ Did not ventilate the patient at a rate of 10-20 breaths per minute
- \_\_\_\_\_ Did not allow for complete exhalation



**Skill #7: Cardiac Arrest Management/AED Skill Sheet**

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

	Time Limit 15 Minutes	Points Possible	Points Awarded
Takes or verbalizes body substance isolation precautions		1	
<b>Assessment</b>			
Briefly questions the rescuer about arrest events		1	
Turns on AED		1	
Attaches AED to the patient		1	
Directs rescuer to stop CPR and ensures the patient is "CLEAR"		1	
Initiates analysis of the rhythm		1	
Delivers shock		1	
Directs resumption of CPR		1	
<b>Transition</b>			
Gathers additional information about the arrest event		1	
Confirms effectiveness of CPR (ventilation and compression)		1	
<b>Integration</b>			
Verbalizes or directs insertion of a simple airway adjunct (OPA/NPA airway)		1	
Ventilates or directs ventilation of the patient		1	
Assures high concentration of oxygen is delivered to the patient		1	
Assures CPR continues without unnecessary/prolonged interruption		1	
Continues CPR for 2 minutes		1	
Directs rescuer to stop CPR and ensures the patient is "CLEAR"		1	
Initiates analysis of the rhythm		1	
Delivers shock		1	
Directs resumption of CPR		1	
<b>Transportation</b>			
Verbalizes transportation of the patient		1	
		<b>(80%=16) Total:</b>	<b>20</b>

BASED ON NREMT SKILL SHEETS

**Critical Criteria**

- \_\_\_\_\_ Did not take or verbalize body substance isolation precautions
- \_\_\_\_\_ Did not evaluate the need for immediate use of the AED
- \_\_\_\_\_ Did not direct initiation/resumption of ventilation/compressions at appropriate times
- \_\_\_\_\_ Did not assure all individuals were clear of patient before delivering each shock
- \_\_\_\_\_ Did not operate the AED properly (inability to deliver shock)
- \_\_\_\_\_ Prevented the defibrillator from delivering indicated stacked shocks



Skill #8: Bleeding Control/Shock Management Skill Sheet

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

	Time Limit 10 Minutes	Points Possible	Points Awarded
Takes or verbalizes body substance isolation precautions		1	
<b>Bleeding Control</b>			
Applies direct pressure to the wound		1	
<b>Note: Proctor informs student that the wound continues to bleed.</b>			
Applies tourniquet		1	
<b>Shock Management</b>			
<b>Note: Proctor informs student the patient is now showing signs of hypoperfusion (shock).</b>			
Properly position the patient		1	
Applies high concentration oxygen		1	
Initiates steps to prevent heat loss from the patient		1	
Indicates the need for immediate transportation		1	
<b>Total: (80% = 5) Total:</b>		<b>7</b>	

BASED ON NREMT SKILL SHEETS

Critical Criteria

- \_\_\_\_\_ Did not take or verbalize body substance isolation precautions
- \_\_\_\_\_ Did not apply high concentration oxygen
- \_\_\_\_\_ Did not control hemorrhage using correct procedures in a timely manner
- \_\_\_\_\_ Did not indicate a need for immediate transportation



**Skill #9: Spinal Immobilization, Supine Patient Skill Sheet**

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

	Time Limit 10 Minutes	Points Possible	Points Awarded
Takes or verbalizes, body substance isolation precautions		1	
<b>Stabilize Patient</b>			
Directs assistant to place/maintain head in the neutral in-line position		1	
Directs assistant to maintain manual immobilization of the head		1	
Reassesses motor, sensory and circulatory function in each extremity		1	
<b>Note: The examiner acknowledges, "Motor, sensory, and circulatory function are present and normal."</b>			
Applies appropriately sized extrication collar		1	
<b>Secure Patient</b>			
Positions the backboard appropriately		1	
Directs movement of the patient onto the backboard without compromising the integrity of the spine		1	
Applies padding to voids between the torso and the board as necessary		1	
Immobilizes the patient torso to the device		1	
Evaluates and pads behind the patient's head as necessary		1	
Immobilizes the patient's head to the device		1	
Secures the patient's legs to the device		1	
Secures the patient's arms to the device		1	
Reassesses motor, sensory and circulatory function in each extremity		1	
<b>Note: The examiner acknowledges, "Motor, sensory, and circulatory function are present and normal."</b>			
<b>(80% = 11) Total:</b>		<b>14</b>	

