

## QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR ALLIED HEALTHCARE

### What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

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## Contents

1. Introduction and Contacts.....Page no.01
2. Qualifications Pack.....Page no.01
3. Glossary of Key Terms .....Page no.03
4. OS Units.....Page no.06
5. Assessment Criteria.....Page no.172

## Introduction

### Qualifications Pack- Emergency Medical Technician (EMT) - Advanced

**SECTOR:** HEALTHCARE

**SUB-SECTOR:** Allied Healthcare & Paramedics

**OCCUPATION:** Emergency Medical Technician (EMT) Advanced

**REFERENCE ID:** HSS/Q2302

**ALIGNED TO:** NCO-2004/NIL

Emergency Medical Technician (EMT) - Advanced in the Healthcare Industry is also known as a lifesaver or paramedic. EMT-Advanced has more training and internship requirements than the EMT-Basic and can undertake additional tasks, administer a greater range of medication and perform more procedures.

**Brief Job Description:** Individuals at this job need to provide emergency medical support and care to individuals who are critically ill or injured and transport them to a medical facility within stipulated time limits.

**Personal Attributes:** This job requires individuals to work in a team and be comfortable in making decisions pertaining to their area of work. Individuals should be able to maintain composure in extremely stressful conditions in order to assess medical situations and perform emergency lifesaving procedures according to the methods in which training has been imparted to them. Individuals must always perform their duties in a calm, reassuring and efficient manner. The individual must be able to lift between 45 – 99 kilograms of weight with a partner, as the weight of patients will typically fall within that range. The fitness of the individual should be assessed using the Defence Man & Woman guidelines.



Job Details	Qualifications Pack Code	HSS/Q2302		
	Job Role	Emergency Medical Technician(EMT)-Advanced		
	Credits (NSQF)	TBD	Version number	1.0
	Sector	Health	Drafted on	12/05/2013
	Sub-sector	Allied Health & Paramedics	Last reviewed on	22/05/2013
	Occupation	Emergency Medical Technician(EMT)-Advanced	Next review date	10/12/2016
	NSQC Clearance on	18/05/2015		

Job Role	Emergency Medical Technician(EMT)-Advanced
Role Description	Providing emergency medical support and care to individuals who are critically ill or injured and transporting them to a medical facility within stipulated time limits. The EMT Advanced has more training and internship requirements than the EMT-Basic and can undertake additional tasks, administer a greater range of medication and perform more procedures.
NSQF level	5
Minimum Educational Qualifications*	Class XII in Science Or Level 4 EMT-B with the minimum three years of experience
Maximum Educational Qualifications*	Not Applicable
Training (Suggested but not mandatory)	Not Applicable
Minimum Job Entry Age	18 years
Experience	Not Applicable
Applicable National Occupational Standards (NOS)	<p><b>Compulsory:</b></p> <ol style="list-style-type: none"> <li>1. HSS/N2331: Respond to emergency calls (Advanced)</li> <li>2. HSS/N2302: Size up the scene at the site</li> <li>3. HSS/N2303: Follow evidence based protocol while managing patients</li> <li>4. HSS/N2327: Assess patient at the site (Advanced)</li> <li>5. HSS/N2305: Patient triage based on the defined clinical criteria of severity of illness</li> <li>6. HSS/N2328: Manage cardiovascular emergency (Advanced)</li> <li>7. HSS/N2307: Manage cerebrovascular emergency</li> </ol>

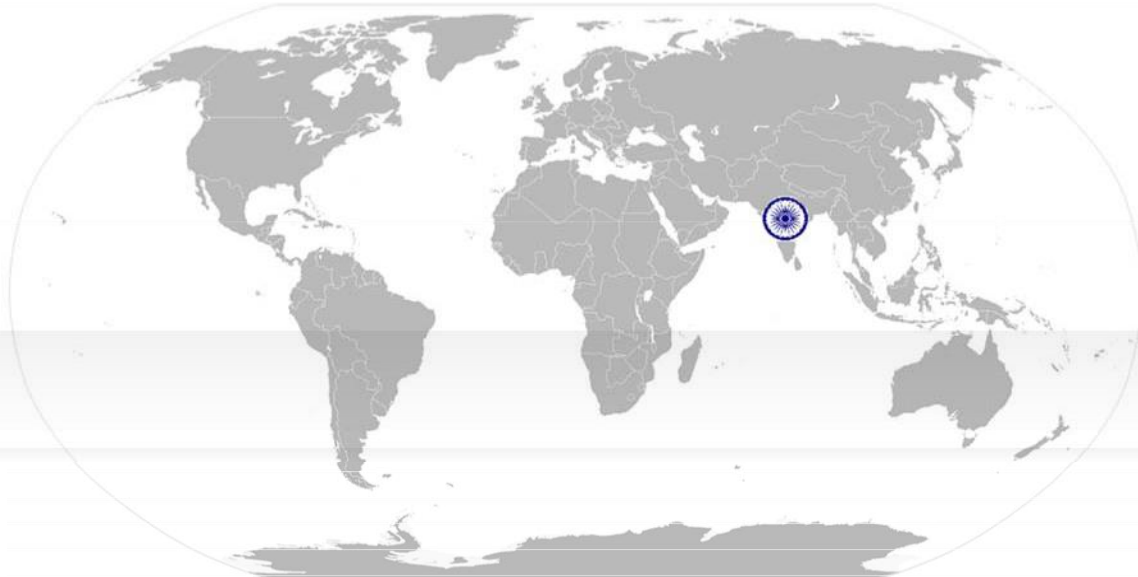
	<p><b>8. HSS/N2308: Manage allergic reaction</b></p> <p><b>9. HSS/N2329: Manage poisoning or overdose (Advanced)</b></p> <p><b>10. HSS/N2310: Manage environmental emergency</b></p> <p><b>11. HSS/N2330: Manage behavioural emergency (Advanced)</b></p> <p><b>12. HSS/N2312: Manage obstetrics/gynaecology emergencies</b></p> <p><b>13. HSS/N2313: Manage bleeding and shock</b></p> <p><b>14. HSS/N2314: Manage soft tissue injuries and burns</b></p> <p><b>15. HSS/N2315: Manage musculoskeletal injuries</b></p> <p><b>16. HSS/N2316: Manage injuries to head and spine</b></p> <p><b>17. HSS/N2317: Manage infants, neonates and children</b></p> <p><b>18. HSS/N2318: Manage respiratory emergency</b></p> <p><b>19. HSS/N2319: Manage severe abdominal pain</b></p> <p><b>20. HSS/N2320: Manage mass casualty incident</b></p> <p><b>21. HSS/N2321: Select the proper provider institute for transfer</b></p> <p><b>22. HSS/N2322: Transport patient to the provider institute</b></p> <p><b>23. HSS/N2323: Manage patient handover to the provider Institute</b></p> <p><b>24. HSS.N2324: Manage diabetes emergency</b></p> <p><b>25. HSS/N2325: Manage advanced venous access and administration of medications</b></p> <p><b>26. HSS/N2326: Manage critical care aeromedical and interfacility Transport</b></p> <p><b>27. HSS/N9601: Collate and communicate health information</b></p> <p><b>28. HSS/N9603: Act within the limits of your competence and authority</b></p> <p><b>29. HSS/N9604: Work effectively with others</b></p> <p><b>30. HSS/N9605: Manage work to meet requirements</b></p> <p><b>31. HSS/N9606: Maintain a safe, healthy and secure environment</b></p> <p><b>32. HSS/N9607: Practice code of conduct while performing duties</b></p> <p><b>33. HSS/N9609: Follow biomedical waste disposal protocols</b></p> <p><b>34. HSS/N9610: Follow infection control policies and procedures</b></p> <p><b>35. HSS/9611: Monitor and assure quality</b></p> <p><b>Optional</b> <b>N.A</b></p>
<b>Performance Criteria</b>	As described in the relevant OS units

Definitions

Keywords /Terms	Description
Core Skills/Generic Skills	Core Skills or Generic Skills are a group of skills that are essential to learning and working in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Knowledge and Understanding	Knowledge and Understanding are statements that together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
National Occupational Standards (NOS)	NOS are Occupational Standards that apply uniquely in the Indian context.
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Organisational Context	Organisational Context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
Qualifications Pack(QP)	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Scope	Scope is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on the quality of performance required.
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-functions	Sub-functions are sub-activities essential to fulfil the achieving the objectives of the function.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.

Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Unit Code	Unit Code is a unique identifier for an OS unit, which can be denoted with 'N'.
Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Vertical	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.
<b>Keywords /Terms</b>	<b>Description</b>
ALS	Advanced Life Support
EMT	Emergency Medical Technician
MHRD	Ministry of Human Resource Development
NOS	National Occupational Standard(s)
NVEQF	National Vocational Education Qualifications Framework
NVQF	National Vocational Qualifications Framework
OS	Occupational Standard(s)
PCR	Patient Care Report
QP	Intra-Uterine Device
SALT	Sort, Assess, Lifesaving interventions, Treat and Transport
START	Simple triage and rapid treatment
UGC	University Grants Commission

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT to respond to a call received from the Dispatch and prepare to move to the emergency site.

HSS/N2331

Respond to emergency calls (Advanced)

National Occupational Standard

<b>Unit Code</b>	HSS/N2331
<b>Unit Title</b>	Respond to emergency calls (Advanced)
<b>Description</b>	This OS unit is about the EMT's first response to a call received from the dispatch and preparing to move to the emergency site.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Responding to emergency calls from the dispatch centre , Collecting information about the type of emergency from the dispatch centre , Preparing oneself for an emergency Preparing the ambulance with required equipment</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Responding to emergency calls from the dispatch centre , Collecting information about the type of emergency from the dispatch centre , Preparing oneself for an emergency Preparing the ambulance with required equipment	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Understand the emergency codes used in the hospital for emergency situations</p> <p>PC2. Reflect professionalism through use of appropriate language while speaking to the dispatch team</p> <p>PC3. Use communication equipment such as mobile phones, radio communication equipment, megaphones and other equipment as required by the EMS provider</p> <p>PC4. Evaluate the situation of the patient(s) on the basis of the call with the dispatch centre</p> <p>PC5. Demonstrate teamwork while preparing for an emergency situation with a fellow EMT and/or a nurse</p> <p>PC6. Recognise the boundary of one's role and responsibility and seek supervision from the medical officer on duty when situations are beyond one's competence and authority</p> <p>PC7. Prepare for the emergency by practicing Body Substance Isolation (BSI). This includes putting on:</p> <ol style="list-style-type: none"> <li>Hospital Gowns</li> <li>Medical Gloves</li> <li>Shoe Covers</li> <li>Surgical Masks</li> <li>Safety Glasses</li> <li>Helmets</li> <li>Reflective Clothing</li> </ol> <p>PC8. Prepare the ambulance with the required medical equipment and supplies as per the medical emergency. A large selection of equipment and supplies specialised for Emergency Medical Services include diagnostic kits, disposables, and patient care products. The EMT should ensure all materials, supplies, medications and other items required for Advanced Life Support (ALS) have been stocked in the Ambulance</p> <p>PC9. Demonstrate active listening in interactions with the dispatch team, colleagues and the medical officer</p> <p>PC10. Establish trust and rapport with colleagues</p>

HSS/N2331

**Respond to emergency calls (Advanced)**

	<p>PC11. Maintain competence within one's role and field of practice</p> <p>PC12. Promote and demonstrate good practice as an individual and as a team member at all times</p> <p>PC13. Identify and manage potential and actual risks to the quality and safety of practice</p> <p>PC14. Evaluate and reflect on the quality of one's work and make continuing improvements</p> <p>PC15. Understand basic medico-legal principles</p> <p>PC16. Function within the scope of care as defined by state, regional and local regulatory agencies</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Codes used in the hospital for all emergency situations</p> <p>KA2. Relevant legislation, standards, policies, and procedures followed in the hospital</p> <p>KA3. How to engage with the medical officer for support in case the situation is beyond one's competence</p> <p>KA4. The role and importance of the EMT in supporting hospital operations</p> <p>KA5. How to dress appropriately as per the healthcare provider rules during an emergency situation</p> <p>KA6. Response times decided by the EMS provider/ state government in which EMT operates</p> <p>KA7. Protocols designed by the state or EMS providers</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Relevant medical equipment used in different types of emergencies</p> <p>KB2. Basic medical terms and principles to evaluate the patient's condition</p> <p>KB3. How to prepare for dealing with different types of hazardous materials like nuclear, radioactive, biological, chemical and explosive substances</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to</p> <p>SA1. Write the Patient Care Report (PCR)</p> <p>SA2. Capture information from the dispatch centres</p>
	<b>Reading Skills</b>
	<p>The user/individual on the job needs to know and understand how to</p> <p>SA3. Read written instructions for specific emergency situations, briefs from the dispatch centre and other important communiques</p> <p>SA4. Keep abreast of the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Collect all necessary information regarding the patient(s) through the dispatch centre</p> <p>SA6. Discuss requirements with colleagues</p> <p>SA7. Interact with a supervisor if required</p> <p>SA8. Avoid using jargon, slang or acronyms when communicating with the dispatch</p>



HSS/N2331

**Respond to emergency calls (Advanced)**

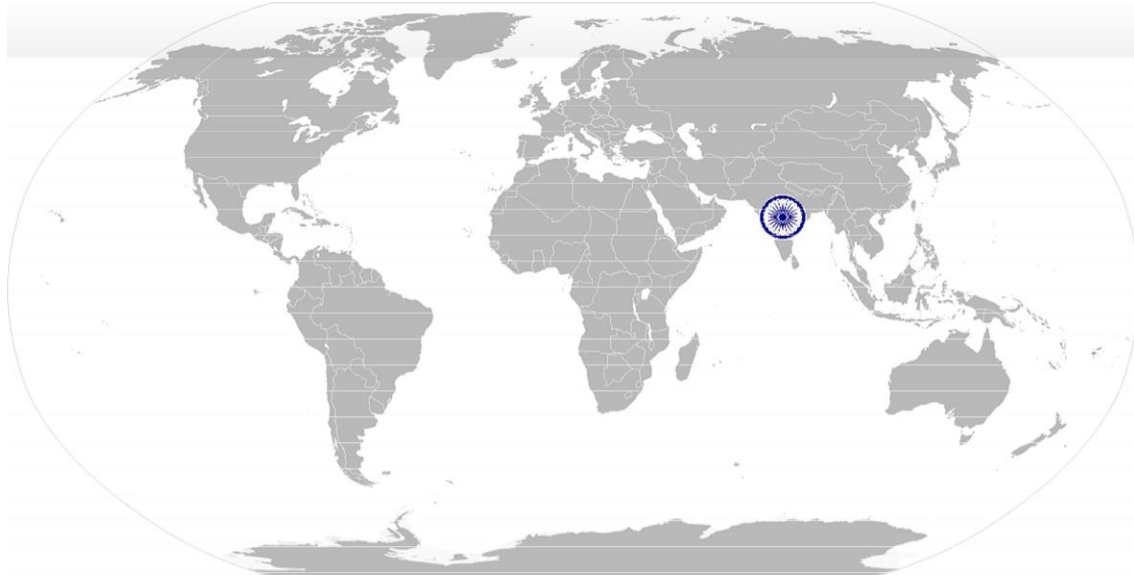
	centre, colleagues or the medical officer
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions on medical equipment and supplies to stock based on information received from the dispatch centre SB2. Make decisions on routes to take and preparations to make based on information received from the dispatch centre
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand how to : SB3. Plan and organise activities required to respond to an emergency call SB4. Stage an ambulance and manage crowds
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB5. Communicate effectively with the dispatch team, patients and their family, physicians, and other members of the health care team SB6. Maintain patient confidentiality SB7. Respect the rights of the patient(s) SB8. Cope with stress on the job without affecting job quality
	<b>Problem Solving</b>
	The user/individual on the job needs to: SB9. Have strong problem-solving skills SB10. They must evaluate patients' symptoms and administer the appropriate treatment
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB11. Resolve the problem and make decisions based on the information captured from dispatch centres
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB12. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently

HSS/N2331

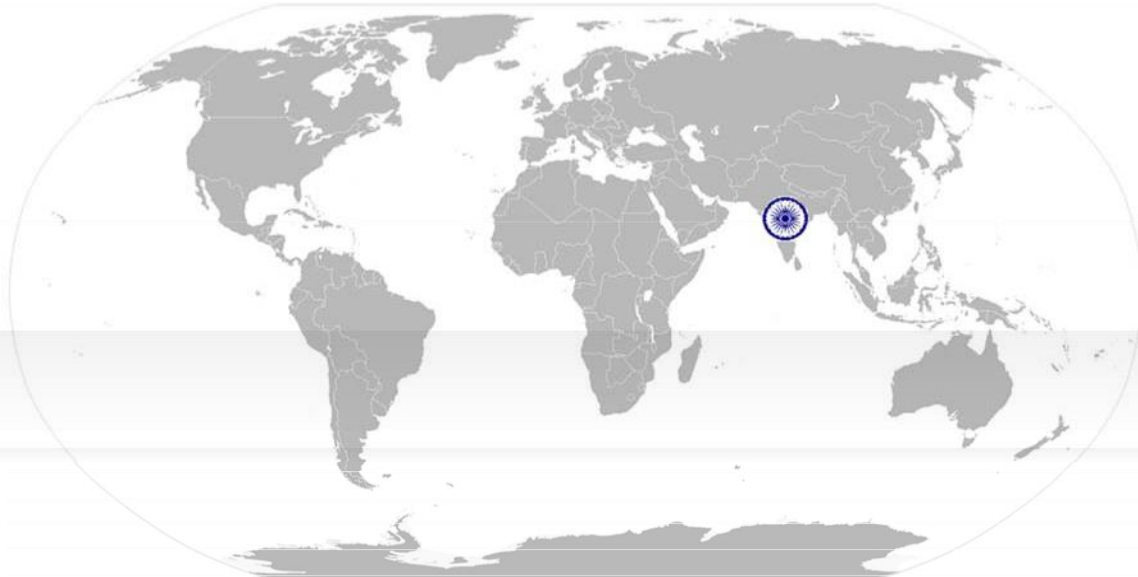
Respond to emergency calls (Advanced)

**NOS Version Control**

<b>NOS Code</b>	<b>HSS/N2331</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT to decide on action to be taken upon arrival at the emergency scene to evaluate the situation and ensure the safety of patient(s) and others.

HSS/N2302

Size up the scene at the site

National Occupational Standard

<b>Unit Code</b>	HSS/N2302
<b>Unit Title</b>	Size up the scene at the site
<b>(Task)</b>	Size up the scene at the site
<b>Description</b>	This OS unit is about the EMT's response upon arrival at the emergency scene, evaluating the situation and ensuring the safety of the patient(s) and others.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Summing up the scene quickly and ensuring that it is safe by taking appropriate measures, Collaborating with other emergency response agencies, if required, Estimating the total number of patient(s) involved and calling for backup, if required</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Summing up the scene quickly and ensuring that it is safe by taking appropriate measures, Collaborating with other emergency response agencies, if required, Estimating the total number of patient(s) involved and calling for backup, if required	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Ensure that all safety precautions are taken at the scene of the emergency</p> <p>PC2. Introduce themselves to patient(s) and ask for their consent to any treatment</p> <p>PC3. Understand the implications of nuclear, radioactive, biological, chemical and explosive incidents and take appropriate action</p> <p>PC4. Collaborate effectively with other emergency response agencies and explain the situation clearly to them. This includes bomb disposal squads, fire departments, chemical, biological and nuclear agencies</p> <p>PC5. Reassure patient(s) and bystanders by working in a confident, efficient manner</p> <p>PC6. Work expeditiously while avoiding mishandling of patient(s) and undue haste</p> <p>PC7. Recognise and react appropriately to persons exhibiting emotional reactions</p> <p>PC8. Interact effectively with the patient(s), relatives and bystanders who are in stressful situations</p> <p>PC9. Obtain information regarding the incident through accurate and complete scene assessment and document it accordingly</p> <p>PC10. Evaluate the scene and call for backup if required</p> <p>PC11. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority</p> <p>PC12. Maintain competence within one's role and field of practice</p> <p>PC13. Collaborate with the law agencies at a crime scene</p> <p>PC14. Promote and demonstrate good practice as an individual and as a team member at all times</p> <p>PC15. Identify and manage potential and actual risks to the quality and safety of work done</p> <p>PC16. Evaluate and reflect on the quality of one's work and make continuing improvements</p> <p>PC17. Understand basic medico-legal principles</p> <p>PC18. Function within the scope of care defined by state, regional and local regulatory agencies</p>

HSS/N2302

Size up the scene at the site

Knowledge and Understanding (K)	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The importance of health, safety, and security protocols followed by the health care provider at the emergency scene KA2. Relevant information on health, safety, and security that applies to the emergency scene KA3. The healthcare provider's emergency procedures and responsibilities in nuclear, radioactive, biological, chemical and explosive incidents KA4. What constitutes a hazard encountered at the scene and how to report the hazard to the competent authority KA5. Codes used in the hospital for all emergency situations KA6. Relevant legislation, standards, policies, and procedures followed in the hospital KA7. How to engage with the medical officer for support in case the situation is beyond one's competence KA8. Role and importance of the EMT in supporting hospital operations KA9. Protocols designed by the state or EMS providers
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. How to create a safe environment around the patient(s) and others KB2. The importance of being alert to health, safety, and security hazards at the emergency site KB3. The common health, safety, and security hazards that affect people working at the emergency site KB4. How to identify health, safety, and security hazards KB5. The importance of warning others about hazards and what to do until the hazard is dealt with KB6. How to work efficiently in a team to ensure patient safety
Skills (S)	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know : SA1. The information regarding the incident through accurate and complete scene assessment and how to document it accordingly
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA2. Read about changes in legislations and organisational policies with respect to safety procedures at emergency or crime scenes SA3. Keep abreast of the latest knowledge by reading internal communications and legal framework changes related to actions to be taken at the scene of an emergency
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA4. Interact with the patient(s) SA5. Communicate with other people around the patient(s) and give them clear instructions for their safety SA6. Communicate clearly with other emergency response agencies if required SA7. Discuss the scene with colleagues to express views and opinions SA8. Avoid using jargon, slang or acronyms when communicating with the patient(s)

HSS/N2302

**Size up the scene at the site**

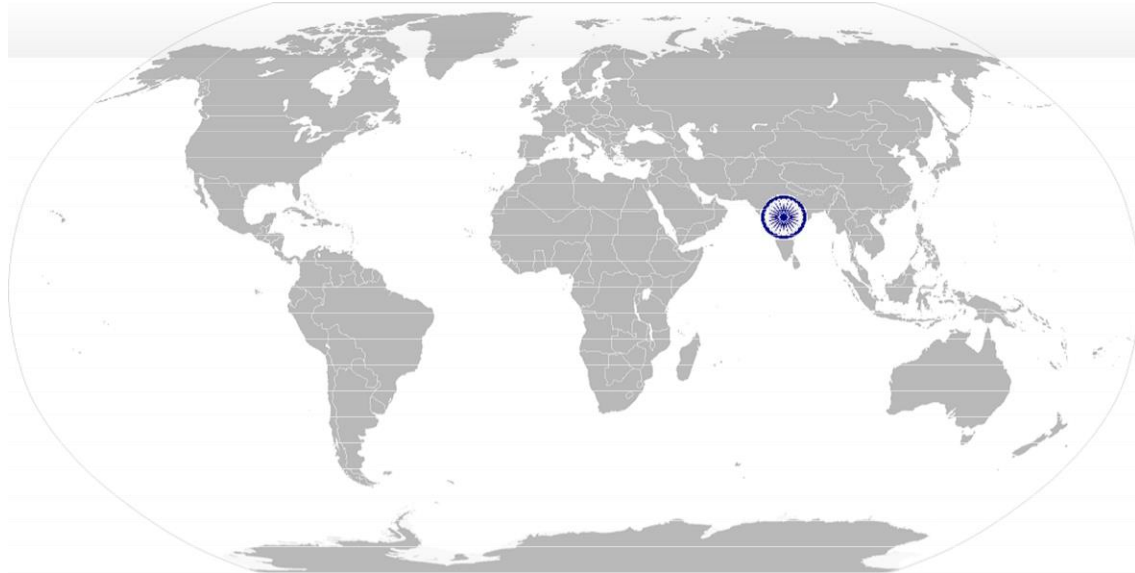
	<p>SA9. Interact effectively with the patient(s), relatives and bystanders who are in stressful situations</p> <p>SA10. Shout assertively in case the patient does not respond</p> <p>SA11. Collect all necessary information regarding the patient's condition</p> <p>SA12. Collect personal information regarding the patient like his/her address</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to the scene and actions to be taken
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. Plan and organise activities to be carried out at the scene in order to be rapid and effective without compromising on safety or patient care SB3. How to stage an ambulance and manage crowds
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB4. Communicate effectively with patients and their family, bystanders and members of other emergency response teams SB5. Be aware of the immediate needs of the patient and their family and balance that with the healthcare actions to be taken SB6. Maintain patient confidentiality SB7. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job should be able to: SB8. Identify immediate or temporary solutions to resolve delays SB9. Foresee and arrange for backups or other emergency response agencies
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Analyse the situation at the scene and map out the best possible course of action while integrating all essential stakeholders
	<b>Critical Thinking</b>
The user/individual on the job needs to know and understand how to: SB11. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently.	

HSS/N2302

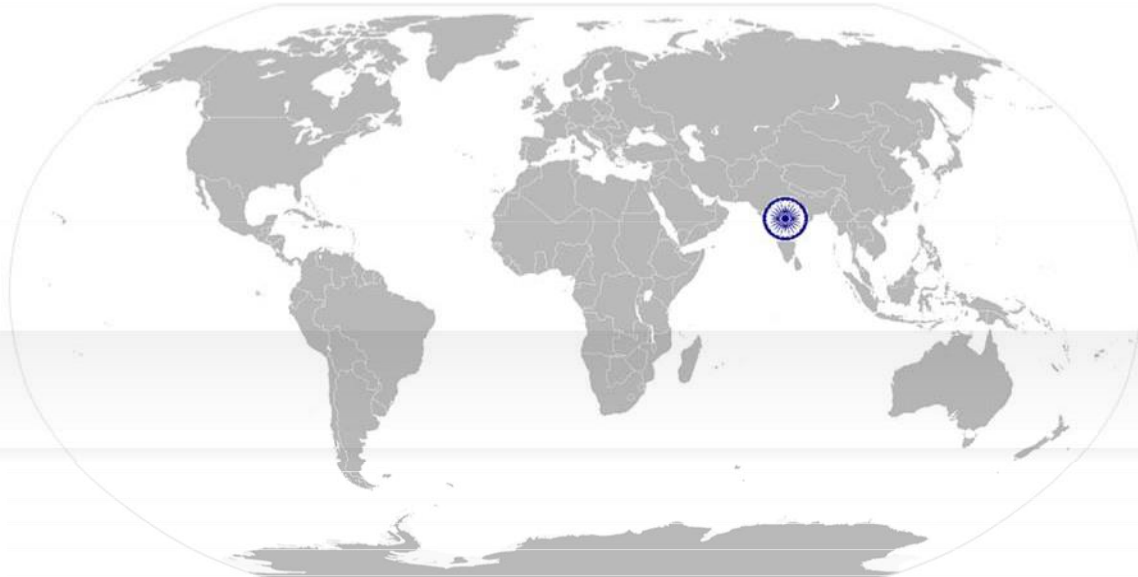
Size up the scene at the site

## NOS Version Control

NOS Code	HSS/N2302		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation	EMERGENCY MEDICAL TECHNICIAN - ADAVANCED	Next review date	24/12/16



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT to follow standardised procedures and provide an acceptable standard of care. It also shares permissible and appropriate emergency medical service procedures that may be rendered by EMT for patients while on a call.



HSS/N2303

Follow evidence based protocol while managing patients

National Occupational Standard

<b>Unit Code</b>	HSS/N2303
<b>Unit Title</b>	Follow evidence based protocol while managing patients
<b>(Task)</b>	Follow evidence based protocol while managing patients
<b>Description</b>	This OS unit is about standardised procedures to be followed and acceptable standards of care required of an EMT. It also shares permissible and appropriate emergency medical service procedures that may be rendered by EMT for patients while on a call.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Following the prescribed procedures and steps involved in an emergency or triage context , Managing cases where the patient refuses treatment</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Following the prescribed procedures and steps involved in an emergency or triage context , Managing cases where the patient refuses treatment	To be competent, the user/individual on the job must be able to: PC1. Understand the appropriate and permissible medical service procedures which may be rendered by an EMT to a patient not in a hospital. For example, steps to be followed for cardiovascular emergencies or emergency of an environmental nature like burns, hypothermia PC2. Understand the communication protocols for medical situations that require direct voice communication between the EMT and the Medical officer prior to the EMT rendering medical services to the patients outside the hospital PC3. Adhere to laws, regulations and procedures relating to the work of an EMT PC4. Demonstrate professional judgement in determining treatment modalities within the parameters of relevant protocols PC5. Understand the universal approach to critical patient care and package-upatient-algorithm(transport protocol)
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Laws and regulations associated with the emergency case. For example, the healthcare provider needs to know in which situations CPR needs to be withheld and in which cases it needs to be given KA2. Emergency protocol terminologies used by the Healthcare Provider and other emergency service providers KA3. Protocol designed by the State or EMS providers
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. The steps and procedures required while attending to a patient. For example the following protocols need to be followed in handling an emergency case: <ul style="list-style-type: none"> <li>Observe the patient and take consent before initiating any examination of the patient</li> <li>Examine the patient according to prescribed rules and laws and ensure no further damage is done during examination</li> <li>Share with the patient the options available depending on the severity of the damage and potential risks/ benefits of each</li> </ul>

HSS/N2303

**Follow evidence based protocol while managing patients**

	<ul style="list-style-type: none"> <li>○ Take consent of the patient, or the family members in case the patient is unconscious , to initiate the appropriate treatment</li> <li>○ Explain to the patient the monetary commitments and insurance procedure, if applicable</li> <li>○ Complete all paperwork related to PCR, medical history, insurance, transport and transfer</li> <li>○ Take the consent of the medical officer by sharing a crisp, concise and to the point report</li> <li>○ Transport the patient to the appropriate hospital based on the kind of care required for the patient</li> </ul> <p>KB2. When to contact medical control and manage the emergency with both the medical control and the medical officer</p> <p>KB3. How to communicate with the hospital facility by sharing sharp, concise and to the point reports</p> <p>KB4. How to manage cases of treatment-refusal</p> <p>KB5. How to meticulously document cases in which a fully alert patient refuses treatment despite persuasion and consequence sharing</p> <p>KB6. Evidence based protocols for handing the patients</p> <p>KB7. Clinical protocols required for different types of emergencies</p> <p>KB8. Set protocols for lifting and shifting the patients</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Share sharp, concise and to the point reports with hospital staff SA2. Share sharp, concise and to the point reports/PCR with the medical officer
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA3. Read about changes in legislations and organisational policies with respect to refusal of treatment, diagnosis of patients at the scene and lifting/ shifting/ moving patients at the scene SA4. Keep abreast of the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities SA5. Read new clinical protocols and orders given by medical officer or any other provider institute
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA6. Interact with the patient SA7. Give clear instructions to the patient SA8. Shout assertively in case the patient does not respond SA9. Collect all necessary information regarding the patient's condition, address SA10. Avoid using jargon, slang or acronyms when communicating with a patient SA11. Communicate with other people around the patient

HSS/N2303

Follow evidence based protocol while managing patients

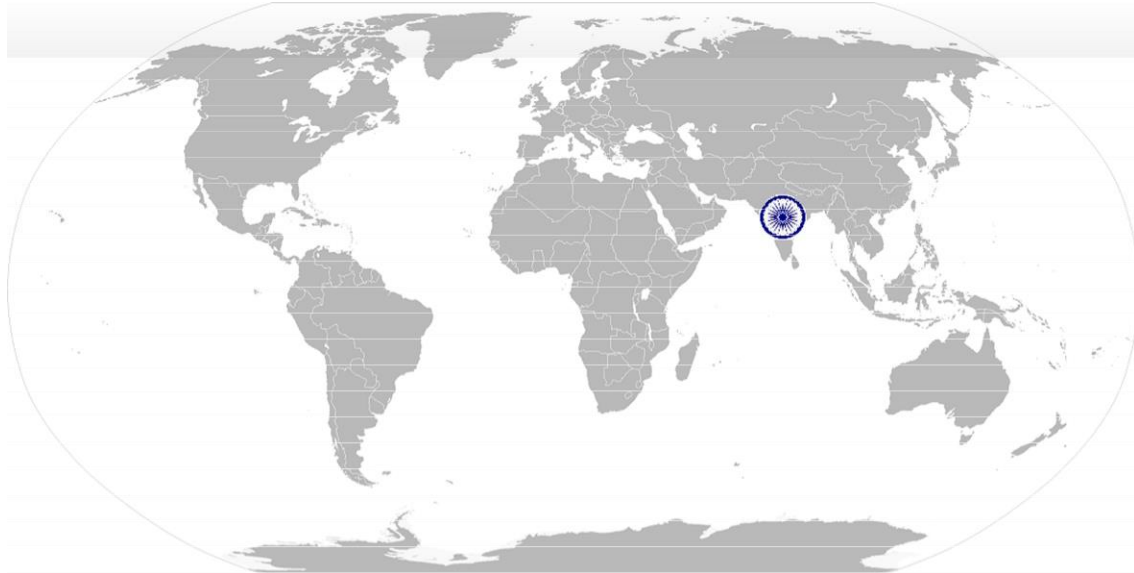
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to refusal of treatment SB2. Act decisively by balancing protocols and the emergency at hand SB3. Manage situations where minors or self-harming patients are involved
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB4. How to plan and organise activities at the scene in order to be efficient and rapid without compromising on patient care
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB5. Communicate effectively with patients and their family, physicians, and other members of the health care team SB6. Employ effective non-verbal behaviour with the patient(s) if required SB7. Maintain patient confidentiality SB8. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB9. Tackle the situation in case of treatment-refusal SB10. Reach the patient by taking the most efficient route considering the traffic and provide aid
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB11. Employ skills and knowledge at his or her disposal to judge the criticality of a patient's condition and decide on a course of action
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB12. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently.

HSS/N2303

Follow evidence based protocol while managing patients

### NOS Version Control

<b>NOS Code</b>	<b>HSS/N2303</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>

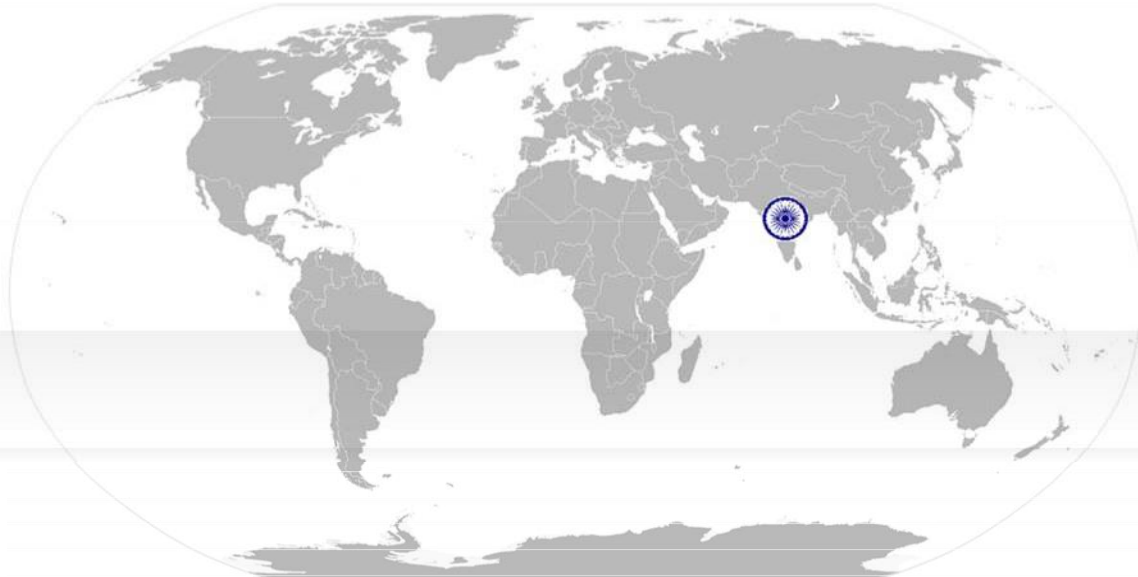


HSS/N2327

Assess patient at the site (advanced)

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# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT to assess the condition of the patients in an emergency.

HSS/N2327

Assess patient at the site (advanced)

National Occupational Standard	Unit Code	HSS/N2327
	Unit Title	Assess patient at the site (advanced)
	(Task)	Assess patient at the site (advanced)
	Description	This OS unit is about EMT assessing the situation through examination of the patient's current medical state and extent of damage. This is followed by assessment of the clinical condition
Scope	This unit/task covers the following: <ul style="list-style-type: none"> <li>Assessing the situation and condition of the patient based on an examination and supporting tests , Arriving at a probable diagnosis</li> </ul>	
<b>Performance Criteria(PC) w.r.t. the Scope</b>		
<b>Element</b>	<b>Performance Criteria</b>	
Assessing the situation and condition of the patient based on an examination and supporting tests , Arriving at a probable diagnosis	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Explain clearly:</p> <ul style="list-style-type: none"> <li>An EMT's role and scope, responsibilities and accountability in relation to the assessment of health status and needs</li> <li>What information need to be obtained and stored in records</li> <li>With whom the information might be shared</li> <li>What is involved in the assessment</li> </ul> <p>PC2. Obtain informed consent of the patient for the assessment process, unless impossible as a consequence of their condition</p> <p>PC3. Conduct all observations and measurements systematically and thoroughly in order of priority (including Airway, Breathing, Circulation)</p> <p>PC4. Respect the patient's privacy, dignity, wishes and beliefs</p> <p>PC5. Minimise any unnecessary discomfort and encourage the patient to participate as fully as possible in the process</p> <p>PC6. Communicate with the patient clearly and in a manner and pace that is appropriate to:</p> <ul style="list-style-type: none"> <li>Their level of understanding</li> <li>Their culture and background</li> <li>Their need for reassurance and support</li> </ul> <p>PC7. Recognise promptly any life-threatening or high risk conditions</p> <p>PC8. Make full and effective use of any protocols, guidelines and other sources of guidance and advice to inform decision making</p> <p>PC9. Assess the condition of the patient by:</p> <ul style="list-style-type: none"> <li>Observing patient position</li> <li>Observing the colour of the skin as well as ease of breathing and paying attention to any signs of laboured breathing or coughing</li> <li>Checking if there is any bleeding from the nose or ears</li> <li>Looking at the pupil dilation/difference in pupil sizes, as it may be suggestive of concussion</li> </ul>	

HSS/N2327

**Assess patient at the site (advanced)**

	<ul style="list-style-type: none"> <li>○ Checking if the patient is under the effect of alcohol or any other drug</li> <li>○ Checking the patient’s mouth to ensure the airway is clear</li> <li>○ Gently checking the neck, starting from the back</li> <li>○ Checking for any swelling or bruises</li> <li>○ Checking the chest to ascertain if any object is stuck</li> <li>○ Checking the ribcage for bruising or swelling and the abdomen for any kind of swelling or lumps</li> <li>○ Checking for any damage to the pelvis</li> <li>○ Asking the victim if they are able to feel their legs</li> <li>○ Observing the colour of toes to check for any circulation problems</li> </ul> <p>PC10. Use appropriate equipment if required</p>
<b>Knowledge and Understanding (K)</b>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Why it is important to establish informed consent for the assessment to be made and how to proceed when consent cannot be, or is not provided</p> <p>KA2. Methods of obtaining consent and how to ensure that sufficient information has been provided on which to base judgment</p> <p>KA3. The importance of clear communication in clinical situations</p> <p>KA4. The importance of recording information clearly, accurately and legibly</p> <p>KA5. The importance of health, safety, and security at the emergency scene</p> <p>KA6. The basic requirements of the health and safety and other legislations and regulations that apply to the scene</p> <p>KA7. Relevant information on health, safety, and security that applies to the emergency scene</p> <p>KA8. The steps which need to be taken to ensure that the privacy, dignity, wishes and beliefs of the adult are respected and maintained where possible</p> <p>KA9. How to recognise hazards when encountered at the scene and how to report the hazard to the competent authority</p> <p>KA10. The organisation's emergency procedures and responsibilities in nuclear, radioactive, biological, chemical and explosive incidents</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to examine a patient whose current medical condition is unclear. For example, ability to know how to practice caution with a patient who may have suffered a back injury.</p> <p>KB2. The variation in approach for patient assessment between medical and trauma emergency cases</p> <p>KB3. Clinical norms for adults and children with regard to:</p> <ol style="list-style-type: none"> <li>a. Temperature</li> <li>b. Pulse</li> <li>c. Respiration</li> <li>d. Blood pressure (non-invasive)</li> <li>e. Oxygen saturation level</li> <li>f. AVPU scale</li> <li>g. Glasgow Coma Scale</li> <li>h. Pupil reaction</li> </ol>

HSS/N2327

**Assess patient at the site (advanced)**

	<ul style="list-style-type: none"> <li>i. ECG</li> <li>j. Urinalysis</li> <li>k. Blood glucose</li> <li>l. Skin colour and pallor</li> <li>m. Consciousness</li> </ul> <p>KB4. The indicators of high risk or life threatening conditions in relation to the parameters listed above</p> <p>KB5. Clinical norms with regard to the following symptoms:</p> <ul style="list-style-type: none"> <li>a. Breathlessness</li> <li>b. Bleeding and fluid loss</li> <li>c. Pain</li> <li>d. Tissue trauma</li> <li>e. Skin rashes/dermatological features</li> <li>f. Toxic ingestion</li> <li>g. Altered consciousness, dizziness, faints and fits</li> <li>h. Altered behaviour</li> <li>i. Fever</li> <li>j. A fall</li> <li>k. Ear, nose and throat problems</li> </ul> <p>KB6. Requirements to ensure health and safety at the emergency site</p> <p>KB7. How to create a safe environment around the patient and others</p> <p>KB8. The importance of being alert to health, safety, and security hazards at the emergency site</p> <p>KB9. How to use advanced airway devices like LMA, Laryngeal Tube, Combitube, ET Tube, Venturi Mask; interpret ECG, identify VF, Unstable tachy, symptomatic brady</p> <p>KB10. How to use rhythm specific medications and electrical therapy like defibrillation and cardioversion, transcutaneous pacing</p> <p>KB11. How to use emergency medications</p> <p>KB12. How to manage advanced life support medical equipment usage like ventilators, multiparameter monitor with defib, ETCO2 monitor, syringe pumps, neonatal ambulance incubator, VIP ambulance</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Record information clearly, accurately and legibly SA2. Fill up all details in the PCR accurately and quickly
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA3. Read about changes in legislations and organisational policies related to patient assessment procedures, techniques and processes SA4. Read updated clinical regulations and reports on assessment of patients at the site of an emergency



HSS/N2327

**Assess patient at the site (advanced)**

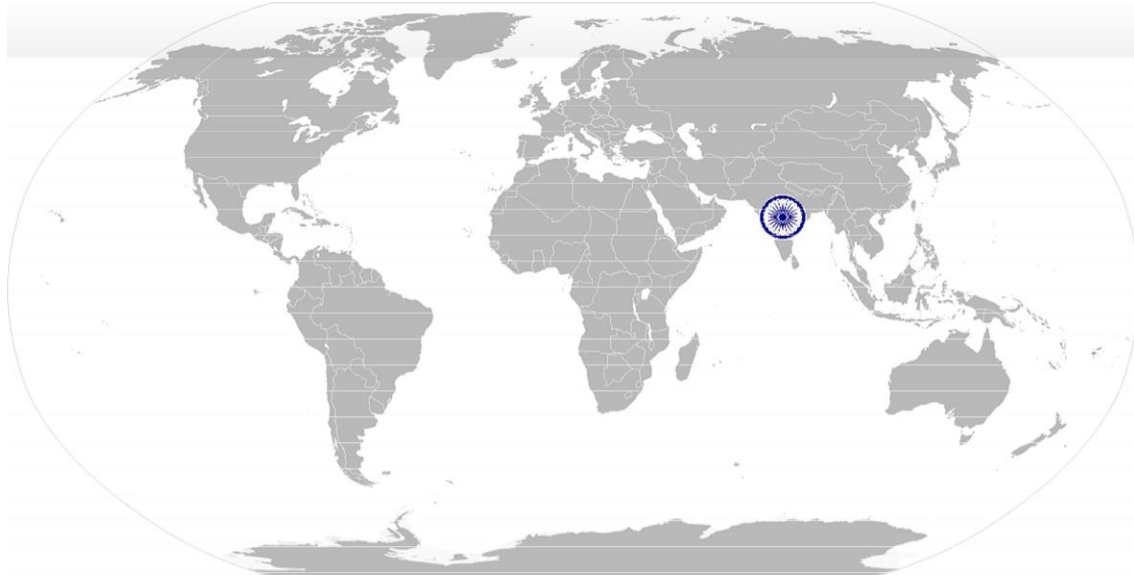
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Interact with the patient clearly and in a reassuring manner SA6. Give clear instructions to the patient SA7. Shout assertively in case the patient does not respond SA8. Collect all necessary information regarding the patient's condition, in order to provide the correct immediate treatment SA9. Avoid using jargon, slang or acronyms when communicating with a patient SA10. Communicate with other people around the patient and give them clear instructions for their safety SA11. Communicate clearly with other emergency response agencies if required</p>
<b>B. Professional Skills</b>	<p><b>Decision Making</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions pertaining to the treatment to be given at the site and other actions to be taken</p>
	<p><b>Plan and Organize</b></p> <p>The user/individual on the job needs to know and understand:</p> <p>SB2. Plan and organise activities at the scene of the emergency in order to provide the correct level of care to the patient</p>
	<p><b>Customer Centricity</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. Communicate effectively with patients and their family, physicians, and other members of the health care team SB4. Be sensitive to potential cultural differences SB5. Employ effective non-verbal behaviour with the patient(s) if required SB6. Maintain patient confidentiality SB7. Respect the rights of the patient(s)</p>
	<p><b>Problem Solving</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB8. Check for the parameters and symptoms and provide appropriate medical care</p>
	<p><b>Analytical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB9. Identify immediate or temporary solution when patient's medical condition is unclear</p>
	<p><b>Critical Thinking</b></p> <p>The user/individual on the job should be::</p> <p>SB10. Able to pay attention to detail at the scene and minutely observe the patient's condition SB11. Able to use the knowledge and training at his or her disposal to make an accurate judgement of the patient's condition and needs, even in a crisis</p>

HSS/N2327

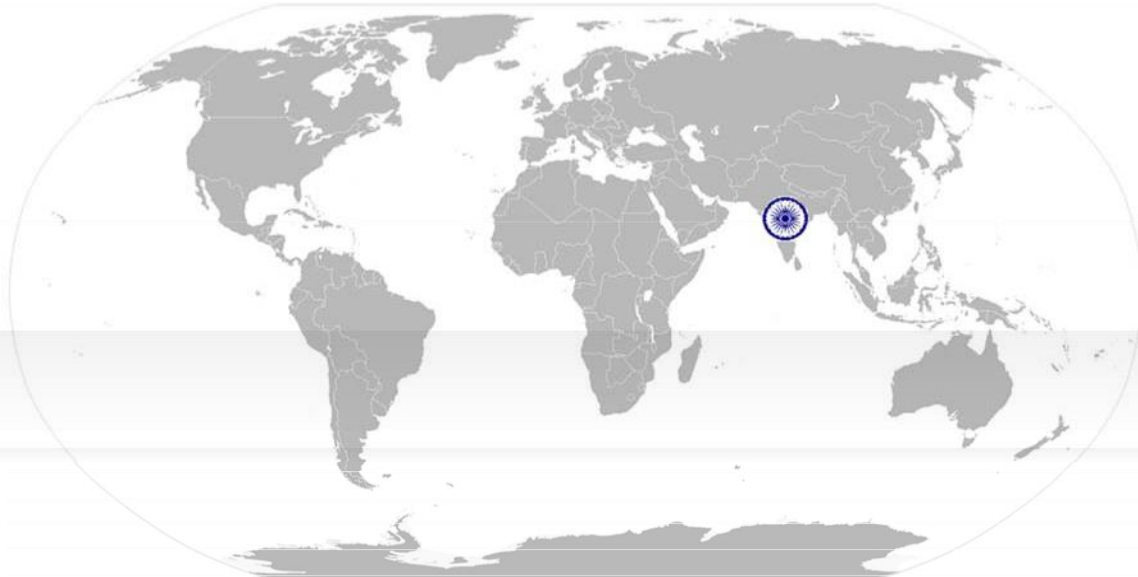
Assess patient at the site (advanced)

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N2327</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT for sorting injured or ill people into groups based on their need for or likely benefit from immediate medical treatment.