BASED ON NREMT SKILL SHEETS

**Critical Criteria**

- \_\_\_\_\_ Did not immediately direct or take manual immobilization of the head
- \_\_\_\_\_ Released or ordered release of manual immobilization before it was maintained mechanically
- \_\_\_\_\_ Patient manipulated or moved excessively causing potential spinal compromise
- \_\_\_\_\_ Patient moves excessively up and down, left or right on the device
- \_\_\_\_\_ Head immobilization allows for excessive movement
- \_\_\_\_\_ Upon completion of immobilization, head is not in the neutral position
- \_\_\_\_\_ Did not assess motor, sensory and circulatory function in each extremity after immobilization
- \_\_\_\_\_ Immobilized head to the board before securing the torso



Skill #10: Spinal Immobilization Seated Patient Skill Sheet

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

	Time Limit 10 Minutes	Points Possible	Points Awarded
Takes or verbalizes body substance isolation precautions		1	
<b>Stabilizes Patient</b>			
Directs assistant to place/maintain head in the neutral in-line position		1	
Directs assistant to maintain manual immobilization of the head		1	
Reassesses motor, sensory and circulatory function in each extremity		1	
<b>Provides Immobilization</b>			
Applies appropriately sized extrication collar		1	
Positions the immobilization device behind the patient		1	
Secures the device to the patient's torso		1	
Evaluates torso fixation and adjusts as necessary		1	
Evaluates and pads behind the patient's head as necessary		1	
Secure the patient's head to the device		1	
Verbalizes moving the patient to a long board		1	
Reassesses motor, sensory and circulatory function in each extremity		1	
<b>(80% = 9) Total:</b>		<b>12</b>	

BASED ON NREMT SKILL SHEETS

**Critical Criteria**

- \_\_\_\_\_ Did not immediately direct, or take, manual immobilization of the head
- \_\_\_\_\_ Released or ordered release of manual immobilization before it was maintained mechanically
- \_\_\_\_\_ Patient manipulated or moved excessively, causing potential spinal compromise
- \_\_\_\_\_ Device moved excessively up, down, left, or right on the patient's torso
- \_\_\_\_\_ Head immobilization allows for excessive movement
- \_\_\_\_\_ Torso fixation inhibits chest rise, resulting in respiratory compromise
- \_\_\_\_\_ Upon completion of immobilization, head is not in the neutral position
- \_\_\_\_\_ Did not assess motor, sensory and circulatory function in each extremity after voicing immobilization to the long board
- \_\_\_\_\_ Immobilized head to the board before securing the torso





Skill #11: Unattached Avulsion or Amputation Skill Sheet

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

	Time Limit 5 Minutes	Points Possible	Points Awarded
Takes or verbalizes body substance isolation precautions		1	
Controls bleeding if present		1	
Immobilizes in position of comfort and dresses the wound		1	
<b>Assess Neurovascular Status – Avulsion Injury</b>			
Checks distal pulse		1	
Checks movement distal to injury		1	
Checks sensation distal to injury		1	
Places avulsed tissue or amputated part in waterproof container and seals shut		1	
Applies ice or cold pack to container assuring no direct contact with tissue		1	
Transports avulsed tissue or amputated part with patient		1	
<b>(80% = 7) Total:</b>		<b>9</b>	

BASED ON STATE FIRE TRAINING SKILL SHEET

**Critical Criteria**

- \_\_\_\_\_ Did not take or verbalize body substance isolation precautions
- \_\_\_\_\_ Did not assess pulse, movement, or sensation distal to injury
- \_\_\_\_\_ Did not place avulsed tissue or amputated part in waterproof container
- \_\_\_\_\_ Did not apply ice or cold pack to container
- \_\_\_\_\_ Did not state transporting avulsed tissue or amputated part with patient



Skill #12: Long Bone Immobilization Skill Sheet

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

	Time Limit 5 Minutes	Points Possible	Points Awarded
Takes or verbalizes body substance isolation precautions		1	
<b>Stabilization</b>			
Directs application of manual stabilization of the injured leg		1	
Assesses motor, sensory and circulatory function in the injured extremity		1	
<b>Note: The examiner acknowledges, "Motor, sensory, and circulatory function are present and normal."</b>			
<b>Immobilization</b>			
Measures the splint		1	
Applies the splint		1	
Immobilizes the joint above the injury site		1	
Immobilizes the joint below the injury site		1	
Secures the entire injured extremity		1	
Immobilized the hand/foot in the position of function		1	
Reassesses motor, sensory and circulatory function in the injured extremity		1	
<b>Note: The examiner acknowledges, "Motor, sensory, and circulatory function are present and normal."</b>			
<b>(80% = 8) Total:</b>		<b>10</b>	