HSS/N2305 Patient triage based on the defined clinical criteria of severity of illness

National Occupational Standard

<b>Unit Code</b>	HSS/N2305
<b>Unit Title</b>	Patient triage based on the defined clinical criteria of severity of illness
<b>Description</b>	This OS unit is about a process for sorting injured people into groups based on their need for or likely benefit from immediate medical treatment. It aims to ensure that patients are treated in order of their clinical urgency i.e. the need for time-critical intervention. Triage also allows for the allocation of the patient to the most appropriate assessment and treatment area.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Prioritising the patient based on the measurement and subjective data, Measuring vital signs , Accordingly allocating the patient to a treatment area</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Prioritising the patient based on the measurement and subjective data, Measuring vital signs , Accordingly allocating the patient to a treatment area	To be competent, the user/individual on the job must be able to: <ul style="list-style-type: none"> <li>PC1. Have the expertise to quickly assess whether the patient requires immediate lifesaving intervention or whether they could wait</li> <li>PC2. Know how to check all the vital signs</li> <li>PC3. Identify a high-risk case</li> <li>PC4. Assess the kind of resources the person will require. For e.g. The EMT should know the standard resources required for a person who comes to the emergency department for a similar ailment</li> <li>PC5. Communicate clearly and assertively</li> <li>PC6. Collaboratively be able to supervise/work collaboratively with other departments</li> <li>PC7. Multitask without compromising on quality and accuracy of care provided</li> <li>PC8. Use SALT method in day-to-day handling and START in mass casualty handling and disasters</li> </ul>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: <ul style="list-style-type: none"> <li>KA1. How to capture the medical history of the patient to correctly prioritise the patient. For example the user will record past medical history, allergies, medications, age and gender</li> <li>KA2. The importance of health, safety, and security at the emergency scene</li> <li>KA3. The basic requirements of the health and safety and other legislations and regulations that apply to the scene</li> <li>KA4. The relevant information on health, safety, and security that applies to the emergency scene</li> <li>KA5. How to recognise hazards when encountered at the scene and how to report the hazard to the competent authority</li> <li>KA6. The organisation’s emergency procedures and in situations like a nuclear, radioactive, biological, chemical and explosive incidents</li> <li>KA7. Complex cases like treating a child whose parents, guardian or day care is not present</li> </ul>

HSS/N2305

**Patient triage based on the defined clinical criteria of severity of illness**

<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to check a victim whose current medical condition is unclear. For example, ability to practice caution with a patient who may have suffered a back injury</p> <p>KB2. How to assess severity of pain (e.g. using Visual Analogue Scale) and manage appropriately</p> <p>KB3. Requirements to ensure health and safety at the emergency site</p> <p>KB4. How to create a safe environment around the patient</p> <p>KB5. How to use Sort, Assess, Lifesaving interventions, Treat and Transport (SALT) triage system and Simple Triage And Rapid Treatment (START) plan accordingly, as per the triage guidelines and protocols</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Document all the details about the patient for example</p> <ul style="list-style-type: none"> <li>○ Date and time of assessment</li> <li>○ Name of triage officer</li> <li>○ Chief presenting problems</li> <li>○ Limited, relevant history</li> <li>○ Relevant assessment findings</li> <li>○ Initial triage category allocated</li> </ul> <p>SA2. Record daily activities</p> <p>SA3. Share sharp, concise and to the point report/PCR with the medical officer</p> <p><b>Reading Skills</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA4. Read about changes in legislations and organisational policies</p> <p>SA5. Keep abreast with the latest knowledge by reading internal communications and legal framework changes</p> <p>SA6. Read new clinical protocols and reading orders given by medical officer</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA7. Interact with the patient</p> <p>SA8. Give clear instructions to the patient</p> <p>SA9. Shout assertively in case the patient does not respond</p> <p>SA10. Collect all necessary information regarding the patient's condition, address</p> <p>SA11. Avoid using jargon, slang or acronyms when communicating with a patient</p> <p>SA12. Communicate with other people around the patient and give them clear instructions for their safety</p> <p>SA13. Communicate clearly with other emergency response agencies if required</p>
<p><b>B. Professional Skills</b></p>	<p><b>Decision Making</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions pertaining to the concerned area of work in relation to job role</p> <p><b>Plan and Organize</b></p> <p>The user/individual on the job needs to know and understand:</p> <p>SB2. How to plan and organise activities that are assigned</p>

HSS/N2305

**Patient triage based on the defined clinical criteria of severity of illness**

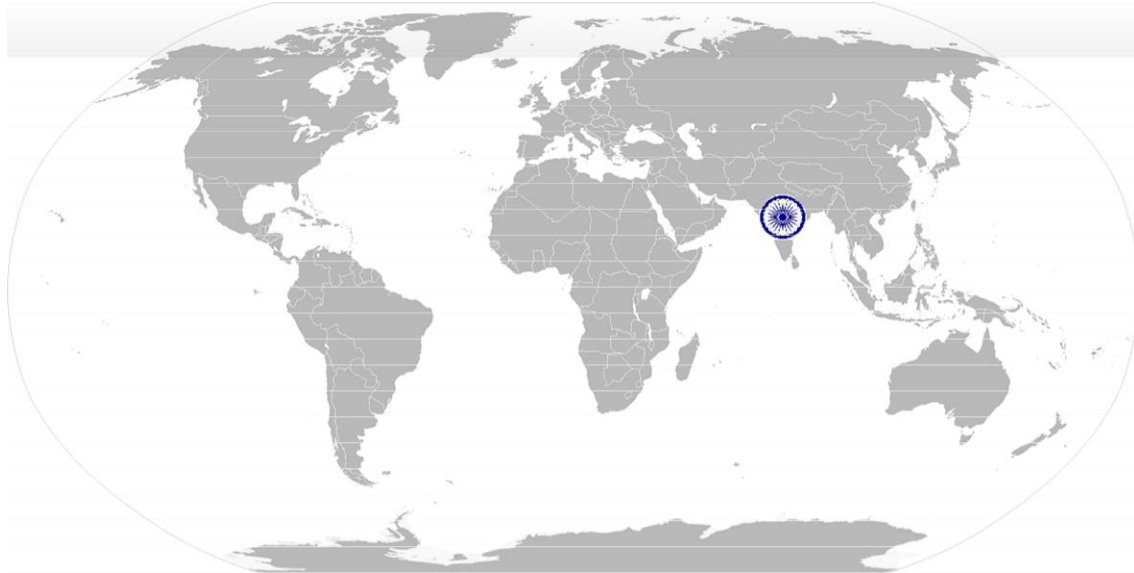
	<p>SB3. How to control any aggression by the patient or the patient relatives</p> <p>SB4. How to ensure there is minimum gap in the arrival time of the medical team and allocation of the patient to a respective triage level</p>
	<p><b>Customer Centricity</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. Communicate effectively with patients and their family, physicians, and other members of the health care team</p> <p>SB6. Be capable of being responsive, listen empathetically to establish rapport in a way that promotes openness on issues of concern</p> <p>SB7. Be sensitive to potential cultural differences</p> <p>SB8. Interact therapeutically with psychiatric patients</p> <p>SB9. Employ effective non-verbal behaviour with the patient(s) if required</p> <p>SB10. Maintain patient confidentiality</p> <p>SB11. Respect the rights of the patient(s)</p>
	<p><b>Problem Solving</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB12. Think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)</p> <p>SB13. Identify immediate or temporary solutions to resolve delays</p>
	<p><b>Analytical Thinking</b></p>
	<p>SB14. Resolve problems and make decisions based on the information available</p>
	<p><b>Critical Thinking</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB15. Ability to analyse and compare similar situations</p>

HSS/N2305

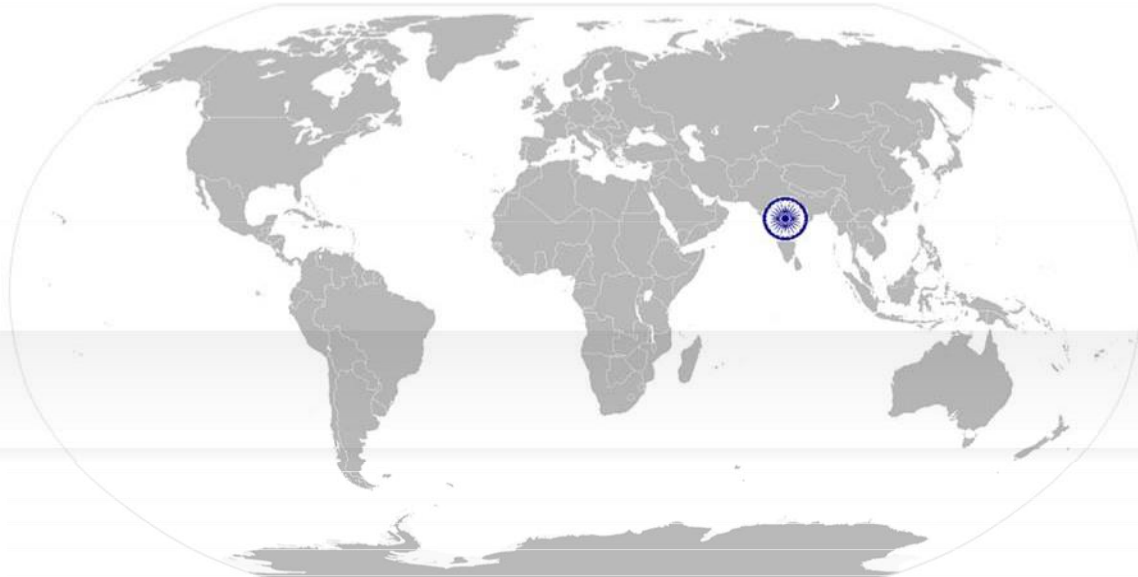
Patient triage based on the defined clinical criteria of severity of illness

### NOS Version Control

NOS Code	HSS/N2305		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation	EMERGENCY MEDICAL TECHNICIAN - ADAVANCED	Next review date	24/12/16



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT to recognise and treat emergencies related to the cardiovascular system.



HSS/N2328

**Manage cardiovascular emergency (advanced)**

<b>Unit Code</b>	HSS/N2328
<b>Unit Title</b>	<b>Manage cardiovascular emergency (advanced)</b>
<b>Description</b>	This OS unit is about the recognition and treatment of emergencies related to the cardiovascular system. It also shares permissible and appropriate emergency medical service procedures that may be rendered by EMT for patients in a Cardiac emergency.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Identifying Cardiac emergencies, Managing patients in Cardiac emergencies, Following the prescribed procedures and steps involved in a Cardiac emergency situation</li> </ul>

**Performance Criteria(PC) w.r.t. the Scope**

Element	Performance Criteria
Identifying Cardiac emergencies, Managing patients in Cardiac emergencies, Following the prescribed procedures and steps involved in a Cardiac emergency situation	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Describe the structure and function of the cardiovascular system</p> <p>PC2. Provide emergency medical care to a patient experiencing chest pain/discomfort</p> <p>PC3. Identify the symptoms of hypertensive emergency</p> <p>PC4. Identify the indications and contraindications for automated external defibrillation (AED)</p> <p>PC5. Explain the impact of age and weight on defibrillation</p> <p>PC6. Discuss the position of comfort for patients with various cardiac emergencies</p> <p>PC7. Establish the relationship between airway management and the patient with cardiovascular compromise</p> <p>PC8. Predict the relationship between the patient experiencing cardiovascular compromise and basic life support</p> <p>PC9. Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator</p> <p>PC10. Explain the importance of pre-hospital Advanced Life Support (ALS) intervention if it is available</p> <p>PC11. Explain the importance of urgent transport to a facility with Advanced Life Support if it is not available in the pre-hospital setting</p> <p>PC12. Explain the usage of aspirin and clopidogrel</p> <p>PC13. Differentiate between the fully automated and the semi-automated defibrillator</p> <p>PC14. Discuss the procedures that must be taken into consideration for standard operations of the various types of automated external defibrillators</p> <p>PC15. Assure that the patient is pulseless and apnoeic when using the automated external defibrillator</p> <p>PC16. Identify circumstances which may result in inappropriate shocks</p> <p>PC17. Explain the considerations for interruption of CPR, when using the automated external defibrillator</p> <p>PC18. Summarise the speed of operation of automated external defibrillation</p> <p>PC19. Discuss the use of remote defibrillation through adhesive pads</p> <p>PC20. Operate the automated external defibrillator</p> <p>PC21. Discuss the standard of care that should be used to provide care to a patient</p>

National Occupational Standard

HSS/N2328

**Manage cardiovascular emergency (advanced)**

	<p>with recurrent ventricular fibrillation and no available ACLS</p> <p>PC22. Differentiate between the single rescuer and multi-rescuer care with an automated external defibrillator</p> <p>PC23. Explain the reason for pulses not being checked between shocks with an automated external defibrillator</p> <p>PC24. Identify the components and discuss the importance of post-resuscitation care</p> <p>PC25. Explain the importance of frequent practice with the automated external defibrillator</p> <p>PC26. Discuss the need to complete the Automated Defibrillator: Operator's Shift checklist</p> <p>PC27. Explain the role medical direction plays in the use of automated external defibrillation</p> <p>PC28. State the reasons why a case review should be completed following the use of the automated external defibrillator</p> <p>PC29. Discuss the components that should be included in a case review</p> <p>PC30. Discuss the goal of quality improvement in automated external defibrillation</p> <p>PC31. Recognise the need for medical direction of protocols to assist in the emergency medical care of the patient with chest pain</p> <p>PC32. List the indications for the use of nitro-glycerine</p> <p>PC33. State the contraindications and side effects for the use of nitro-glycerine</p> <p>PC34. Perform maintenance checks of the automated external defibrillator</p> <p>PC35. Perform ECG tracing</p> <p>PC36. Perform manual defibrillation, cardioversion and transcutaneous pacing</p> <p>PC37. Manage acute heart failure</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Relevant legislation, standards, policies, and procedure followed by hospital.</p> <p>KA2. How to engage with provider for support in order to deliver and assist providers.</p> <p>KA3. How to perform the different procedures relevant to manage cardiovascular emergency</p> <p>KA4. What is the significance of each procedure in patient management</p> <p>KA5. How to use the equipment meant to perform different procedures to manage cardiovascular emergency</p> <p>KA6. Employee safety policy</p> <p>KA7. How to handle when emergency situation is beyond ones' competency</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Role in the emergency cardiac care system</p> <p>KB2. Fundamentals and rationale of early defibrillation</p> <p>KB3. Various types of automated external defibrillators, their advantages and disadvantages, and maintenance</p> <p>KB4. Special considerations for rhythm monitoring</p> <p>KB5. Importance of coordinating ALS trained providers with personnel using automated external defibrillators</p> <p>KB6. Maintenance of automated external defibrillators</p> <p>KB7. Rationale for administering nitro-glycerine to a patient with chest pain or discomfort</p> <p>KB8. How to assess and provide emergency medical care to a patient experiencing chest pain/discomfort</p>

HSS/N2328

**Manage cardiovascular emergency (advanced)**

	<p>KB9. Application and operation of the automated external defibrillator</p> <p>KB10. Steps in facilitating the use of nitro-glycerine for chest pain using a substitute candy tablet and breath spray</p> <p>KB11. Assessment and documentation of patient response to nitro-glycerine</p> <p>KB12. Application and operation of the automated external defibrillator</p> <p>KB13. Function of all controls on an automated external defibrillator, and describe event documentation and battery defibrillator maintenance</p> <p>KB14. Assessment and documentation of patient response to the automated external defibrillator</p> <p>KB15. How to perform ECG tracing</p> <p>KB16. How to perform manual defibrillation, cardioversion and transcutaneous pacing</p> <p>KB17. How to manage acute heart failure</p> <p>KB18. Usage of cardio selective drugs (such as ionotropes and betablockers)</p> <p>KB19. How to interpret ECG</p> <p>KB20. How to identify VF, unstable tachy, symptomatic brady</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to:
	<p>SA1. Record various images and equipment readings</p> <p>SA2. Share sharp, concise and to the point report with the provider institute physician</p> <p>SA3. Complete the medical history, PCR and applicable transport form</p> <p>SA4. Facilitate form filling in the allocated hospital once the patient reaches the hospital</p>
	<b>Reading Skills</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read about changes in legislations and organisational policies</p> <p>SA6. Keep abreast with the latest knowledge by reading internal communications and legal framework changes</p> <p>SA7. Read latest clinical regulations as shared by the medical officer</p> <p>SA8. Read the list of hospitals in the major accident or emergency prone locations</p> <p>SA9. Read upgraded facilities available in existing hospitals</p> <p>SA10. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA11. Interact with the patient</p> <p>SA12. Give clear instructions to the patient</p> <p>SA13. Shout assertively in case the patient does not respond</p> <p>SA14. Collect all necessary information regarding the patient's condition, address</p> <p>SA15. Avoid using jargon, slang or acronyms when communicating with a patient</p> <p>SA16. Communicate with other people around the patient and give them clear instructions around their safety</p> <p>SA17. Communicate clearly with other emergency response agencies if required</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions pertaining to refusal of treatment</p>

HSS/N2328

**Manage cardiovascular emergency (advanced)**

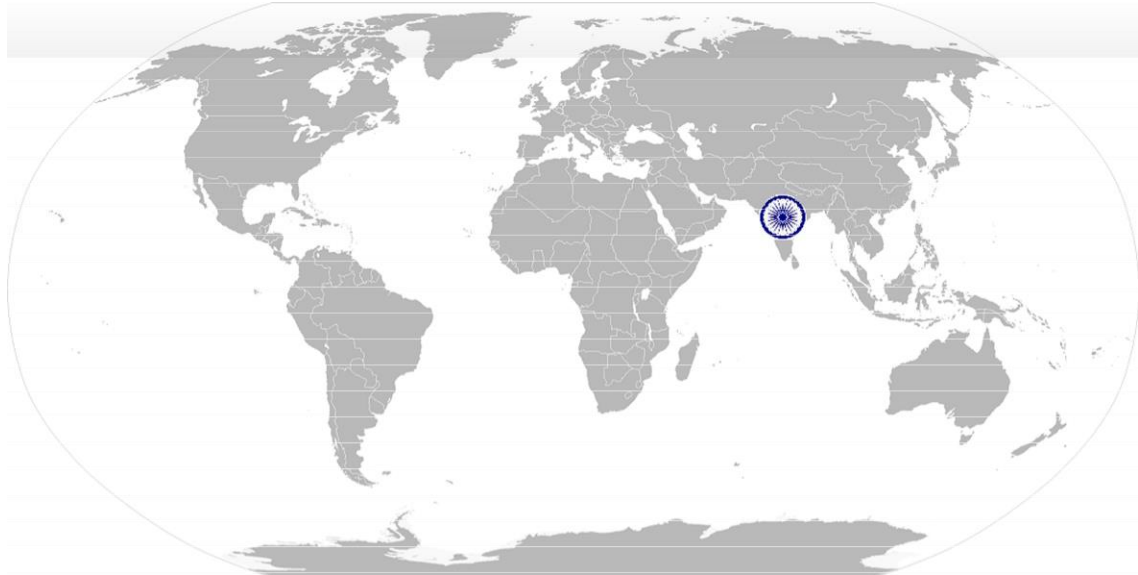
	SB2. Act decisively by balancing protocols and emergency at hand SB3. Manage situations where minors, unconscious or self-harming patients are involved
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB4. How to plan and organise activities that are assigned to him/her SB5. How to quickly think and refer to information about the hospitals in vicinity
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB6. Communicate effectively with patients and their family, physicians, and other members of the health care team SB7. Maintain patient confidentiality SB8. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to: SB9. Use experience and training to respond to the diverse needs of patients
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Diagnose or identify possible condition the patient is suffering from
	<b>Critical Thinking</b>
	The user/individual on the job should: SB11. Be able to monitor and review the on-going effectiveness of planned activity and modify it accordingly

HSS/N2328

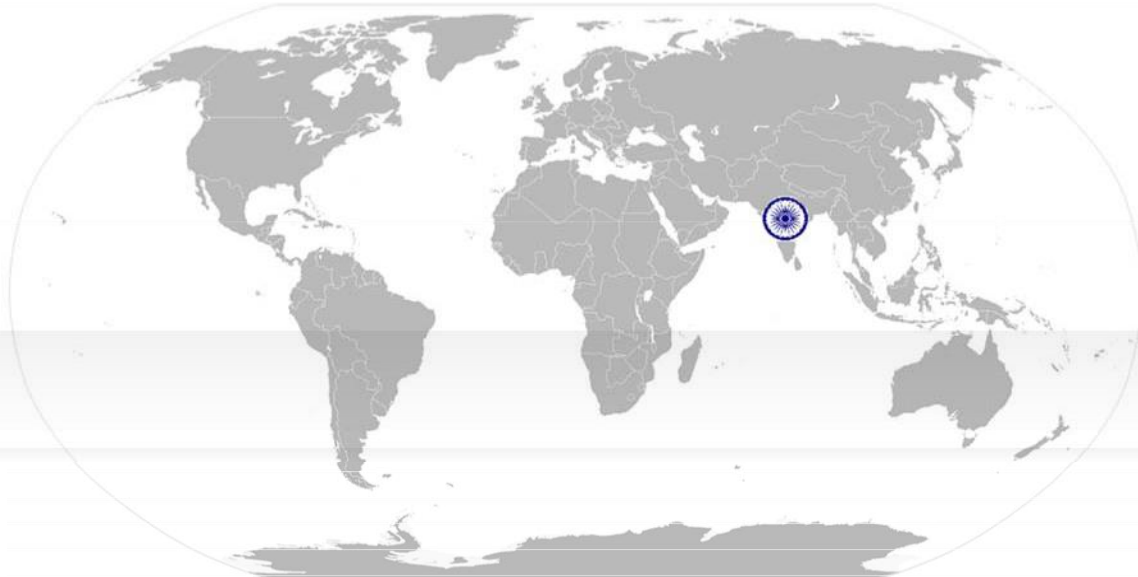
Manage cardiovascular emergency (advanced)

### NOS Version Control

NOS Code	HSS/N2328		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation	EMERGENCY MEDICAL TECHNICIAN - ADAVANCED	Next review date	24/12/16



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT to recognise and treat emergencies related to strokes or the cerebrovascular system.

HSS/N2307

Manage cerebrovascular emergency

National Occupational Standard

<b>Unit Code</b>	HSS/N2307
<b>Unit Title</b>	Manage cerebrovascular emergency
<b>(Task)</b>	Manage cerebrovascular emergency
<b>Description</b>	This OS unit is about the recognition and treatment of emergencies related to the cerebrovascular system or strokes. It also shares permissible and appropriate emergency medical service procedures that may be rendered by EMT for patients having a stroke.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Identifying the symptoms of a stroke , Managing patients having a stroke, Following the prescribed procedures and steps involved in a cerebrovascular emergency situation</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Identifying the symptoms of a stroke , Managing patients having a stroke, Following the prescribed procedures and steps involved in a cerebrovascular emergency situation	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Describe the basic types, causes, and symptoms of stroke</p> <p>PC2. Provide emergency medical care to a patient experiencing symptoms of a stroke</p> <p>PC3. Manage airway, breathing, and circulation</p> <p>PC4. Assess the patient’s level of consciousness and document any signs of stroke</p> <p>PC5. Assess vital signs: Blood pressure, heart rate, and respiratory rate</p> <p>PC6. Perform a standardised pre-hospital stroke scale assessment such as the Cincinnati pre-hospital stroke scale</p> <p>PC7. Check serum blood sugar</p> <p>PC8. Collect critical background information on the victim and the onset of the stroke symptoms such as the medical history (especially any past strokes), the estimate of the time since any potential stroke symptoms first appeared, current medical conditions of the patient and current medications</p> <p>PC9. Determine the time of onset of symptoms</p> <p>PC10. Explain how patients, family, or bystanders should respond to a potential stroke</p> <p>PC11. Discuss the actions recommended for emergency responders to potential stroke victims</p> <p>PC12. Explain the importance of transporting stroke patients immediately to an emergency department that has the personnel and equipment to provide comprehensive acute stroke treatment</p> <p>PC13. Carry out first triage of potential stroke victims</p> <p>PC14. Expedite transport of the patient to the nearest hospital equipped to handle strokes</p> <p>PC15. Explain the importance of immediately notifying the Emergency Department of the hospital of the arrival of a potential stroke victim</p> <p>PC16. Administer an IV line and oxygen and monitor the functioning of the heart on-route to the hospital</p> <p>PC17. Forward a written report to the emergency department with details on medical history and onset of the stroke symptoms</p>

HSS/N2307

Manage cerebrovascular emergency

Knowledge and Understanding (K)	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Relevant legislation, standards, policies, and procedure followed by hospital KA2. The services offered by different healthcare providers KA3. The health care institutions with availability of stroke treatment KA4. The treatment the EMT can provide to a stroke victim according to prevailing regulation and hospital policies
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. Role in the emergency cerebrovascular care system KB2. The basic types, causes and symptoms of stroke KB3. How to provide emergency medical care to a patient experiencing symptoms of a stroke KB4. How to manage airway, breathing, and circulation KB5. How to assess the patient's level of consciousness and document any signs of stroke KB6. How to assess vital signs: Blood pressure, heart rate, and respiratory rate KB7. How to perform a standardised pre-hospital stroke scale assessment KB8. How to check serum blood sugar KB9. The critical information that must be collected such as the medical history (especially any past strokes), the estimate of the time since any potential stroke symptoms first appeared, current medical conditions of the patient and current medications KB10. How to collect critical background information on the victim and the onset of the stroke symptoms KB11. How to determine the time of onset of symptoms KB12. Inclusive and exclusive criteria for fibrinolytic therapy in acute stroke KB13. Steps that may be taken by patients, family, or bystanders to respond to a potential stroke KB14. The actions recommended for emergency responders to potential stroke victims KB15. The importance of transporting stroke patients immediately to an emergency department that has the personnel and equipment to provide comprehensive acute stroke treatment KB16. How to carry out first triage of potential stroke victims KB17. The importance of immediately notifying the Emergency Department of the hospital of the arrival of a potential stroke victim KB18. How to administer an IV line and oxygen and monitor the functioning of the heart on-route to the hospital KB19. How to forward a written report to the emergency department with details on medical history and onset of the stroke symptoms
Skills (S)	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Forward a written report to the emergency department with details on medical history and onset of the stroke symptoms SA2. Record various images and equipment readings SA3. Share sharp, concise and to the point report with the provider institute physician



HSS/N2307

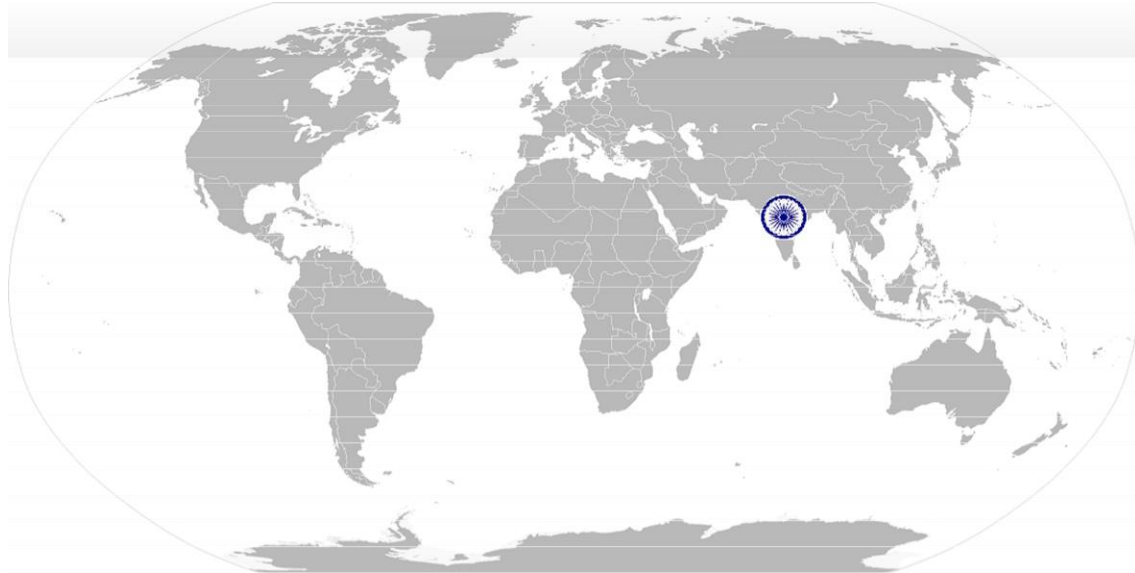
**Manage cerebrovascular emergency**

	SA4. Complete the medical history, PCR and applicable transport form SA5. Facilitate form filling in the allocated hospital once the patient reaches the hospital
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA6. Read about changes in legislations and organisational policies SA7. Keep abreast with the latest knowledge by reading internal communications and legal framework changes SA8. Read latest clinical regulations as shared by the medical officer SA9. Read the list of hospitals in the major accident or emergency prone locations. SA10. Read upgraded facilities available in existing hospitals SA11. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA12. Interact with the patient SA13. Give clear instructions to the patient SA14. Shout assertively in case the patient does not respond SA15. Collect all necessary information regarding the patient's condition, address SA16. Avoid using jargon, slang or acronyms when communicating with a patient SA17. Communicate with other people around the patient and give them clear instructions around their safety SA18. Communicate clearly with other emergency response agencies if required
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to refusal of treatment SB2. Act decisively by balancing protocols and emergency at hand SB3. Manage situations where minors, unconscious or self-harming patients are involved
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB4. How to plan and organise activities that are assigned to him/her SB5. How to quickly think and refer to information about the hospitals in vicinity
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB6. Communicate effectively with patients and their family, physicians, and other members of the health care team SB7. Maintain patient confidentiality SB8. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to: SB9. Use experience and training to respond to the diverse needs of patients

HSS/N2307

**Manage cerebrovascular emergency**

	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Diagnose or identify possible strokes
	<b>Critical Thinking</b>
	The user/individual on the job should: SB11. Be able to monitor and review the on-going effectiveness of planned activity and modify it accordingly

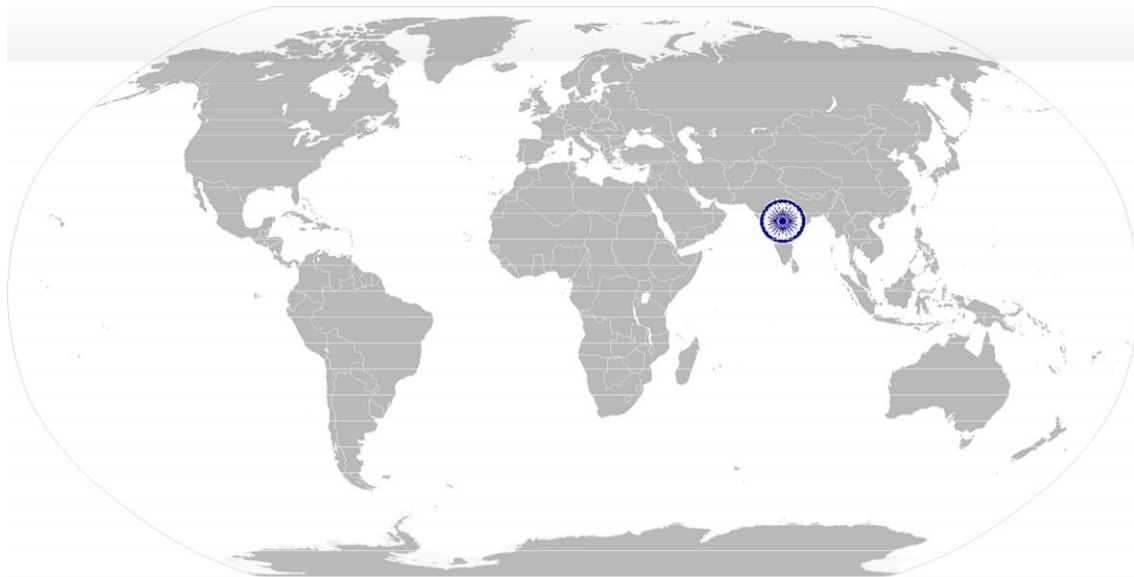


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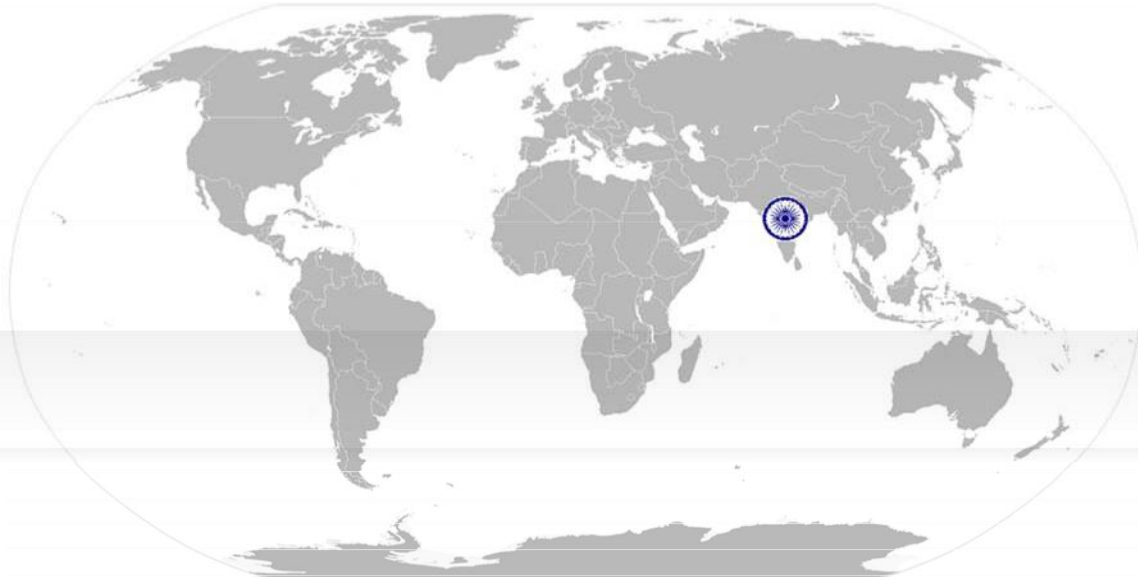
Manage cerebrovascular emergency

### NOS Version Control

<b>NOS Code</b>	<b>HSS/N2307</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT for recognition and treatment of emergencies related to Allergies.

HSS/N2308

Manage allergic reaction

National Occupational Standard

<b>Unit Code</b>	HSS/N2308
<b>Unit Title</b>	<b>Manage allergic reaction</b>
<b>(Task)</b>	<b>Manage allergic reaction</b>
<b>Description</b>	This OS unit is about the recognition and treatment of emergencies related to Allergies. It also shares permissible and appropriate emergency medical service procedures that may be rendered by EMT for patients suffering from an allergic reaction.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Identifying allergic reactions , Managing patients with allergic reactions , following the prescribed procedures and steps involved in treating or managing an allergic reaction</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Identifying allergic reactions , Managing patients with allergic reactions , Following the prescribed procedures and steps involved in treating or managing an allergic reaction</b>	To be competent, the user/individual on the job must be able to: <p>PC1. Recognise the patient experiencing an allergic reaction</p> <p>PC2. Perform the emergency medical care of the patient with an allergic reaction</p> <p>PC3. Establish the relationship between the patient with an allergic reaction and airway management</p> <p>PC4. Recognise the mechanisms of allergic response and the implications for airway management</p> <p>PC5. State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector</p> <p>PC6. Administer treatment appropriately in case of not having access to epinephrine auto-injectors</p> <p>PC7. Evaluate the need for medical emergency medical care for the patient with an allergic reaction</p> <p>PC8. Differentiate between the general category of those patients having an allergic reaction and those patients having a severe allergic reaction, requiring immediate medical care including immediate use of epinephrine auto-injector</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: <p>KA1. Relevant legislation, standards, policies, and procedure followed by hospital for managing the allergic reactions</p> <p>KA2. How to perform the different procedures needed for managing allergic reactions</p> <p>KA3. The significance of each procedure in patient management</p> <p>KA4. How to engage with the medical officer for support in case the situation is beyond one's competence</p>
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: <p>KB1. How to provide emergency medical care of the patient experiencing an allergic reaction</p> <p>KB2. The common reasons for allergic reaction (medicines, known cases of asthma, some food items etc.)</p> <p>KB3. How to use epinephrine auto-injector</p> <p>KB4. How to administer treatment appropriately in case of not having access to epinephrine auto-injectors</p> <p>KB5. How to assess and document patient response to an epinephrine injection</p>

HSS/N2308

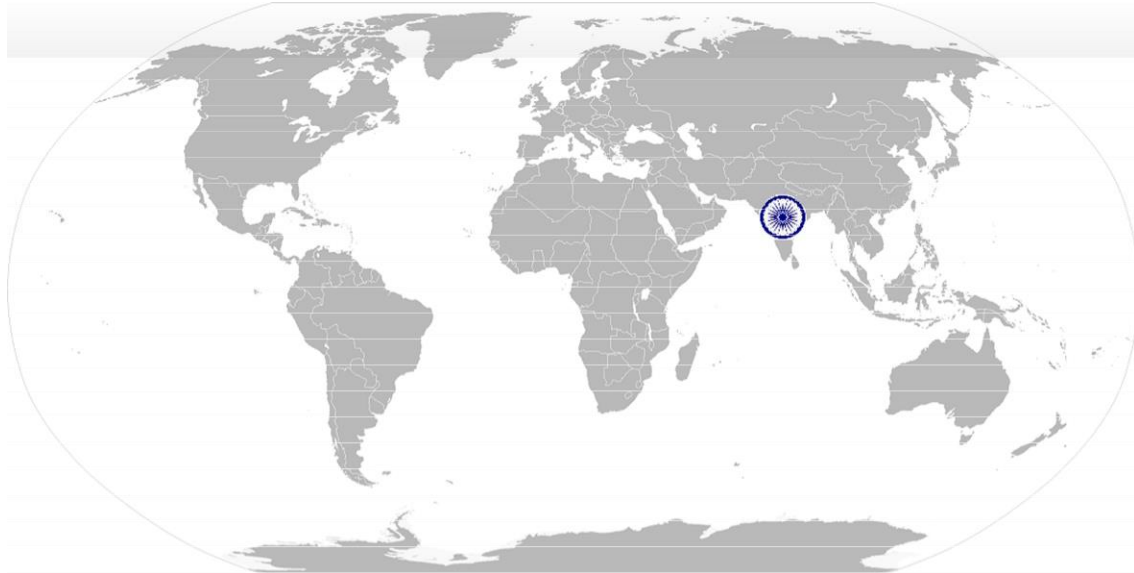
**Manage allergic reaction**

	<p>KB6. Proper disposal of equipment KB7. How to complete a Pre-Hospital Care report for patients with allergic emergencies</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to: SA1. Share sharp, concise and to the point report with the provider institute physician SA2. Complete medical history, PCR and applicable transport form SA3. Facilitate form filling in the allocated hospital once the patient reaches the hospital</p>
	<b>Reading Skills</b>
	<p>The user/individual on the job needs to know and understand how to: SA4. Read about changes in legislations and organisational policies SA5. Keep abreast with the latest knowledge by reading internal communications and legal framework changes SA6. Read latest clinical regulations shared by the medical officer SA7. Read the list of hospitals in the major accident or emergency prone locations. SA8. Read upgraded facilities available in existing hospitals SA9. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/individual on the job needs to know and understand how to: SA10. Interact with the patient SA11. Give clear instructions to the patient SA12. Shout assertively in case the patient does not respond SA13. Collect all necessary information regarding the patient's condition, address SA14. Avoid using jargon, slang or acronyms when communicating with a patient SA15. Communicate with other people around the patient and give them clear instructions around their safety SA16. Communicate clearly with other emergency response agencies if required</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	<p>The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to refusal of treatment SB2. Act decisively by balancing protocols and emergency at hand SB3. Manage situations where minors, unconscious or self-harming patients are involved</p>
	<b>Plan and Organize</b>
	<p>The user/individual on the job needs to know and understand: SB4. How to plan and organise activities that are assigned to him/her SB5. How to quickly think and refer to information about the hospitals in vicinity</p>
	<b>Customer Centricity</b>
	<p>The user/individual on the job needs to know and understand how to: SB6. Communicate effectively with patients and their family, physicians, and other members of the health care team</p>

HSS/N2308

**Manage allergic reaction**

	SB7. Maintain patient confidentiality SB8. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB9. Identify immediate or temporary solutions to relieve the patient
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Correlate the past allergic reactions if any with the present condition
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB11. Analyse, evaluate and apply the information gathered from observation, Experience, reasoning, or communication to act efficiently.

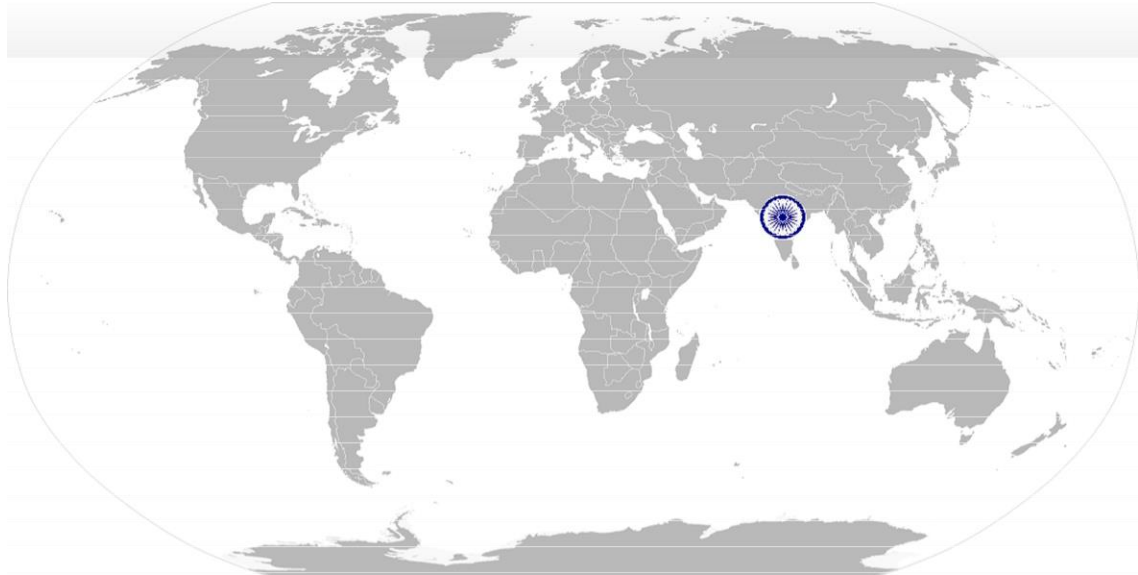


HSS/N2308

Manage allergic reaction

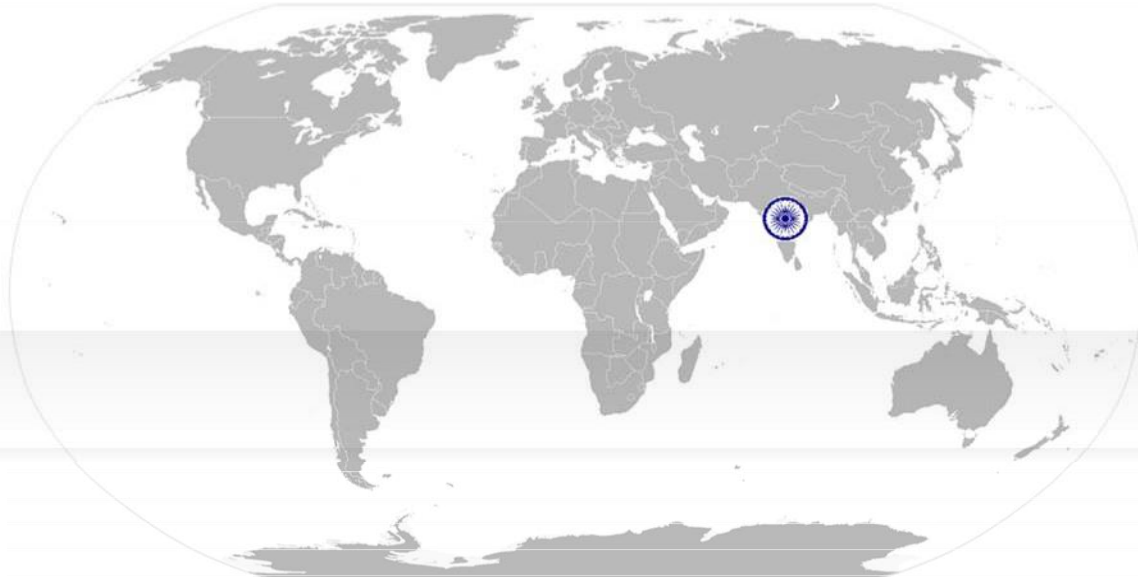
### NOS Version Control

<b>NOS Code</b>	<b>HSS/N2308</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>





# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT for recognition and treatment of emergencies related to the external environment

HSS/N2310

Manage environmental emergency

National Occupational Standard

<b>Unit Code</b>	HSS/N2310
<b>Unit Title</b>	<b>Manage environmental emergency</b>
<b>Description</b>	This OS unit is about the recognition and treatment of emergencies related to the external environment. It also shares permissible and appropriate emergency medical service procedures that may be rendered by EMT for patients exposed to extreme environmental conditions.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Identifying Environmental emergencies , Managing patients with symptoms of exposure to extreme heat/cold , Following the prescribed procedures and steps involved in exposure to extreme environmental situations.</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Identifying Environmental emergencies , Managing patients with symptoms of exposure to extreme heat/cold , Following the prescribed procedures and steps involved in exposure to extreme environmental situations</b>	To be competent, the user/individual on the job must be able to: PC1. Recognise the various ways by which body loses heat PC2. List the signs and symptoms of exposure to cold PC3. Perform the steps in providing emergency medical care to a patient exposed to cold PC4. List the signs and symptoms of exposure to heat PC5. Perform the steps in providing emergency care to a patient exposed to heat PC6. Recognise the signs and symptoms of water-related emergencies PC7. Identify the complications of near-drowning PC8. Perform emergency medical care for bites and stings PC9. Explain various relevant National Disaster Management Agency (NDMA) guidelines
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Level of one’s competence, authority and knowledge in relation to the management of emergency situations KA2. Appropriate response for emergency situations within one’s scope of practice KA3. Relevant legislation, standards, policies, and procedures followed by the hospital KA4. How to engage with provider for support in order to deliver and assist providers. KA5. How to perform the different procedures to manage environmental emergency KA6. What is the significance of each procedure in patient management KA7. Employee safety policy KA8. National Disaster Management Agency (NDMA) guidelines
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. Injuries caused by exposure to extreme heat/cold or due to drowning KB2. How to complete a Pre-Hospital Care report for patients with environmental emergencies KB3. How to remove a patient with a suspected spine injury from the water KB4. How to continue prolonged CPR in case of drowning victims KB5. How to treat high altitude sickness. KB6. How to apply rewarming techniques including active and passive rewarming KB7. Relevant National Disaster Management Agency (NDMA) guidelines KB9. How to collect evidence for MLC