BASED ON NREMT SKILL SHEETS

**Critical Criteria**

- \_\_\_\_\_ Did not take or verbalize body substance isolation precautions
- \_\_\_\_\_ Grossly moves the injured extremity
- \_\_\_\_\_ Did not immobilize the joint above and below the injury site
- \_\_\_\_\_ Did not reassess motor, sensory and circulatory function in the injured extremity before and after splinting



Skill #13: Joint Injury Skill Sheet

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

	Time Limit 5 Minutes	Points Possible	Points Awarded
Takes or verbalizes body substance isolation precautions		1	
<b>Stabilizes Patient</b>			
Directs application of manual stabilization of the shoulder injury		1	
Assesses motor, sensory and circulatory function in the injured extremity		1	
<b>Note: The examiner acknowledges, "Motor, sensory, and circulatory function are present and normal."</b>			
<b>Provides Immobilization</b>			
Selects the proper splinting material		1	
Immobilizes the site of the injury		1	
Immobilizes the bone above the injury site		1	
Immobilizes the bone below the injury site		1	
Reassesses motor, sensory and circulatory function in the injured extremity		1	
<b>Note: The examiner acknowledges, "Motor, sensory, and circulatory function are present and normal."</b>			
<b>(80% = 6) Total:</b>		<b>8</b>	

BASED ON NREMT SKILL SHEETS

**Critical Criteria**

- \_\_\_\_\_ Did not take or verbalize body substance isolation precautions
- \_\_\_\_\_ Did not support the joint so that the joint did not bear distal weight
- \_\_\_\_\_ Did not immobilize the bone above and below the injury site
- \_\_\_\_\_ Did not reassess motor, sensory and circulatory function in the injured extremity before and after splinting



Skill #14: Traction Splinting Skill Sheet

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

	Time Limit 10 Minutes	Points Possible	Points Awarded
Takes or verbalizes body substance isolation precautions		1	
<b>Stabilizes Patient</b>			
Directs application of manual stabilization of the injured leg		1	
Directs the application of manual traction		1	
Assesses motor, sensory and circulatory function in the injured extremity		1	
<b>Note: The examiner acknowledges, "Motor, sensory, and circulatory function is present and normal."</b>			
<b>Immobilizes Patient</b>			
Prepares/adjusts splint to the proper length		1	
Positions the splint next to the injured leg		1	
Applies the proximal securing device (e.g., ischial strap)		1	
Applies the distal securing device (e.g., ankle hitch)		1	
Applies mechanical traction		1	
Positions/secures the support straps		1	
Re-evaluates the proximal/distal securing devices		1	
Reassesses motor, sensory and circulatory function in the injured extremity		1	
<b>Note: The examiner acknowledges, "Motor, sensory, and circulatory function are present and normal."</b>			
<b>Note: The examiner must ask the student how he or she would prepare the patient for transportation.</b>			
Verbalizes securing the torso to the long board to immobilize the hip		1	
Verbalizes securing the splint to the long board to prevent movement of the splint		1	
<b>(80% = 11) Total:</b>		<b>14</b>	

BASED ON NREMT SKILL SHEETS

Critical Criteria

- \_\_\_\_\_ Did not take or verbalize body substance isolation precautions
- \_\_\_\_\_ Loss of traction at any point after it was applied
- \_\_\_\_\_ Did not reassess motor, sensory and circulatory function in the injured extremity before and after splinting
- \_\_\_\_\_ The foot was excessively rotated or extended after splint was applied
- \_\_\_\_\_ Did not secure the ischial strap before taking traction
- \_\_\_\_\_ Final immobilization failed to support the femur or prevent rotation of the injured leg
- \_\_\_\_\_ Secured the leg to the splint before applying mechanical traction

Note: If the Sager splint or the KED is used without elevating the patient's leg, application of manual traction is not necessary. The student should be awarded one (1) point as if manual traction were applied.

Note: If the leg is elevated at all, manual traction must be applied before elevating the leg. The ankle hitch may be applied before elevating the leg and used to provide manual traction.