HSS/N2310

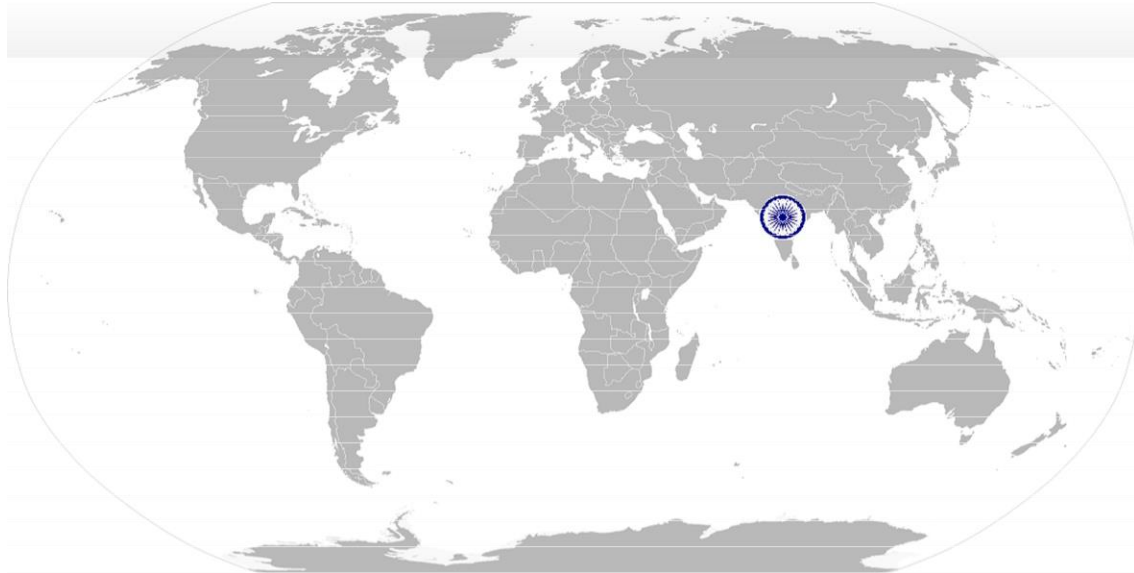
Manage environmental emergency

Skills (S)	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Share documents, reports, task lists, and schedules with co-workers SA2. Record daily activities SA3. Share sharp, concise and to the point report with the provider institute physician SA4. Complete medical history, PCR and applicable transport form SA5. Facilitate form filling in the allocated hospital once the patient reaches the hospital SA6. Produce information which may include technical material that is appropriate for the intended audience
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA7. Read about changes in legislations and organisational policies SA8. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities SA9. Read latest clinical regulations shared by the medical officer SA10. Read the list of hospitals in the major accident or emergency prone locations. SA11. Read about upgraded facilities available in existing hospitals SA12. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA13. Interact with the patient SA14. Give clear instructions to the patient SA15. Shout assertively in case the patient does not respond SA16. Collect all necessary information regarding the patient's condition, address SA17. Avoid using jargon, slang or acronyms when communicating with a patient SA18. Communicate with other people around the patient and give them clear instructions around their safety SA19. Communicate clearly with other emergency response agencies if required
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to the concerned area of work in relation to job role
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan and organise activities that are assigned to him/her SB3. How to control any aggression by the patient or the patient relatives SB4. How to ensure there is minimum gap in the arrival time of the medical team and allocation of the patient to a respective triage level
	<b>Customer Centricity</b>
The user/individual on the job needs to know and understand how to: SB5. Communicate effectively with patients and their family, physicians, and other members of the health care team SB6. Maintain patient confidentiality	

HSS/N2310

**Manage environmental emergency**

	SB7. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Think through the problem, evaluate the possible solution(s) and suggest the optimum /best possible solution(s) SB9. Identify immediate or temporary solutions to resolve delays
	<b>Analytical Thinking</b>
	The user/individual on the job needs to: SB10. Analyse the situation and carry out the required procedures
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB11. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently

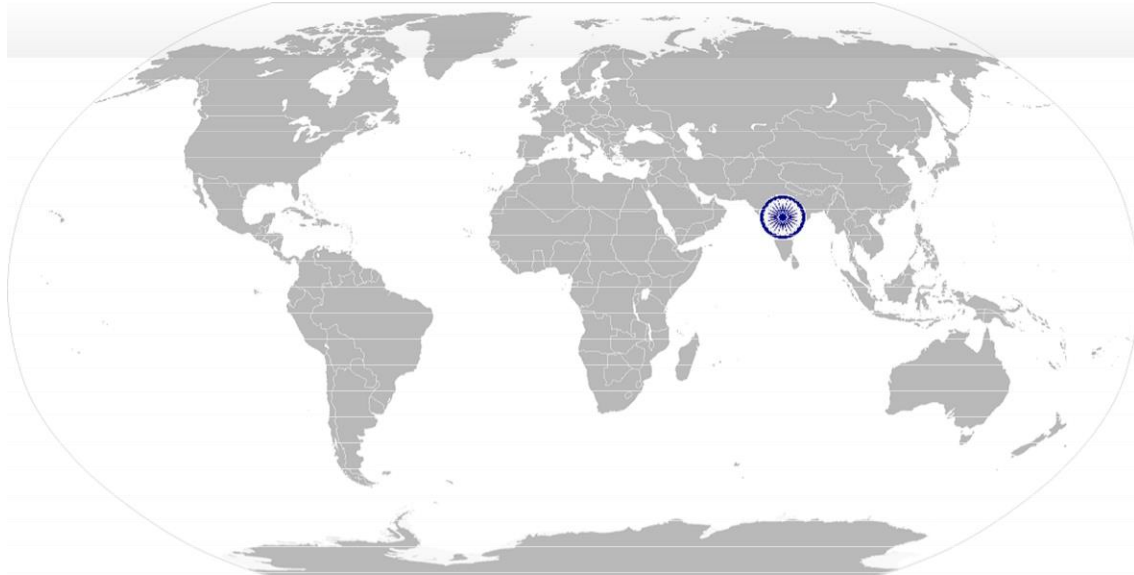


HSS/N2310

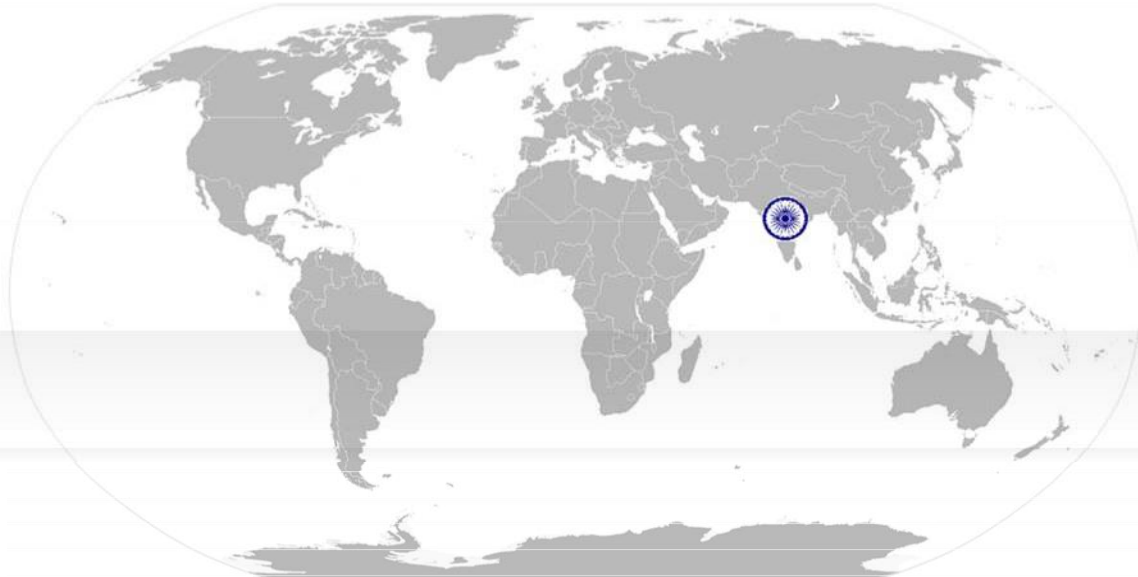
Manage environmental emergency

### NOS Version Control

NOS Code	HSS/N2310		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation	EMERGENCY MEDICAL TECHNICIAN - ADAVANCED	Next review date	24/12/16



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT for the recognition and treatment of emergencies related to Poisoning or Overdose.

HSS/N2329

Manage poisoning or overdose (advanced)

National Occupational Standard

<b>Unit Code</b>	HSS/N2329
<b>Unit Title</b>	<b>Manage poisoning or overdose (advanced)</b>
<b>(Task)</b>	<b>Manage poisoning or overdose (advanced)</b>
<b>Description</b>	This OS unit is about the recognition and treatment of emergencies related to Poisoning or Overdose. It also shares permissible and appropriate emergency medical service procedures that may be rendered by EMT for patients suffering from poisoning or overdose.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Identifying Poisoning or Overdose emergencies , Managing patients with Poisoning or Overdose , Following the prescribed procedures and steps involved in Poisoning or Overdose situation.</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Identifying Poisoning or Overdose emergencies , Managing patients with Poisoning or Overdose , Following the prescribed procedures and steps involved in Poisoning or Overdose situation.</b>	To be competent, the user/individual on the job must be able to: <ul style="list-style-type: none"> <li>PC1. Recognise various ways that poisons enter the body</li> <li>PC2. Recognise signs/symptoms associated with various poisoning</li> <li>PC3. Perform the emergency medical care for the patient with possible overdose</li> <li>PC4. Perform the steps in the emergency medical care for the patient with suspected poisoning</li> <li>PC5. Establish the relationship between the patient suffering from poisoning or overdose and airway management</li> <li>PC6. State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects and re-assessment strategies for activated charcoal</li> <li>PC7. Recognise the need for medical direction in caring for the patient with poisoning or overdose</li> <li>PC8. Perform gastric lavage</li> </ul>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job should be able to: <ul style="list-style-type: none"> <li>KA1. Collect relevant legislation, standards, policies, and procedure followed by hospital in case of poisoning</li> <li>KA2. Perform the different procedures to ensure patient is out of danger</li> <li>KA3. Know the significance of each procedure in patient management</li> <li>KA4. Engage with the medical officer for support in case the situation is beyond one's competence</li> </ul>
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: <ul style="list-style-type: none"> <li>KB1. Various types of poisoning by ingestion, inhalation, injection and absorption</li> <li>KB2. Steps in the emergency medical care for the patient with possible overdose</li> <li>KB3. How to administer activated charcoal</li> <li>KB4. Necessary steps required to provide a patient with activated charcoal</li> <li>KB5. Steps in the emergency medical care for the patient with suspected poisoning</li> <li>KB6. How to do an assessment and documentation of patient response</li> <li>KB7. Disposal process of the equipment for the administration of activated charcoal</li> <li>KB8. Knowledge of commonly used poison substances at the local level, various toxidromes and specific antidotes with focus on OP poisoning</li> </ul>

HSS/N2329

**Manage poisoning or overdose (advanced)**

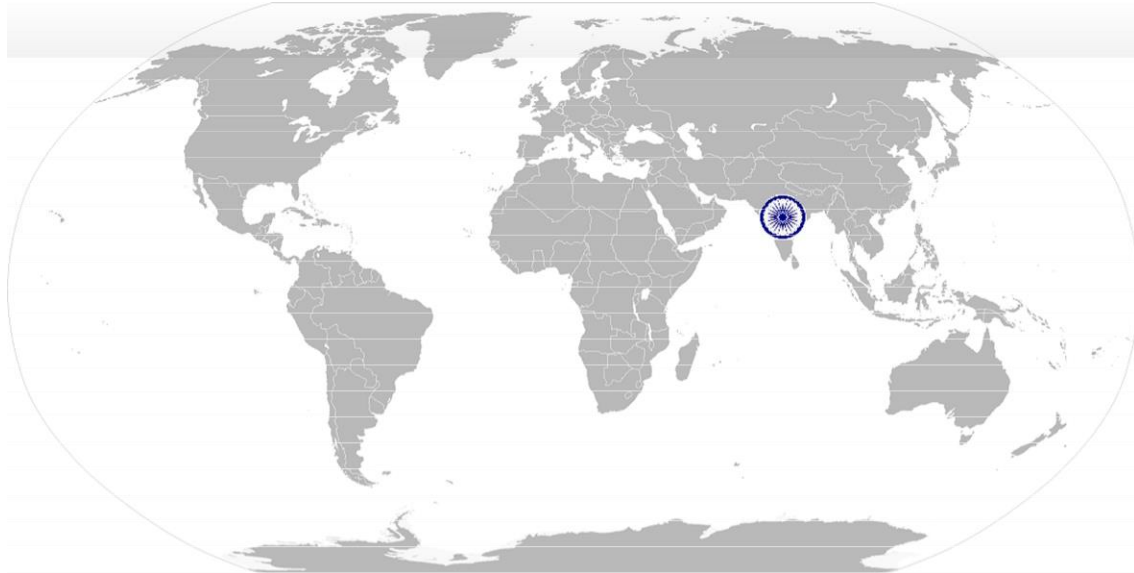
	KB9. How to collect evidence for MLC KB10. How to perform gastric lavage
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Share documents, reports, task lists, and schedules with co-workers SA2. Record daily activities SA3. Share sharp, concise and to the point report with the provider institute physician SA4. Complete medical history, PCR and applicable transport form SA5. Facilitate form filling in the allocated hospital once the patient reaches the hospital
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA6. Read about changes in legislations and organisational policies SA7. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities SA8. Read latest clinical regulations shared by the medical officer SA9. Read the list of hospitals in the major accident or emergency prone locations. SA10. Read upgraded facilities available in existing hospitals SA11. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA12. Interact with the patient SA13. Give clear instructions to the patient SA14. Shout assertively in case the patient does not respond SA15. Collect all necessary information regarding the patient's condition, address SA16. Avoid using jargon, slang or acronyms when communicating with a patient SA17. Communicate with other people around the patient and give them clear instructions about their safety
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to refusal of treatment SB2. Act decisively by balancing protocols and emergency at hand SB3. Manage situations where minors, unconscious or self-harming patients are involved
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB4. How to plan and organise activities that are assigned to him/her SB5. How to quickly think and refer to information about the hospitals in vicinity
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB6. Communicate effectively with patients and their family, physicians, and other members of the health care team



HSS/N2329

**Manage poisoning or overdose (advanced)**

	SB7. Maintain patient confidentiality SB8. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Think through the problem, evaluate the possible solution(s) and suggest the optimum /best possible solution(s) SB9. Identify immediate or temporary solutions to resolve delays
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Carefully notice the symptoms and give the best possible treatment
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB11. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently.

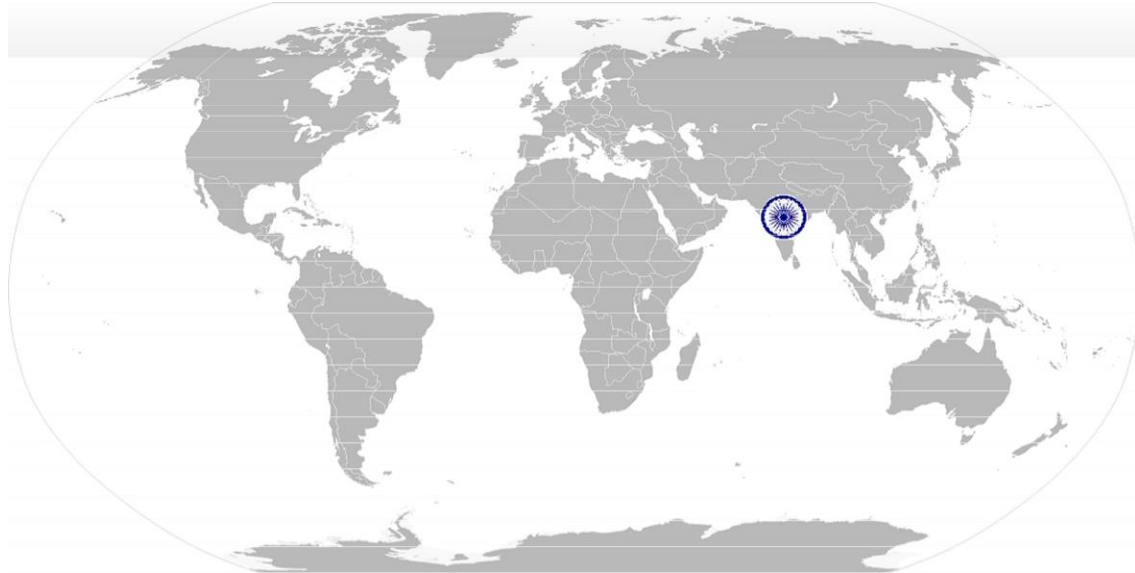


HSS/N2329

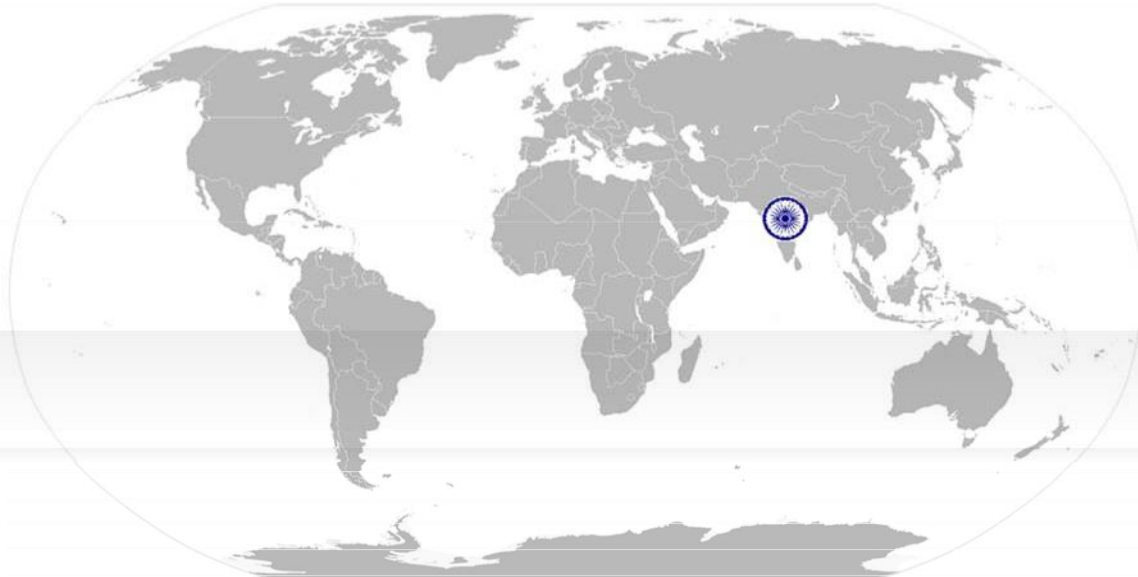
Manage poisoning or overdose (advanced)

### NOS Version Control

<b>NOS Code</b>	<b>HSS/N2329</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT for recognition and treatment of emergencies related to behavioural or psychological conditions.

HSS/N2330

Manage behavioural emergency (advanced)

National Occupational Standard

<b>Unit Code</b>	HSS/N2330
<b>Unit Title</b>	Manage behavioural emergency (advanced)
<b>Description</b>	This OS unit is about the recognition and treatment of emergencies related to behavioural or psychological conditions. It also shares permissible and appropriate emergency medical service procedures that may be rendered by EMT for patients demonstrating such behaviour.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Identifying behavioural emergencies , Managing patients with symptoms of psychological crisis , Following the prescribed procedures and steps involved in behavioural situations</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Identifying behavioural emergencies, Managing patients with symptoms of psychological crisis, Following the prescribed procedures and steps involved in behavioural situations	To be competent, the user/individual on the job must be able to: PC1. Recognise the general factors that may cause an alteration in a patient's behaviour PC2. Recognise the various reasons for psychological crises PC3. Identify the characteristics of an individual's behaviour which suggest that the patient is at risk for suicide PC4. Identify special medical/legal considerations for managing behavioural emergencies PC5. Recognise the special considerations for assessing a patient with behavioural problems PC6. Identify the general principles of an individual's behaviour, which suggest the risk for violence PC7. Identify physical and chemical methods to calm behavioural emergency patients
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Relevant legislation, standards, policies, and procedure followed by the hospital KA2. How to engage with provider for support in order to deliver and assist providers. KA3. How to perform the different procedures to handle common psychological emergencies KA4. The significance of each procedure to manage behavioural emergency KA5. How to use different equipment to perform procedures to handle the emergency KA6. Employee safety policy
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. How to assure his/her own safety in such situations KB2. Legal ramifications of his/her actions KB3. How to transport the patient in a safe and effective manner KB4. How to modify his/her behaviour towards the patient with a behavioural emergency KB5. How to provide emergency medical care to the patient experiencing a behavioural emergency KB6. Various techniques to safely restrain a patient with a behavioural problem KB7. Methods of physical and chemical restraint

HSS/N2330

**Manage behavioural emergency (advanced)**

	KB8. How to check RBS for all alternated levels of consciousness and behaviour emergency cases
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Share sharp, concise and to the point report with the provider institute physician SA2. Complete medical history, PCR and applicable transport form SA3. Facilitate form filling in the allocated hospital once the patient reaches the hospital SA4. Produce information which may include technical material that is appropriate for the intended audience
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA5. Read about changes in legislations and organisational policies SA6. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities SA7. Read latest clinical regulations as shared by the medical officer SA8. Read the list of hospitals in the major accident or emergency prone locations. SA9. Read about upgraded facilities available in existing hospitals SA10. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA11. Interact with the patient SA12. Give clear instructions to the patient SA13. Shout assertively in case the patient does not respond SA14. Collect all necessary information regarding the patient's condition, address SA15. Avoid using jargon, slang or acronyms when communicating with a patient SA16. Communicate with other people around the patient and give them clear instructions around their safety SA17. Communicate clearly with other emergency response agencies if required
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Act decisively by balancing protocols and emergency at hand SB2. Manage situations where minors, unconscious or self-harming patients are involved
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB3. How to plan and organise activities that are assigned to him/her SB4. How to quickly think and refer to information about the hospitals in vicinity
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB5. Communicate effectively with patients and their family, physicians, and other members of the health care team SB6. Maintain patient confidentiality

HSS/N2330

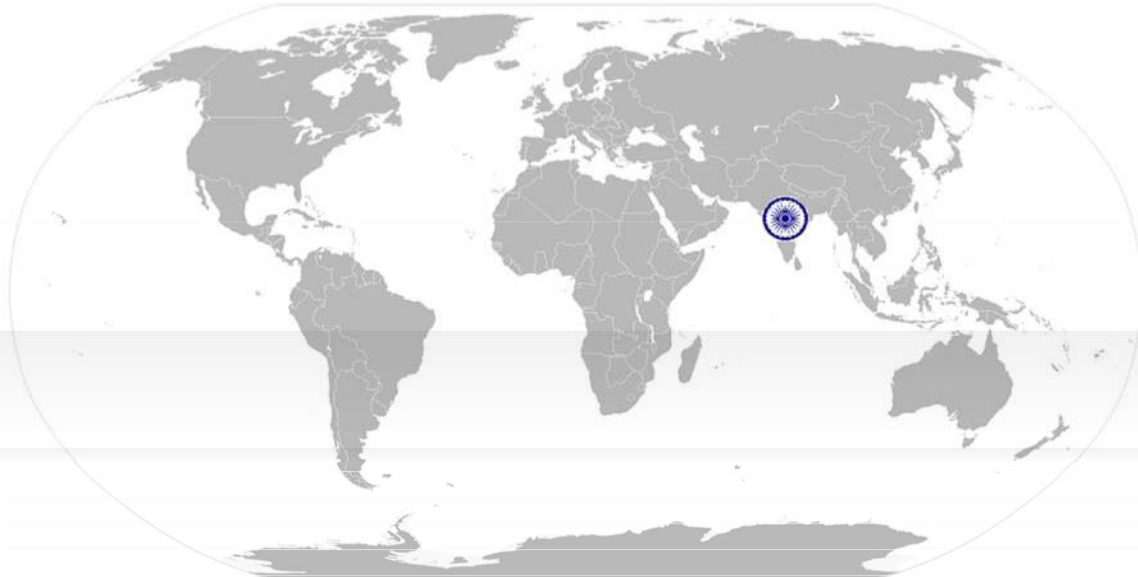
**Manage behavioural emergency (advanced)**

	SB7. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Understand the behavioural change and take a rational step
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB9. Analyse the psychological crisis and suggest the solutions
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB11. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently.

**NOS Version Control**

<b>NOS Code</b>	HSS/N2330		
<b>Credits (NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Health	<b>Drafted on</b>	12/05/13
<b>Industry Sub-sector</b>	Allied Health and Paramedics	<b>Last reviewed on</b>	24/07/13
<b>Occupation</b>	EMERGENCY MEDICAL TECHNICIAN - ADAVANCED	<b>Next review date</b>	24/12/16

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT for care of patients with pre-hospital conditions involving obstetric/ gynaecological emergencies.

HSS/N2312

Manage obstetric/ gynaecological emergencies

National Occupational Standard

<b>Unit Code</b>	HSS/N2312
<b>Unit Title</b>	Manage obstetric/gynaecological emergencies
<b>(Task)</b>	Manage obstetric/gynaecological emergencies
<b>Description</b>	This OS unit is about managing patients with pre-hospital conditions involving obstetric/ gynaecological emergencies. These conditions require discreet, professional, safe and effective care by the EMT.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Providing emergency care during childbirth , Providing care for conditions involving obstetric/gynaecological emergencies</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Providing emergency care during childbirth , Providing care for conditions involving obstetric/ gynaecological emergencies</b>	To be competent, the user/individual on the job must be able to: PC1. Identify the following structures: Uterus, vagina, foetus, placenta, umbilical cord, amniotic sac, and perineum PC2. Identify and explain the use of the contents of an obstetrics kit PC3. Identify pre-delivery emergencies PC4. State indications of an imminent delivery PC5. Differentiate the emergency medical care provided to a patient with predelivery emergencies from a normal delivery PC6. Perform the steps in pre-delivery preparation of the mother PC7. Establish the relationship between body substance isolation and childbirth PC8. Perform the steps to assist in the delivery PC9. State the steps required for care of the baby as the head appears PC10. Explain how and when to cut the umbilical cord PC11. Perform the steps in the delivery of the placenta PC12. Perform the steps in the emergency medical care of the mother post-delivery PC13. Summarise neonatal resuscitation procedures PC14. Identify the procedures for the following abnormal deliveries: Breech birth, multiple births, prolapsed cord, limb presentation PC15. Differentiate the special considerations for multiple births PC16. Recognise special considerations of meconium PC17. Identify special considerations of a premature baby PC18. Perform the emergency medical care of a patient with a gynaecological emergency PC19. Perform steps required for emergency medical care of a mother with excessive bleeding PC20. Complete a Pre-Hospital Care report for patients with obstetrical/gynaecological emergencies
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and	The user/individual on the job needs to know and understand: KA1. Relevant legislation, standards, policies, and procedure followed by the hospital KA2. How to perform the different procedures related to Obstetrics/ Gynaecology emergencies KA3. The significance of each procedure required to handle Obstetrics/ Gynaecology emergency



HSS/N2312

**Manage obstetric/ gynaecological emergencies**

its processes)	KA4. How to use the equipment meant to perform each procedure
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The implications of treating two patients (mother and baby)</p> <p>KB2. Steps to assist in normal cephalic delivery</p> <p>KB3. Infant neonatal procedures</p> <p>KB4. Neonatal resuscitation procedures</p> <p>KB5. How and when to cut the umbilical cord</p> <p>KB6. Post-delivery care of the mother</p> <p>KB7. Procedures for the following abnormal deliveries: Breech birth, prolapsed cord, limb presentation</p> <p>KB8. Procedures and special considerations for multiple births</p> <p>KB9. Special considerations for meconium</p> <p>KB10. Steps required for care of a mother with excessive bleeding or other gynaecological issues</p> <p>KB11. The use of oxytocin, methergin and mesoprostol</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Share documents, reports, task lists, and schedules with co-workers</p> <p>SA2. Record daily activities</p> <p>SA3. Share sharp, concise and to the point report with the provider institute physician</p> <p>SA4. Complete medical history, PCR and applicable transport form</p> <p>SA5. Facilitate form filling in the allocated hospital once the patient reaches the hospital</p> <p>SA6. Produce information which may include technical material that is appropriate for the intended audience</p>
	<b>Reading Skills</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA7. Read about changes in legislations and organisational policies</p> <p>SA8. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities</p> <p>SA9. Read latest clinical regulations as shared by the medical officer</p> <p>SA10. Read about upgraded facilities available in existing hospitals</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA12. Interact with the patient</p> <p>SA13. Give clear instructions to the patient</p> <p>SA14. Shout assertively in case the patient does not respond</p> <p>SA15. Collect all necessary information regarding the patient's condition, address</p> <p>SA16. Avoid using jargon, slang or acronyms when communicating with a patient</p> <p>SA17. Communicate with other people around the patient and give them clear instructions around their safety</p> <p>SA18. Communicate clearly with other emergency response agencies if required</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions pertaining to refusal of treatment</p>

HSS/N2312

**Manage obstetric/ gynaecological emergencies**

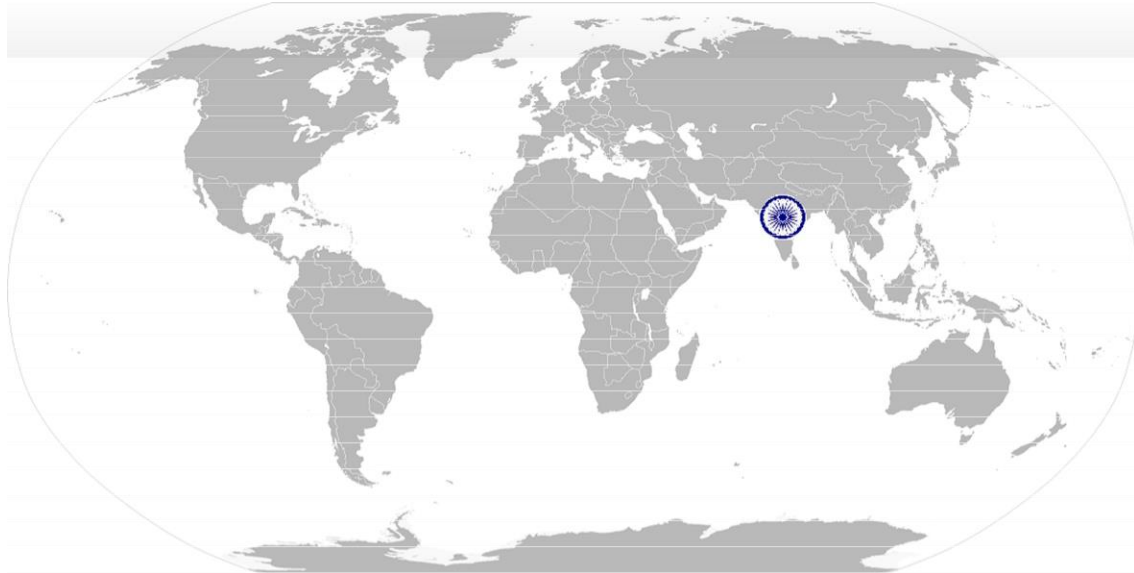
	SB2. Act decisively by balancing protocols and emergency at hand
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB3. How to plan and organise activities that are assigned to him/her SB4. How to quickly think and refer to information about the hospitals in vicinity
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB5. Communicate effectively with patients and their family, physicians, and other members of the health care team SB6. Maintain patient confidentiality SB7. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to: SB8. Use their experience, creativity and assessment skills to narrow down the problem with the patient
	<b>Analytical Thinking</b>
	SB9. Think through the problem, evaluate the possible solution(s) and suggest the optimum /best possible solution
	<b>Critical Thinking</b>
The user/individual on the job needs to know and understand how to: SB10. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently.	

HSS/N2312

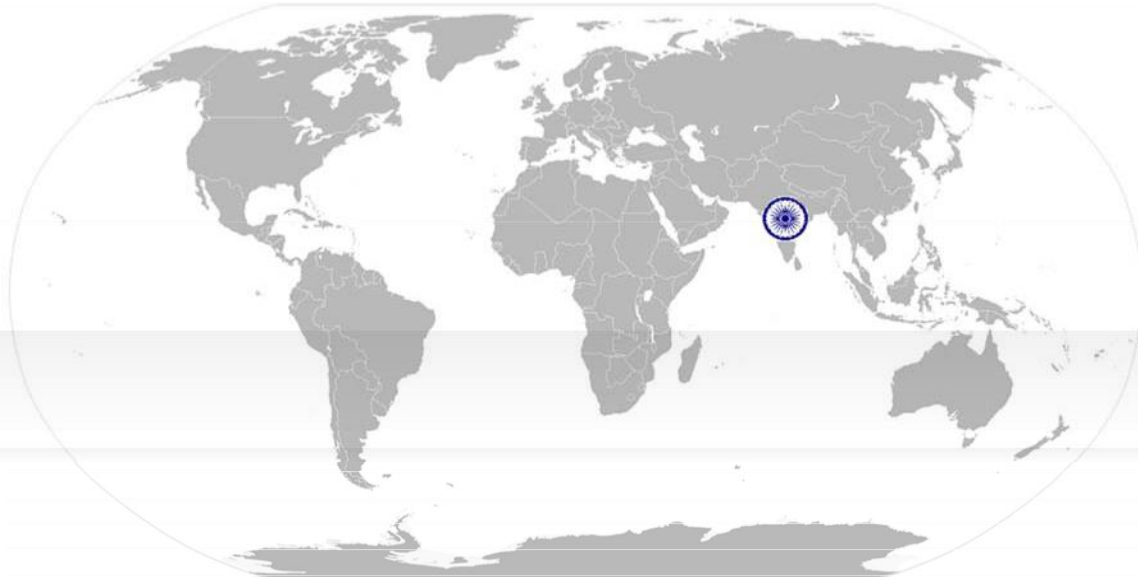
Manage obstetric/ gynaecological emergencies

**NOS Version Control**

<b>NOS Code</b>	<b>HSS/N2312</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT to deal with bleeding and shock (hypoperfusion) as identified during the initial patient assessment after securing the scene and ensuring personal safety.

HSS/N2313

Manage bleeding and shock

National Occupational Standard

<b>Unit Code</b>	HSS/N2313
<b>Unit Title</b>	Manage bleeding and shock
<b>(Task)</b>	Manage bleeding and shock
<b>Description</b>	This OS unit is about managing bleeding and shock (hypoperfusion) after the initial patient assessment. Control of arterial or venous bleeding is done upon immediate identification, after airway and breathing.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>• Rendering basic medical care to a patient with bleeding injuries, Arresting the</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Rendering basic medical care to a patient with bleeding injuries, Arresting the bleeding</b>	To be competent, the user/individual on the job must be able to: PC1. Recognise the structure and function of the circulatory system PC2. Differentiate between arterial, venous and capillary bleeding PC3. State methods of emergency medical care of external bleeding PC4. Establish the relationship between body substance isolation and bleeding PC5. Establish the relationship between airway management and the trauma patient PC6. Establish the relationship between mechanism of injury and internal bleeding PC7. Recognise the signs of internal bleeding PC8. Perform the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding PC9. Recognise the signs and symptoms of shock (hypoperfusion) PC10. Perform the steps in the emergency medical care of the patient with signs and symptoms of shock (hypoperfusion) PC11. Recognize different types of shock and initiate appropriate medical management
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Relevant legislation, standards, policies, and procedure followed by hospital. KA2. Clinical protocols used by the provider to control bleeding and shock KA3. Procedures and guidelines of the hospital in case of hazards at the site or in case of accidents
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. How to perform the different procedures to manage bleeding and shock KB2. The significance of each procedure to manage bleeding and shock in patient management KB3. How to use the equipment meant to perform each procedure KB4. Engage with the medical officer for support in case the situation is beyond one's competence KB5. Methods of controlling external bleeding with emphasis on body substance isolation. KB6. Methods used to treat internal bleeding.

HSS/N2313

**Manage bleeding and shock**

	<p>KB7. Methods used to treat the patient in shock (hypoperfusion).          KB8. Sense of urgency to transport patients that are bleeding and show signs of shock (hypoperfusion)          KB9. How to use diffuse pressure as a method of emergency medical care of external bleeding.          KB10. Use of pressure points and tourniquets as a method of emergency medical care of external bleeding.          KB11. Signs and symptoms of internal bleeding.          KB12. Signs and symptoms of shock (hypoperfusion)</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:          SA1. Share documents, reports, task lists, and schedules with co-workers          SA2. Record daily activities          SA3. Share sharp, concise and to the point report with the provider institute physician          SA4. Complete medical history, PCR and applicable transport form          SA5. Facilitate form filling in the allocated hospital once the patient reaches the hospital          SA6. Produce information which may include technical material that is appropriate for the intended audience</p>
	<b>Reading Skills</b>
	<p>The user/individual on the job needs to know and understand how to:          SA7. Read about changes in legislations and organisational policies          SA8. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities          SA9. Read latest clinical regulations shared by the medical officer          SA10. Read the list of hospitals in the major accident or emergency prone locations.          SA11. Read about upgraded facilities available in existing hospitals          SA12. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/individual on the job needs to know and understand how to:          SA13. Interact with the patient          SA14. Give clear instructions to the patient          SA15. Shout assertively in case the patient does not respond          SA16. Collect all necessary information regarding the patient's condition, address          SA17. Avoid using jargon, slang or acronyms when communicating with a patient          SA18. Communicate with other people around the patient and give them clear instructions around their safety          SA19. Communicate clearly with other emergency response agencies if required</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	<p>The user/individual on the job needs to know and understand how to:          SB1. Make decisions pertaining to refusal of treatment          SB2. Act decisively by balancing protocols and emergency at hand          SB3. Manage situations where minors, unconscious or self-harming patients are involved</p>

HSS/N2313

**Manage bleeding and shock**

	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB4. How to plan and organise activities that are assigned to him/her SB5. How to quickly think and refer to information about the hospitals in the vicinity
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB6. Communicate effectively with patients and their family, physicians, and other members of the health care team SB7. Maintain patient confidentiality SB8. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB9. Identify immediate or temporary solutions to resolve delays
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Analyse cuts and shock severity and carry the treatment procedures
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB11. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently.

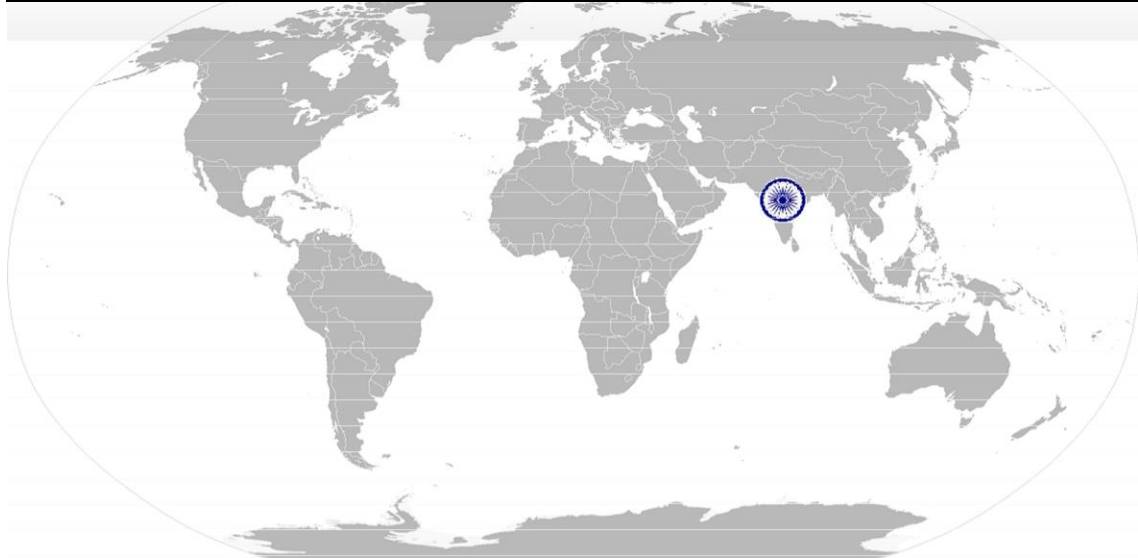


HSS/N2313

Manage bleeding and shock

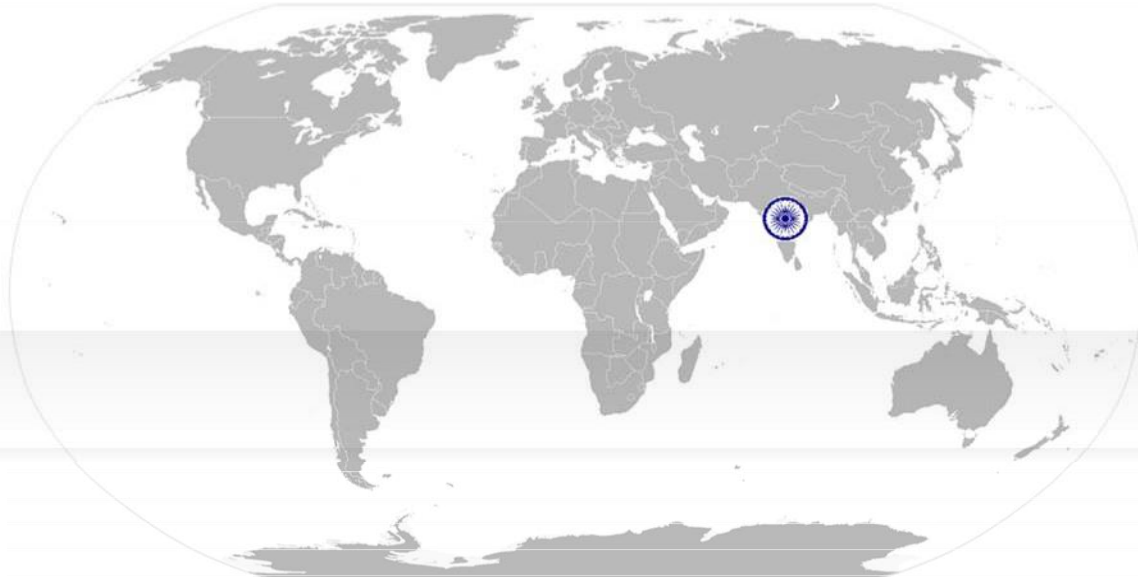
## NOS Version Control

<b>NOS Code</b>	<b>HSS/N2313</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>





# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT to deal with soft tissue injuries and burns which are to be treated after the initial assessment, unless life threatening.

HSS/N2314

Manage soft tissue injury and burns

National Occupational Standard

<b>Unit Code</b>	HSS/N2314
<b>Unit Title</b>	Manage soft tissue injury and burns
<b>(Task)</b>	Manage soft tissue injury and burns
<b>Description</b>	This OS unit is about the recognition of soft tissue injuries. Unless life threatening, soft tissue injuries are to be treated after the initial assessment. The EMT will treat soft tissue injuries prior to the movement of the patient unless the patient condition warrants immediate transport.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Rendering basic medical care to a patient with soft tissue injuries such as burns and proficiency in the technique of dressing and bandaging.</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Rendering basic medical care to a patient with soft tissue injuries such as burns and proficiency in the technique of dressing and bandaging.</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Recognise the major functions of the skin</p> <p>PC2. Recognise the layers of the skin</p> <p>PC3. Establish the relationship between body substance isolation (BSI) and soft tissue injuries</p> <p>PC4. Recognise the types of closed soft tissue injuries</p> <p>PC5. Perform the emergency medical care of the patient with a closed soft tissue injury</p> <p>PC6. State the types of open soft tissue injuries</p> <p>PC7. Recognise the emergency medical care of the patient with an open soft tissue injury</p> <p>PC8. Recognise the emergency medical care considerations for a patient with a penetrating chest injury</p> <p>PC9. Perform the emergency medical care considerations for a patient with an open wound to the abdomen</p> <p>PC10. Differentiate the care of an open wound to the chest from an open wound to the abdomen</p> <p>PC11. Classify burns</p> <p>PC12. Recognise superficial burn</p> <p>PC13. Recognise the characteristics of a superficial burn</p> <p>PC14. Recognise partial thickness burn</p> <p>PC15. Recognise the characteristics of a partial thickness burn</p> <p>PC16. Recognise full thickness burn</p> <p>PC17. Recognise the characteristics of a full thickness burn</p> <p>PC18. Perform the emergency medical care of the patient with a superficial burn</p> <p>PC19. Perform the emergency medical care of the patient with a partial thickness burn</p> <p>PC20. Perform the emergency medical care of the patient with a full thickness burn</p> <p>PC21. Recognise the functions of dressing and bandaging</p> <p>PC22. Describe the purpose of a bandage</p> <p>PC23. Perform the steps in applying a pressure dressing</p> <p>PC24. Establish the relationship between airway management and the patient with chest injury, burns, blunt and penetrating injuries</p> <p>PC25. Know the ramification of improperly applied dressings, splints and tourniquets</p>

HSS/N2314

**Manage soft tissue injury and burns**

	<p>PC26. Perform the emergency medical care of a patient with an impaled object</p> <p>PC27. Perform the emergency medical care of a patient with an amputation</p> <p>PC28. Perform the emergency care for a chemical burn</p> <p>PC29. Perform the emergency care for an electrical burn</p> <p>PC30. Recognise inhalation injury and perform emergency care</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Relevant legislation, standards, policies, and procedure followed by hospital</p> <p>KA2. How to engage with the medical officer for support in case the situation is beyond one's competence</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Various layers of the skin</p> <p>KB2. Various types of soft tissue injuries</p> <p>KB3. How to perform the different procedures to manage soft tissue injuries and burns</p> <p>KB4. The significance of each procedure to effectively handle soft tissue injury and burns</p> <p>KB5. How to use the equipment meant to perform the procedures</p> <p>KB6. Procedure for treating a closed soft tissue injury</p> <p>KB7. Procedure for treating an open soft tissue injury</p> <p>KB8. Necessary body substance isolation that must be taken when dealing with soft tissue injuries</p> <p>KB9. Proper method for applying an occlusive dressing</p> <p>KB10. Proper method for stabilising an impaled object</p> <p>KB11. Proper method of treating an evisceration</p> <p>KB12. How to recognise superficial, partial thickness and full thickness burns</p> <p>KB13. Proper treatment for a superficial, partial thickness, and full thickness burn</p> <p>KB14. Various types of dressings and bandages</p> <p>KB15. Proper method for applying a universal dressing, 4 X 4 inch dressing, and adhesive type dressing</p> <p>KB16. Proper method for applying bandages: self-adherent, gauze rolls, triangular, adhesive tape, and air splints</p> <p>KB17. Proper method for applying a pressure dressing</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Share documents, reports, task lists, and schedules with co-workers</p> <p>SA2. Record daily activities</p> <p>SA3. Share sharp, concise and to the point report with the provider institute physician</p> <p>SA4. Complete medical history, PCR and applicable transport form</p> <p>SA5. Facilitate form filling in the allocated hospital once the patient reaches the hospital</p> <p>SA6. Produce information which may include technical material that is appropriate</p>

HSS/N2314

**Manage soft tissue injury and burns**

	for the intended audience
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA7. Read about changes in legislations and organisational policies SA8. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities SA9. Read latest clinical regulations shared by the medical officer SA10. Read the list of hospitals in the major accident or emergency prone locations. SA11. Read about upgraded facilities available in existing hospitals SA12. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA13. Interact with the patient SA14. Give clear instructions to the patient SA15. Shout assertively in case the patient does not respond SA16. Collect all necessary information regarding the patient's condition, address SA17. Avoid using jargon, slang or acronyms when communicating with a patient SA18. Communicate with other people around the patient and give them clear instructions around their safety SA19. Communicate clearly with other emergency response agencies if required
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to refusal of treatment SB2. Act decisively by balancing protocols and emergency at hand SB3. Manage situations where minors, unconscious or self-harming patients are involved
	<b>Plan and Organize</b>
	SB4. How to plan and organise activities that are assigned to him/her SB5. How to quickly think and refer to information about the hospitals in the vicinity
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB6. Communicate effectively with patients and their family, physicians, and other members of the health care team SB7. Maintain patient confidentiality SB8. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB9. Think through the problem, evaluate the possible solution(s) and suggest the optimum /best possible solution(s) SB10. Identify immediate or temporary solutions to resolve delays
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB11. Analyse the injury and render the required medical care