**Skill #15: Prehospital Childbirth Skill Sheet**

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

	Time Limit 15 Minutes	Points Possible	Points Awarded
Takes or verbalizes, body substance isolation precautions		1	
Obtain focused history, asks appropriate questions for pending delivery		1	
<b>Determine Delivery is Imminent</b>			
Observes for crowning, crowning present		1	
Times contractions, 2-3 minutes apart		1	
Determines Mother has the urge to push		1	
<b>Prepare for Impending Delivery</b>			
Open OB kit (may simulate)		1	
Drapes patient		1	
Establish a sterile field, cleanses patient		1	
Positions hands for delivery		1	
<b>Delivery/Provide Care for Baby</b>			
Apply gentle pressure to infant's head		1	
Check for cord around infants neck		1	
When head delivers, suction infant's airway		1	
Deliver infant, holding with a firm but gentle grasp		1	
Suction airway		1	
<b>Note: The examiner states, "The patient (baby) is not breathing."</b>			
Stimulates baby to breathe		1	
Dries and warms baby aggressively		1	
Clamps cord and cuts properly		1	
Places baby on the abdomen or to breast		1	
Does APGAR at 1 and 5 minutes		1	
<b>Continue Mother Care</b>			
Delivers placenta and places in a bag		1	
Externally messages fundus		1	
Places OB pad between the mothers legs		1	
<b>(80% = 17) Total:</b>		<b>22</b>	

BASED ON CALIFORNIA EMS AUTHORITY SKILL SHEET

**Critical Criteria**

- \_\_\_\_\_ Did not take or verbalize body substance isolation precautions
- \_\_\_\_\_ Did not ask the appropriate questions of the mother
- \_\_\_\_\_ Did not recognize impending delivery in a timely manner
- \_\_\_\_\_ Did not establish the airway aggressively
- \_\_\_\_\_ Did not cut the cord properly
- \_\_\_\_\_ Did not warm patient aggressively
- \_\_\_\_\_ Did not recognize or state checking for a cord around the neck
- \_\_\_\_\_ Did not do the APGAR scale
- \_\_\_\_\_ Did not control bleeding and message the fundus



## EMS SKILLS EXAM/COMPETENCY VERIFICATION FORM

Student:	Student's Signature:	Primary Instructor/Evaluator:
Certifying Authority: <b>CAL FIRE</b>	I reviewed the results of my Skills Exam with the primary instructor/evaluator.	Primary Instructor/Evaluator Signature:
<b>PATIENT EXAMINATION, TRAUMA PATIENT</b> Skill #1: Patient Assessment, Trauma (PSFA)	<input type="checkbox"/> Pass <input type="checkbox"/> Fail	Date:
Skills Evaluator:	Signature:	Certification/License #:
<b>PATIENT EXAMINATION, MEDICAL PATIENT</b> Skill #2: Patient Assessment, Medical	<input type="checkbox"/> Pass <input type="checkbox"/> Fail	Date:
Skills Evaluator:	Signature:	Certification/License #:
<b>AIRWAY EMERGENCIES</b> Skill #3: Upper Airway Adjuncts and Suction	<input type="checkbox"/> Pass <input type="checkbox"/> Fail	Date:
Skills Evaluator:	Signature:	Certification/License #:
<b>BREATHING EMERGENCIES)</b> Skill #4: Bag-Valve-Mask Apneic Patient (PSFA) Skill #5: Oxygen Administration (PSFA) Skill #6: Mouth-to-Mask with Supplemental O2 (PSFA)	<input type="checkbox"/> Pass <input type="checkbox"/> Fail	Date:
Skills Evaluator:	Signature:	Certification/License #:
<b>CPR AND AED</b> Skill #7: Cardiac Arrest Management/AED (PSFA)	<input type="checkbox"/> Pass <input type="checkbox"/> Fail	Date:
Skills Evaluator:	Signature:	Certification/License #:
<b>CIRCULATION EMERGENCIES</b> Skill #8: Bleeding Control/Shock Management (PSFA)	<input type="checkbox"/> Pass <input type="checkbox"/> Fail	Date:
Skills Evaluator:	Signature:	Certification/License #:
<b>NEUROLOGICAL EMERGENCIES</b> Skill #9 Spinal Immobilization Supine Patient (PSFA) Skill #10: Spinal Immobilization Seated Patient	<input type="checkbox"/> Pass <input type="checkbox"/> Fail	Date:
Skills Evaluator:	Signature:	Certification/License #:
<b>SOFT TISSUE INJURY</b> Skill #11: Unattached Avulsion or Amputation (PSFA)	<input type="checkbox"/> Pass <input type="checkbox"/> Fail	Date:
Skills Evaluator:	Signature:	Certification/License #:
<b>MUSCULOSKELETAL INJURY</b> Skill #12: Long Bone Immobilization (PSFA) Skill #13: Joint Dislocation Injury (PSFA) Skill #14 Traction Splinting	<input type="checkbox"/> Pass <input type="checkbox"/> Fail	Date:
Skills Evaluator:	Signature:	Certification/License #:
<b>OBSTETRICAL EMERGENCIES</b> Skill #15: Prehospital Childbirth (CA Req.)	<input type="checkbox"/> Pass <input type="checkbox"/> Fail	Date:
Skills Evaluator:	Signature:	Certification/License #:

EMT Certifying Skills Examination (NREMT):  
 EMT Refresher and EMR classes:  
 PSFA classes:

All 15 skills must be successfully completed during a final skills exam  
 All 10 skill categories/15 skills must be verified by a proctor  
 Ten Skills: Skill #'s 1, 4, 5, 6, 7, 8, 9, 11, 12, 13 must be verified by a proctor



## INSTRUCTIONS FOR COMPLETION

A completed EMS Skills Verification Form is required to accompany an EMS recertification application for those individuals who are either maintaining EMS certification without a lapse or to renew EMS certification with a lapse in certification less than one year.

### 1. Course Certification Level

Check the appropriate box for the course you are demonstrating skills competency.

### 2. Name of Student

Provide the complete name, last name first, of the EMS certificate holder who is demonstrating skills competency.

### 3. Student Signature

The signature of the EMS student (certificate holder) who is demonstrating competency.

By signing this section, the EMS is verifying that the information contained on this form is accurate and that the EMS certificate holder has demonstrated competency in the skills listed to a qualified individual.

### 4. Certifying CAL FIRE Unit

Provide the name of the EMS certifying authority for which the individual will be certifying through.

## Verification of Competency

1. Check pass or fail
2. **Date**- Enter the date the individual demonstrates competency in each skill.
3. **Name of evaluator**- Provide the name of the evaluator who is verifying competency.
4. **Signature of evaluator** - Once competency has been demonstrated by direct observation of an actual or simulated patient contact, i.e. skills station, the individual verifying competency (proctor) shall sign the EMS Skills Competency Verification Form for that skill.
  - Proctors who verify skills competency shall be currently licensed or certified as: An EMR, EMT, Paramedic, Registered Nurse, Physician Assistant, or Physician. Individual must possess full knowledge of the examination and all administration duties.
5. **Certification or License Number** – Provide the certification or license number for the individual evaluating the skills exam.

Verification of skills competency shall be valid to apply for EMS recertification for a maximum of two years from the date of verification.



## EMS SKILLS EXAM CHECK LIST

The purpose of this checklist is to help the examination coordinator establish a quality control process for the examination and to provide a means of helping assure standardization of skills examinations. To achieve this, the examination coordinator, or designee, must personally oversee or observe the various components of the examination as presented on the checklist.

Examination Site: \_\_\_\_\_ Examination Date: \_\_\_\_\_

### A. ORGANIZATION OF EXAMINATIONS

- Schedule an appropriate number of qualified skill station proctors
- Assure eligibility of exam participants
- Reviewed and documented qualification of skill station proctors prior to exam

### B. FACILITIES

- Skill stations have adequate room to conduct examinations
- Equipment is in working order
- Appropriate equipment is available for the exam

### C. SKILL STATION EXAMINERS

- Read and understand their role in the exam process
- Remain objectives in recording each student's performance
- Read the instructions to the student to each individual tested
- Do not show preference toward any individual

### D. ORIENTATION OF CANDIDATES AND SKILL STATION PROCTORS

- Read and understand the orientation completely
- Allow adequate time for candidates to ask question concerning exam
- Oriented programmed patients and assistants as required

### E. CANDIDATES

- Were instructed concerning the practical exam retest policy
- Were instructed concerning process for filing an official complaint

### F. SCORING THE PERFORMANCE

- Use proper criteria for determining final grade
- record the overall grade on the course completion record

*By virtue of my signature and completion of this checklist, I attest to the fact that this examination was organized and administered according to standards established by CAL FIRE.*

Signature Examination Coordinator: \_\_\_\_\_