HSS/N2314

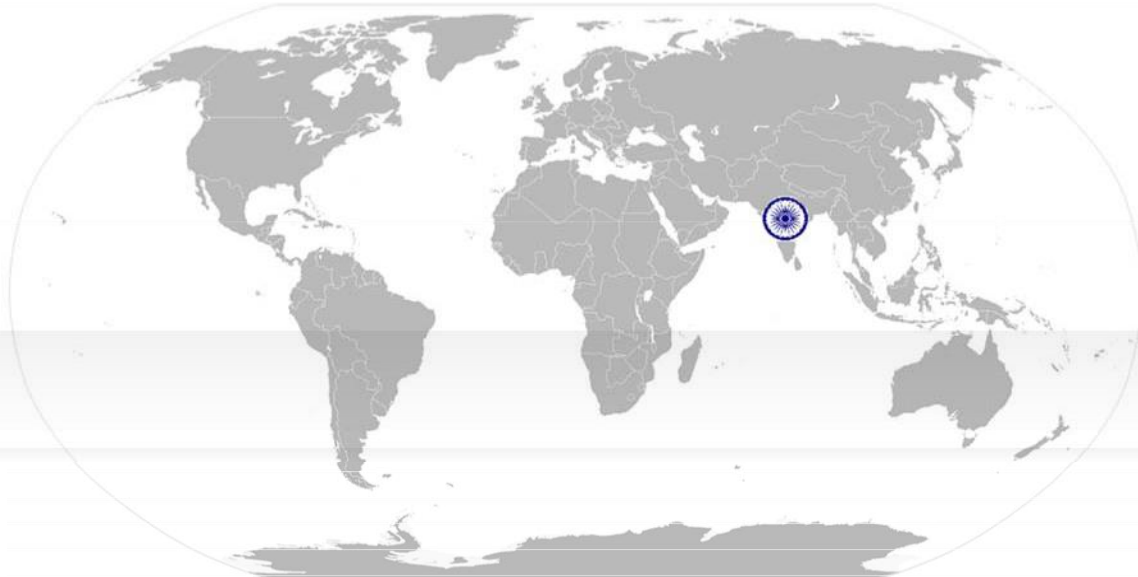
**Manage soft tissue injury and burns**

	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB12. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently

**NOS Version Control**

<b>NOS Code</b>	<b>HSS/N2314</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT for dealing with injuries to bones and joints requiring splinting prior to the movement of the patient unless life-threatening injuries are present

HSS/N2315

Manage musculoskeletal injuries

National Occupational Standard

<b>Unit Code</b>	HSS/N2315
<b>Unit Title</b>	Manage musculoskeletal injuries
<b>(Task)</b>	Manage musculoskeletal injuries
<b>Description</b>	This OS unit is about the recognition of injuries to bones and joints requiring splinting prior to the movement of the patient unless life-threatening injuries are present. If life-threatening injuries are present, splinting should be done en route to the receiving facility when possible
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>• Rendering basic medical care to a patient with musculoskeletal injuries</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Rendering basic medical care to a patient with musculoskeletal injuries</b>	To be competent, the user/individual on the job must be able to: PC1. Recognise the function of the muscular system PC2. Recognise the function of the skeletal system PC3. Recognise the major bones or bone groupings of the spinal column; the thorax; the upper extremities; the lower extremities PC4. Differentiate between an open and a closed painful, swollen, deformed extremity PC5. Manage musculoskeletal injuries including thoracic and abdominal injuries PC6. State the reasons for splinting PC7. List the general rules of splinting PC8. Ramification & complications of splinting PC9. Perform the emergency medical care for a patient with a painful, swollen, deformed extremity PC10. How to apply pelvic binder techniques for fracture of pelvis
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Relevant legislation, standards, policies, and procedures followed by the hospital
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. How to perform the different procedures to manage musculoskeletal injuries including thoracic and abdominal injuries KB2. The significance of each procedure in effectively manage the situation of musculoskeletal injuries KB3. How to use the equipment meant to perform the procedure KB4. Signs of open and closed type bone and joint injuries KB5. Assessment of an injured extremity KB6. Splinting procedures relevant to the general rules of splinting using: Rigid splints, traction splints, pneumatic splints, improvised splints, and pneumatic anti-shock garments KB7. Procedure for splinting an injury with distal cyanosis or lacking a distal pulse KB8. The use of analgesic injections for relief of pain

HSS/N2315

**Manage musculoskeletal injuries**

	KB9. How to manage bleeding complications associated with long bone fractures KB10. How to assess neuro-vascular status of limbs
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Share documents, reports, task lists, and schedules with co-workers SA2. Record daily activities SA3. Share sharp, concise and to the point report with the provider institute physician SA4. Complete medical history, PCR and applicable transport form SA5. Facilitate form filling in the allocated hospital once the patient reaches the hospital SA6. Produce information which may include technical material that is appropriate for the intended audience
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA7. Read about changes in legislations and organisational policies SA8. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities SA9. Read latest clinical regulations shared by the medical officer SA10. Read the list of hospitals in the major accident or emergency prone locations SA11. Read about upgraded facilities available in existing hospitals SA12. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA13. Interact with the patient SA14. Give clear instructions to the patient SA15. Shout assertively in case the patient does not respond SA16. Collect all necessary information regarding the patient's condition, address SA17. Avoid using jargon, slang or acronyms when communicating with a patient SA18. Communicate with other people around the patient and give them clear instructions around their safety
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to refusal of treatment SB2. Act decisively by balancing protocols and emergency at hand SB3. Manage situations where minors, unconscious or self-harming patients are involved
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB4. How to plan and organise activities that are assigned to him/her SB5. How to quickly think and refer to information about the hospitals in the vicinity



HSS/N2315

**Manage musculoskeletal injuries**

	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB6. Communicate effectively with patients and their family, physicians, and other members of the health care team SB7. Maintain patient confidentiality SB8. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to: SB9. Take into account a number of factors to solve the problem, such as whether one or two paramedics are required and whether the patient can move at all on his or her own
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Analyse the impact of musculoskeletal injuries and provide the medical care
<b>Critical Thinking</b>	
The user/individual on the job needs to know and understand how to: SB11. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently	



HSS/N2315

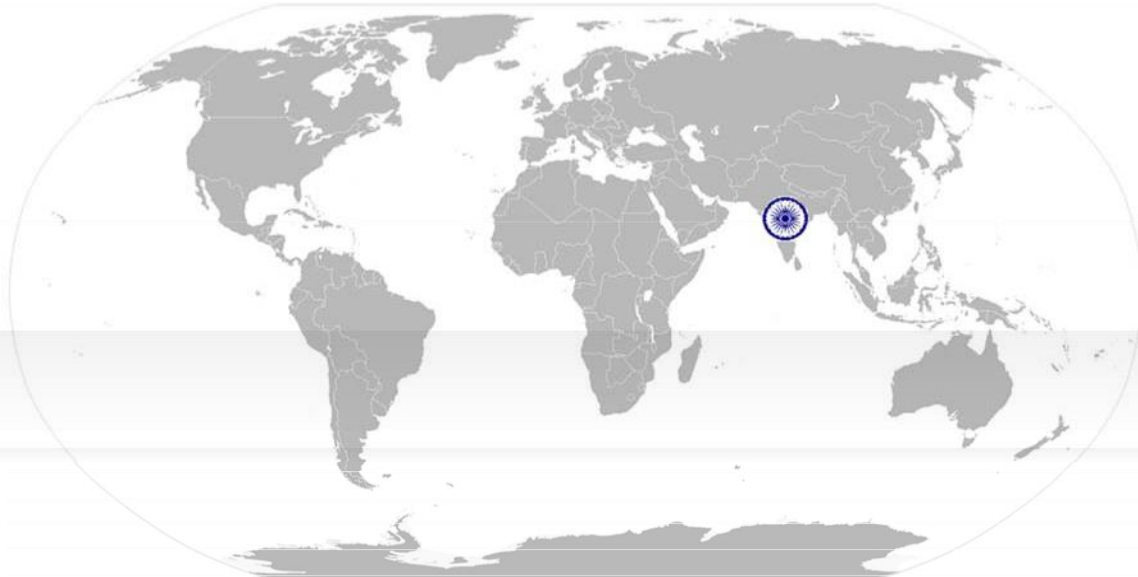
Manage musculoskeletal injuries

### NOS Version Control

<b>NOS Code</b>	<b>HSS/N2315</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT for performing procedures involved in any type of traumatic incident in which the mechanism of injury and/or signs and symptoms indicate a possible spinal injury

HSS/N2316

Manage injuries to head and spine

National Occupational Standard

<b>Unit Code</b>	HSS/N2316
<b>Unit Title</b>	Manage injuries to head and spine
<b>Description</b>	This OS unit is about ensuring that for every patient who is involved in any type of traumatic incident, in which the mechanism of injury and/or signs and symptoms indicate a possible spinal injury, complete spinal immobilisation is carried out
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Identifying signs and symptoms of head and spinal injuries , Recognising when a patient may need immobilisation and acting accordingly</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Identifying signs and symptoms of head and spinal injuries , Recognising when a patient may need immobilisation and acting accordingly</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. State the components of the nervous system</p> <p>PC2. List the functions of the central nervous system</p> <p>PC3. Recognise the structure of the skeletal system as it relates to the nervous system</p> <p>PC4. Relate mechanism of injury to potential injuries of the head and spine</p> <p>PC5. Recognise the implications of not properly caring for potential spine injuries</p> <p>PC6. State the signs and symptoms of a potential spine injury</p> <p>PC7. Recognise the method of determining if a responsive patient may have a spine injury</p> <p>PC8. Relate the airway emergency medical care techniques to the patient with a suspected spine injury</p> <p>PC9. Identify how to stabilise the cervical spine</p> <p>PC10. Indications for sizing and using a cervical spine immobilisation device</p> <p>PC11. Establish the relationship between airway management and the patient with head and spine injuries</p> <p>PC12. Recognise a method for sizing a cervical spine immobilisation device</p> <p>PC13. Log roll a patient with a suspected spine injury</p> <p>PC14. Secure a patient to a long spine board</p> <p>PC15. List instances when a short spine board should be used</p> <p>PC16. Immobilise a patient using a short spine board</p> <p>PC17. Recognise the indications for the use of rapid extrication</p> <p>PC18. Understand the steps in performing rapid extrication</p> <p>PC19. Identify the circumstances when a helmet should be left on the patient</p> <p>PC20. Identify the circumstances when a helmet should be removed</p> <p>PC21. Identify alternative methods for removal of a helmet</p> <p>PC22. Stabilise patient's head to remove the helmet</p> <p>PC23. Differentiate how the head is stabilised with a helmet compared to without a Helmet</p> <p>PC24. Immobilise paediatric and geriatric victims</p> <p>PC25. Manage scalp bleeding</p> <p>PC26. Manage eye injury</p>

HSS/N2316

Manage injuries to head and spine

Knowledge and Understanding (K)	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Relevant legislation, standards, policies, and procedure followed by hospital KA2. How to engage with the medical officer for support in case the situation is beyond one's competence
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. How to perform the different procedures to manage injuries head and spine KB2. The significance of each procedure in handling situation of head and spinal injuries KB3. How to use the equipment meant to perform the procedure KB4. Nervous system anatomy KB5. Structure of the skeletal system as it relates to the nervous system KB6. Related mechanism of injury to potential injuries of the head and spine KB7. Potential signs and symptoms of a potential spine injury KB8. Method of determining if a responsive patient may have a spine injury KB9. Airway emergency medical care techniques for the patient with a suspected spinal cord injury KB10. Methods for sizing various cervical spine immobilisation devices KB11. Rapid extrication techniques KB12. How to stabilise the cervical spine KB13. How to immobilise a patient using a short spine board KB14. How to log roll a patient with a suspected spine injury KB15. How to secure a patient to a long spine board KB16. Preferred methods to remove sports, motorcycle and various other helmets KB17. Alternative methods for removal of a helmet KB18. How the head is stabilised with a helmet compared to without a helmet KB19. How the patient's head is stabilised in order to remove a helmet KB20. Sudden airway emergency medical care with helmet on
Skills (S)	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Share documents, reports, task lists, and schedules with co-workers SA2. Record daily activities SA3. Share sharp, concise and to the point report with the provider institute Physician SA4. Complete medical history, PCR and applicable transport form SA5. Facilitate form filling in the allocated hospital once the patient reaches the hospital SA6. Produce information which may include technical material that is appropriate for the intended audience
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA7. Read about changes in legislations and organisational policies SA8. Keep abreast with the latest knowledge by reading internal communications

HSS/N2316

**Manage injuries to head and spine**

	<p>and legal framework changes related to roles and responsibilities SA9. Read latest clinical regulations shared by the medical officer SA10. Read the list of hospitals in the major accident or emergency prone locations SA11. Read about upgraded facilities available in existing hospitals SA12. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/individual on the job needs to know and understand how to: SA13. Interact with the patient SA14. Give clear instructions to the patient SA15. Shout assertively in case the patient does not respond SA16. Collect all necessary information regarding the patient's condition, address SA17. Avoid using jargon, slang or acronyms when communicating with a patient SA18. Communicate with other people around the patient and give them clear instructions around their safety SA19. Communicate clearly with other emergency response agencies if required</p>
<b>B. Professional Skills</b>	<p><b>Decision Making</b></p> <p>The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to refusal of treatment SB2. Act decisively by balancing protocols and emergency at hand SB3. Manage situations where minors, unconscious or self-harming patients are involved</p>
	<p><b>Plan and Organize</b></p> <p>The user/individual on the job needs to know and understand: SB4. How to plan and organise activities that are assigned to him/her SB5. How to quickly think and refer to information about the hospitals in the vicinity</p>
	<p><b>Customer Centricity</b></p> <p>The user/individual on the job needs to know and understand how to: SB6. Communicate effectively with patients and their family, physicians, and other members of the health care team SB7. Maintain patient confidentiality SB8. Respect the rights of the patient(s)</p>
	<p><b>Problem Solving</b></p> <p>The user/individual on the job needs to know and understand how to: SB9. Think through the problem, evaluate the possible solution(s) and suggest the optimum /best possible solution(s) SB10. Identify immediate or temporary solutions to resolve delays</p>
	<p><b>Analytical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to: SB11. Cautiously analyse the symptoms of head and spinal injuries and suggest the best possible solution</p>
	<p><b>Critical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to: SB12. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently</p>

HSS/N2316

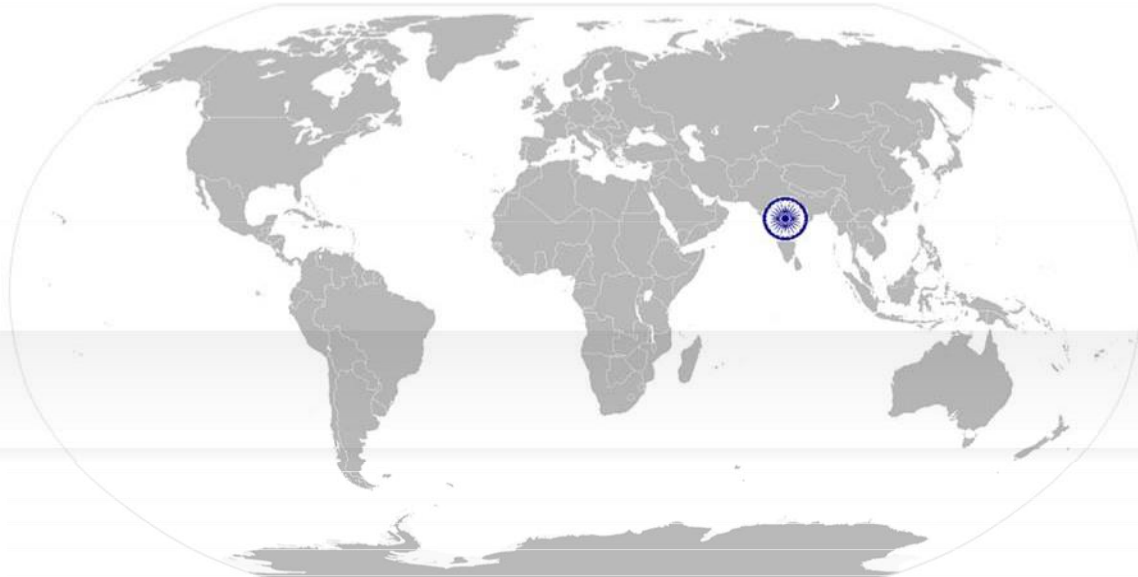
Manage injuries to head and spine

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N2316</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding, skills required of an EMT to manage ill or injured infants and children



HSS/N2317

Manage infants, neonates and children

National Occupational Standard

<b>Unit Code</b>	HSS/N2317
<b>Unit Title</b>	Manage infants, neonates and children
<b>(Task)</b>	Manage infants, neonates and children
<b>Description</b>	This OS unit is about management of an ill or injured infant or child, considering anatomical and physiological differences between infants or child and adults
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Managing ill or injured infant or children patients , Differentiating the response of the infant or child patient from that of an adult and acting in accordance</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Managing ill or injured infant or children patients , Differentiating the response of the infant or child patient from that of an adult and acting in accordance</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Identify the developmental considerations for the age groups of infants, toddlers, pre-school, school age and adolescent</p> <p>PC2. Identify differences in anatomy and physiology of the infant, child and adult patient</p> <p>PC3. Differentiate the response of the ill or injured infant or child (age specific) from that of an adult</p> <p>PC4. Understand various causes of respiratory emergencies</p> <p>PC5. Differentiate between respiratory distress and respiratory failure</p> <p>PC6. Perform the steps in the management of foreign body airway obstruction</p> <p>PC7. Implement emergency medical care strategies for respiratory distress and respiratory failure</p> <p>PC8. Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient</p> <p>PC9. Recognise the methods of determining end organ perfusion in the infant and child patient</p> <p>PC10. Identify the usual cause of cardiac arrest in infants and children versus adults</p> <p>PC11. Recognise the common causes of seizures in the infant and child patient</p> <p>PC12. Perform the management of seizures in the infant and child patient</p> <p>PC13. Differentiate between the injury patterns in adults, infants, and children</p> <p>PC14. Perform the field management of the infant and child trauma patient</p> <p>PC15. Summarise the indicators of possible child abuse and neglect</p> <p>PC16. Recognise the medical legal responsibilities in suspected child abuse</p> <p>PC17. Recognise need for EMT debriefing following a difficult infant or child transport</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>KA1. The relevant legislation, standards, policies, and procedure followed by hospital</p> <p>KA2. Relevant procedures, policies and processes used by the hospital specifically in dealing with infants and children</p> <p>KA3. Legislation regarding care of children, especially where possible child abuse is suspected</p> <p>KA4. Legislation and policies followed by the Hospital for provision of information on the health and care of infants and children with parents and family members</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to perform the different procedures to manage infants and children</p> <p>KB2. The significance of each procedure in management of infants and children</p>

HSS/N2317

**Manage infants, neonates and children**

	<p>KB3. How to use the equipment meant to perform the procedure</p> <p>KB4. The development milestones for children</p> <p>KB5. The Infant anatomy and physiology</p> <p>KB6. The symptoms of medical emergency in Infants and children</p> <p>KB7. The techniques of foreign body airway obstruction removal in the infant</p> <p>KB8. The techniques of foreign body airway obstruction removal in the child</p> <p>KB9. The Bag-valve-mask artificial ventilations for the infant</p> <p>KB10. The Bag-valve-mask artificial ventilations for the child</p> <p>KB11. The Oxygen delivery for the infant and child</p> <p>KB12. The assessment of the infant and child</p> <p>KB13. The in-line cervical immobilisation with and without artificial ventilation in infants and children</p> <p>KB14. The use of medications and doses for paediatric cases</p> <p>KB15. The use of equipment for paediatric age group</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to:
	<p>SA1. Record daily activities that are being performed</p> <p>SA2. Share sharp, concise and to the point report with the provider institute physician</p> <p>SA3. Complete medical history, PCR and applicable transport form</p> <p>SA4. Facilitate form filling in the allocated hospital once the patient reaches the hospital</p> <p>SA5. Produce information which may include technical material that is appropriate for the intended audience</p>
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to:
	<p>SA6. Read about changes in legislations and organisational policies</p> <p>SA7. Keep updated with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities</p> <p>SA8. Read on latest clinical regulations as shared by the medical officer</p> <p>SA9. Read on the list of hospitals in the major accident or emergency prone locations</p> <p>SA10. Read on upgraded facilities available in existing hospitals</p> <p>SA11. Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to:
	<p>SA12. Interact with children, especially in emergency, stressful or traumatic situations</p> <p>SA13. Collect all necessary information regarding the patient's condition, address</p> <p>SA14. Avoid using jargon, slang or acronyms when communicating with a patient</p> <p>SA15. Communicate with other people around the patient and give them clear instructions around their safety</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to:
	<p>SB1. Make decisions pertaining to refusal of treatment</p> <p>SB2. Act decisively by balancing protocols and emergency at hand</p>

HSS/N2317

**Manage infants, neonates and children**

	SB3. Manage situations as minors are involved
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB4. How to plan and organise activities that are assigned to him/her SB5. How to quickly think and refer to information about the hospitals in the vicinity
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB6. Communicate effectively with patients and their family, physicians, and other members of the health care team SB7. Maintain patient confidentiality SB8. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand: SB9. The situation of infant and children and take the remedial measures
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Analyse the situation and function effectively to manage ill or injured infants or children
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB11. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently

HSS/N2317

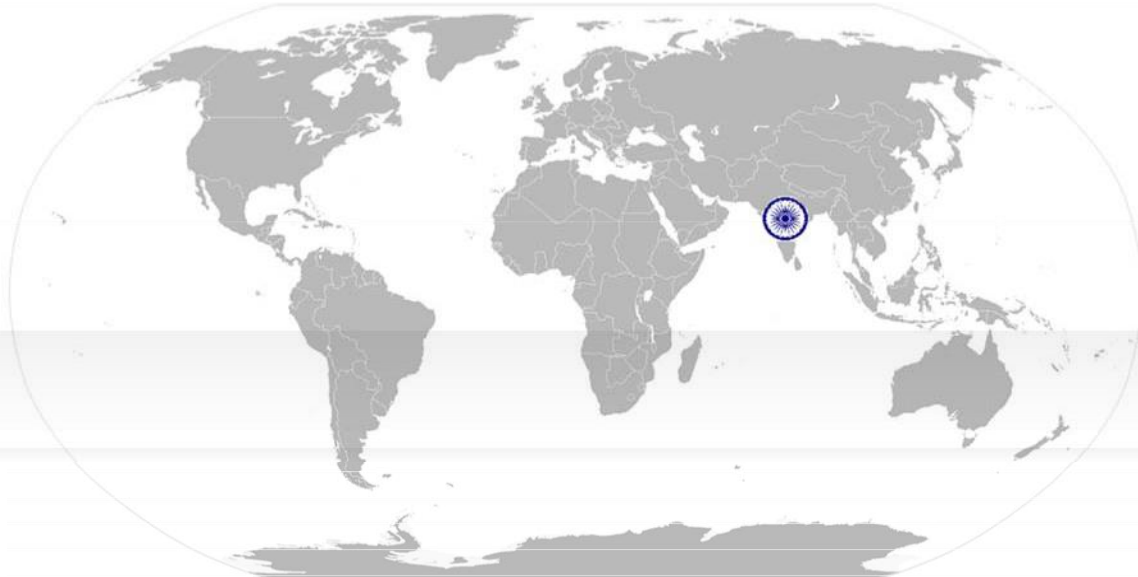
Manage infants, neonates and children

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N2317</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



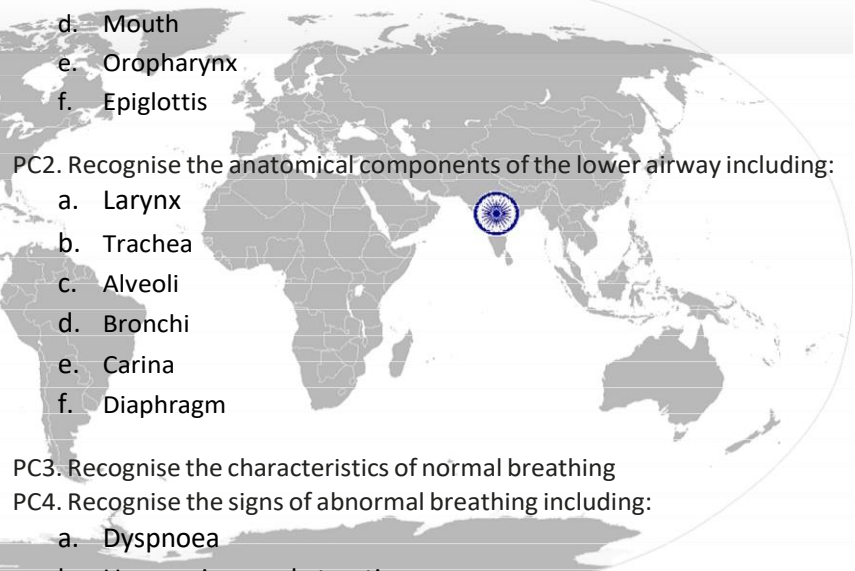
## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT for dealing with respiratory emergencies

HSS/N2318


Manage respiratory emergency

National Occupational Standard

<b>Unit Code</b>	HSS/N2318
<b>Unit Title</b>	Manage respiratory emergency
<b>(Task)</b>	Manage respiratory emergency
<b>Description</b>	This OS unit is about assessing the symptoms of a patient with breathing difficulties and providing emergency treatment
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Rendering basic medical care to a patient with a respiratory emergency</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Rendering basic medical care to a patient with a respiratory emergency</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Recognise the anatomical components of the upper airway including:</p> <ol style="list-style-type: none"> <li>Nasopharynx</li> <li>Nasal air passage</li> <li>Pharynx</li> <li>Mouth</li> <li>Oropharynx</li> <li>Epiglottis</li> </ol>  <p>PC2. Recognise the anatomical components of the lower airway including:</p> <ol style="list-style-type: none"> <li>Larynx</li> <li>Trachea</li> <li>Alveoli</li> <li>Bronchi</li> <li>Carina</li> <li>Diaphragm</li> </ol> <p>PC3. Recognise the characteristics of normal breathing</p> <p>PC4. Recognise the signs of abnormal breathing including:</p> <ol style="list-style-type: none"> <li>Dyspnoea</li> <li>Upper airway obstruction</li> <li>Acute pulmonary oedema</li> <li>Chronic obstructive pulmonary disease</li> <li>Bronchitis</li> <li>Emphysema</li> <li>Pneumothorax</li> <li>Asthma</li> <li>Pneumonia</li> <li>Pleural effusion</li> <li>Pulmonary embolism</li> <li>Hyperventilation</li> </ol> <p>PC5. Recognise the characteristics of abnormal breath sounds</p> <p>PC6. Recognise the characteristics of irregular breathing patterns</p>

HSS/N2318

**Manage respiratory emergency**

	<p>PC7. Complete a focused history and physical exam of the patient</p> <p>PC8. Establish airway in patient with respiratory difficulties</p> <p>PC9. Contact Dispatch and Medical Control for choosing nebulizer therapy</p> <p>PC10. Understand the various types of Metered Dose Inhalers including:</p> <ol style="list-style-type: none"> <li>Preventil</li> <li>Ventoiln</li> <li>Alupent</li> <li>Metaprel</li> <li>Brethine</li> <li>Albuterol</li> <li>Metaproterenol</li> <li>Terbutaline</li> </ol> <p>PC11. Understand the contraindications and side effects for various types of Metered Dose Inhalers</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Relevant legislation, standards, policies, and procedures followed by the hospital</p> 
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The anatomical components of the upper airway including:</p> <ol style="list-style-type: none"> <li>Nasopharynx</li> <li>Nasal air passage</li> <li>Pharynx</li> <li>Mouth</li> <li>Oropharynx</li> <li>Epiglottis</li> </ol> <p>KB2. The anatomical components of the lower airway including:</p> <ol style="list-style-type: none"> <li>Larynx</li> <li>Trachea</li> <li>Alveoli</li> <li>Bronchi</li> <li>Carina</li> <li>Diaphragm</li> </ol> <p>KB3. The characteristics of normal breathing</p> <p>KB4. The signs of abnormal breathing including:</p> <ol style="list-style-type: none"> <li>Dyspnoea</li> <li>Upper airway obstruction</li> <li>Acute pulmonary oedema</li> <li>Chronic obstructive pulmonary disease</li> </ol>

HSS/N2318

**Manage respiratory emergency**

	<ul style="list-style-type: none"> <li>e. Bronchitis</li> <li>f. Emphysema</li> <li>g. Pneumothorax</li> <li>h. Asthma</li> <li>i. Pneumonia</li> <li>j. Pleural effusion</li> <li>k. Pulmonary embolism</li> <li>l. Hyperventilation</li> </ul> <p>KB5. The characteristics of abnormal breath sounds  KB6. The characteristics of irregular breathing patterns  KB7. How to complete a focused history and physical exam of the patient  KB8. How to establish airway in patient with respiratory difficulties  KB9. How to contact Dispatch and Medical Control for choosing nebulizer therapy  KB10. The various types of Metered Dose Inhalers including:</p> <ul style="list-style-type: none"> <li>a. Preventil</li> <li>b. Ventoiln</li> <li>c. Alupent</li> <li>d. Metaprel</li> <li>e. Brethine</li> <li>f. Albuterol</li> <li>g. Metaproterenol</li> <li>h. Terbutaline</li> </ul> <p>KB11. The contraindications and side effects for various types of Metered Dose Inhalers</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Share documents, reports, task lists, and schedules with co-workers  SA2. Record daily activities  SA3. Share sharp, concise and to the point report with the provider institute physician  SA4. Complete medical history, PCR and applicable transport form  SA5. Facilitate form filling in the allocated hospital once the patient reaches the hospital  SA6. Produce information which may include technical material that is appropriate for the intended audience</p>
	<b>Reading Skills</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA7. Read about changes in legislations and organisational policies  SA8. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities  SA9. Read latest clinical regulations shared by the medical officer  SA10. Read the list of hospitals in the major accident or emergency prone locations  SA11. Read about upgraded facilities available in existing hospitals</p>



HSS/N2318

**Manage respiratory emergency**

	SA12. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA13. Interact with the patient SA14. Give clear instructions to the patient SA15. Shout assertively in case the patient does not respond SA16. Collect all necessary information regarding the patient's condition, address SA17. Avoid using jargon, slang or acronyms when communicating with a patient SA18. Communicate with other people around the patient and give them clear instructions around their safety
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to refusal of treatment SB2. Act decisively by balancing protocols and emergency at hand SB3. Manage situations where minors, unconscious or self-harming patients are involved
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB4. How to plan and organise activities that are assigned to him/her SB5. How to quickly think and refer to information about the hospitals in the vicinity
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB6. Communicate effectively with patients and their family, physicians, and other members of the health care team SB7. Maintain patient confidentiality SB8. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to: SB9. Take into account a number of factors to solve the problem, such as whether one or two paramedics are required and whether the patient can move at all on his or her own
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Analyse the impact of musculoskeletal injuries and provide the medical care
	<b>Critical Thinking</b>
The user/individual on the job needs to know and understand how to: SB11. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently	

HSS/N2318

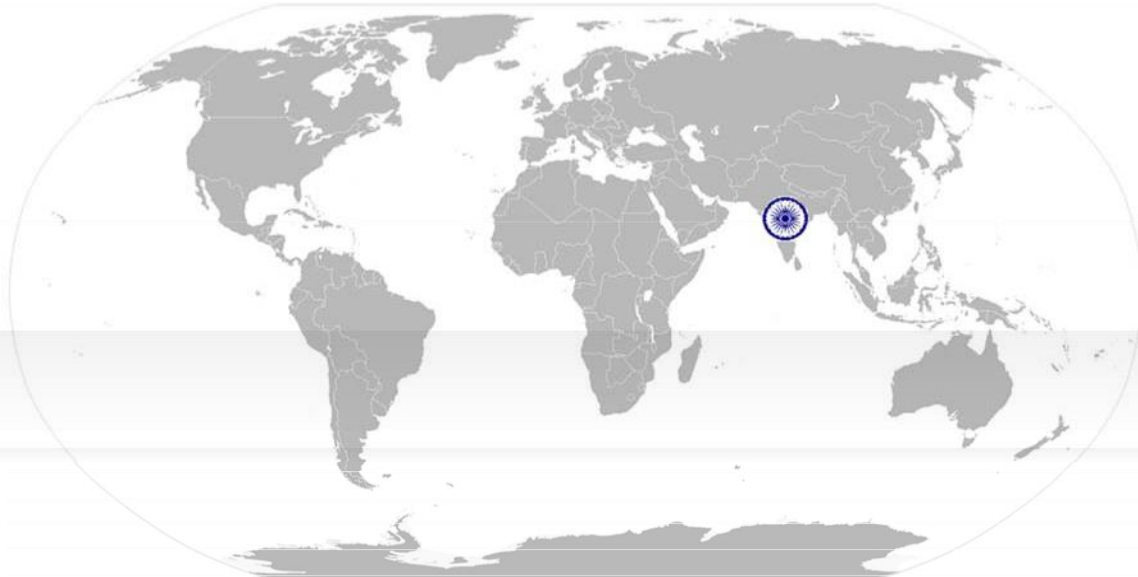
Manage respiratory emergency

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N2318</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

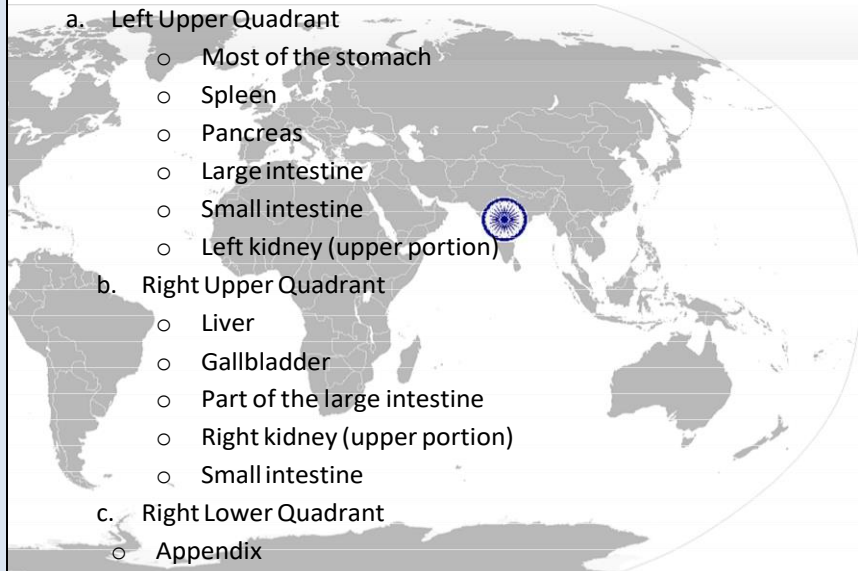
This Occupational Standard describes the knowledge, understanding and skills required of an EMT for dealing with a patient experiencing severe abdominal pain.

HSS/N2319

Manage severe abdominal pain

National Occupational Standard

<b>Unit Code</b>	HSS/N2319
<b>Unit Title</b>	Manage severe abdominal pain
<b>(Task)</b>	Manage severe abdominal pain
<b>Description</b>	This OS unit is about assessing the symptoms of a patient with severe abdominal pain and providing emergency treatment.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Rendering basic medical care to a patient experiencing severe abdominal pain</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Rendering basic medical care to a patient experiencing severe abdominal pain</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Recognise the anatomical components of the abdomen and their functions including:</p> <ol style="list-style-type: none"> <li>Left Upper Quadrant <ul style="list-style-type: none"> <li>Most of the stomach</li> <li>Spleen</li> <li>Pancreas</li> <li>Large intestine</li> <li>Small intestine</li> <li>Left kidney (upper portion)</li> </ul> </li> <li>Right Upper Quadrant <ul style="list-style-type: none"> <li>Liver</li> <li>Gallbladder</li> <li>Part of the large intestine</li> <li>Right kidney (upper portion)</li> <li>Small intestine</li> </ul> </li> <li>Right Lower Quadrant <ul style="list-style-type: none"> <li>Appendix</li> <li>Large intestine</li> <li>Female reproductive organs</li> <li>Small intestine</li> <li>Right kidney (lower portion)</li> <li>Right ureter</li> <li>Right ovary &amp; fallopian tube</li> </ul> </li> <li>Left Lower Quadrant <ul style="list-style-type: none"> <li>Large intestine</li> <li>Small intestine</li> <li>Left kidney (lower portion)</li> <li>Left ureter</li> <li>Left ovary</li> <li>Left fallopian tube</li> </ul> </li> <li>Midline structures</li> </ol>



HSS/N2319

**Manage severe abdominal pain**

- Small intestine
- Urinary bladder
- Uterus

PC2. Recognise the symptoms and cause of visceral pain

PC3. Recognise the symptoms and causes of parietal pain

PC4. Recognise the symptoms and possible causes of referred pain including:

- a. Right shoulder (or neck, jaw, scapula) – possible irritation of the diaphragm (usually on the right); gallstone; subphrenic abscess; free abdominal blood
- b. Left shoulder (or neck, jaw, scapula) – possible irritation of the diaphragm (usually on the left); ruptured spleen; pancreatic disease or cancer; subphrenic abscess; abdominal blood
- c. Midline, back pain – aortic aneurysm or dissection; pancreatitis, pancreatic cancer, kidney stone
- d. Mid-abdominal pain – small bowel irritation, gastroenteritis, early appendicitis
- e. Lower abdominal pain – diverticular disease (herniations of the mucosa and submucosa of the intestines), Crohn's disease (a type of inflammatory bowel disease), ulcerative colitis
- f. Sacrum pain – perirectal abscess, rectal disease
- g. Epigastrium pain – peptic, duodenal ulcer; gallstone, hepatitis, pancreatitis, angina pectoris
- h. Testicular pain – renal colic; appendicitis

PC5. Complete a focused history and physical exam of the patient including:

- a. Visual inspection
- b. Auscultating the abdomen
- c. Palpating the abdomen

PC6. Establish airway in patient

PC7. Place patient in position of comfort

PC8. Calm and reassure the patient

PC9. Look for signs of hypoperfusion

PC10. Recognise possible diagnoses for abdominal pain

PC11. State the treatment for managing various causes of abdominal pain

PC12. Recognise potential diagnoses which imply the condition of the patient may deteriorate and highlight the need for frequent reassessment and advanced life support interventions

PC13. Alert the Emergency Centre/ Healthcare provider in advance of a priority

- case (when required)

HSS/N2319

Manage severe abdominal pain

Knowledge and Understanding (K)	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Relevant legislation, standards, policies, and procedures followed by the hospital
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The symptoms and causes of visceral pain</p> <p>KB2. The symptoms and causes of parietal pain</p> <p>KB3. The symptoms and possible causes of referred pain including:</p> <ul style="list-style-type: none"> <li>a. Right shoulder (or neck, jaw, scapula) – possible irritation of the diaphragm (usually on the right); gallstone; subphrenic abscess; free abdominal blood</li> <li>b. Left shoulder (or neck, jaw, scapula) – possible irritation of the diaphragm (usually on the left); ruptured spleen; pancreatic disease or cancer; subphrenic abscess; abdominal blood</li> <li>c. Midline, back pain – aortic aneurysm or dissection; pancreatitis, pancreatic cancer, kidney stone</li> <li>d. Mid-abdominal pain – small bowel irritation, gastroenteritis, early appendicitis</li> <li>e. Lower abdominal pain – diverticular disease (herniations of the mucosa and submucosa of the intestines), Crohn’s disease (a type of inflammatory bowel disease), ulcerative colitis</li> <li>f. Sacrum pain – perirectal abscess, rectal disease</li> <li>g. Epigastrium pain – peptic, duodenal ulcer; gallstone, hepatitis, pancreatitis, angina pectoris</li> <li>h. Testicular pain – renal colic; appendicitis</li> </ul> <p>KB4. How to complete a focused history and physical exam of the patient including:</p> <ul style="list-style-type: none"> <li>a. Visual inspection</li> <li>b. Auscultating the abdomen</li> <li>c. Palpating the abdomen</li> </ul> <p>KB5. How to establish airway in patient</p> <p>KB6. How to place patient in position of comfort</p> <p>KB7. How to calm and reassure the patient</p> <p>KB8. How to look for signs of hypoperfusion</p> <p>KB9. The possible diagnoses for abdominal pain</p> <p>KB10. The treatment for managing various causes of abdominal pain</p> <p>KB11. The potential diagnoses which imply the condition of the patient may deteriorate and highlight the need for frequent reassessment and advanced life support interventions</p> <p>KB12. How and when to alert the Emergency Centre/ Healthcare provider in advance of a priority case (when required)</p>

HSS/N2319

Manage severe abdominal pain

Skills (S)	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Share documents, reports, task lists, and schedules with co-workers SA2. Record daily activities SA3. Share sharp, concise and to the point report with the provider institute physician SA4. Complete medical history, PCR and applicable transport form SA5. Facilitate form filling in the allocated hospital once the patient reaches the hospital SA6. Produce information which may include technical material that is appropriate for the intended audience
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA7. Read about changes in legislations and organisational policies SA8. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities SA9. Read latest clinical regulations shared by the medical officer SA10. Read the list of hospitals in the major accident or emergency prone locations SA11. Read about upgraded facilities available in existing hospitals SA12. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA13. Interact with the patient SA14. Give clear instructions to the patient SA15. Shout assertively in case the patient does not respond SA16. Collect all necessary information regarding the patient's condition, address SA17. Avoid using jargon, slang or acronyms when communicating with a patient SA18. Communicate with other people around the patient and give them clear instructions around their safety
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to refusal of treatment SB2. Act decisively by balancing protocols and emergency at hand SB3. Manage situations where minors, unconscious or self-harming patients are involved
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB4. How to plan and organise activities that are assigned to him/her SB5. How to quickly think and refer to information about the hospitals in the vicinity
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB6. Communicate effectively with patients and their family, physicians, and other members of the health care team

HSS/N2319

**Manage severe abdominal pain**

	SB7. Maintain patient confidentiality SB8. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to: SB9. Take into account a number of factors to solve the problem, such as whether one or two paramedics are required and whether the patient can move at all on his or her own
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Analyse the impact of musculoskeletal injuries and provide the medical care
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB11. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently

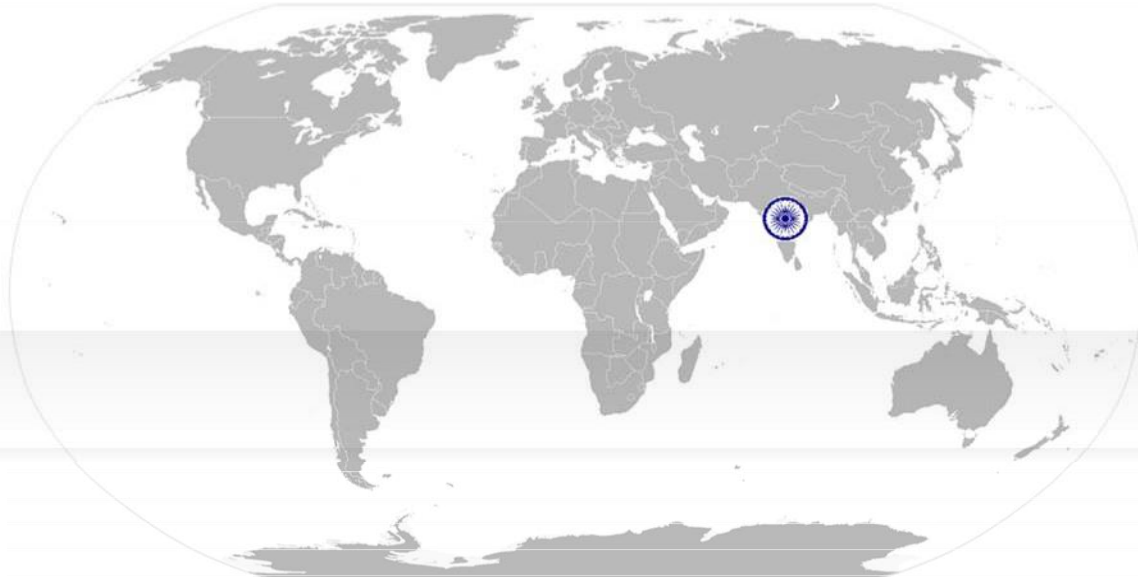


**NOS Version Control**

<b>NOS Code</b>	<b>HSS/N2319</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT for managing a mass casualty incident.

HSS/N2320

Manage mass casualty incident

National Occupational Standard

<b>Unit Code</b>	HSS/N2320
<b>Unit Title</b>	Manage mass casualty incident
<b>(Task)</b>	Manage mass casualty incident
<b>Description</b>	This OS unit is about the management and treatment of emergencies related to a mass casualty incident.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Identifying the type of mass casualty incident , Setting up separate functional teams at the site Managing initial triage, patient extraction and secondary triage , Coordinating with other first responder teams</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Identifying the type of mass casualty incident , Setting up separate functional teams at the site Managing initial triage, patient extraction and secondary triage , Coordinating with other first responder teams</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Establish an Incident Management Structure on arrival at the scene including:</p> <ol style="list-style-type: none"> <li>Designating an Incident Commander to manage the incident</li> <li>As Incident Commander, designating Triage Team(s), Treatment Team(s), and a Transport Officer</li> </ol> <p>PC2. Set up separate areas for treatment, triage and transport</p> <p>PC3. Conduct an initial triage of patients by using the START triage model for adult patients, JumpSTART Triage for paediatric patients and the SMART triage tagging system</p> <p>PC4. Use appropriate personal protective equipment while conducting initial triage</p> <p>PC5. Tag severity/ criticality of patient using colour coded tags</p> <p>PC6. Direct non-injured and/or slightly injured victims to the triage area set up for those with minor injuries</p> <p>PC7. Monitor patients with minor injuries for changes in their condition</p> <p>PC8. Maintain an open airway and stop uncontrolled bleeding</p> <p>PC9. Extract patients from the casualty area based on initial triage to designated triage and treatment areas</p> <p>PC10. Use equipment like cots and litters for extraction where required</p> <p>PC11. Re-triage patients extracted to the triage and treatment areas</p> <p>PC12. Provide treatment and deliver patients to transport area</p> <p>PC13. Transport patients to healthcare facility</p> <p>PC14. Alert healthcare facilities in advance of possible arrival of multiple patients</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Level of one's competence, authority and knowledge in relation to the management of emergency situations</p> <p>KA2. Appropriate response for emergency situations within one's scope of practice</p> <p>KA3. Relevant legislation, standards, policies, and procedures followed by the hospital</p> <p>KA4. How to engage with provider for support in order to deliver and assist providers.</p> <p>KA5. What is the significance of each procedure in patient management</p> <p>KA6. Employee safety policy</p> <p>KA7. Standard operating procedures followed by the healthcare provider in managing</p>

HSS/N2320

**Manage mass casualty incident**

	mass casualty incidents
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to establish an Incident Management Structure on arrival at the scene including:</p> <ol style="list-style-type: none"> <li>a. Designating an Incident Commander to manage the incident</li> <li>b. As Incident Commander, designating Triage Team(s), Treatment Team(s), and a Transport Officer</li> </ol> <p>KB2. How to set up separate areas for treatment, triage and transport</p> <p>KB3. How to conduct an initial triage of patients by using the START triage model for adult patients, JumpSTART Triage for paediatric patients and the SMART triage tagging system</p> <p>KB4. How to use appropriate personal protective equipment while conducting initial triage</p> <p>KB5. How to tag severity/ criticality of patient using colour coded tags</p> <p>KB6. How to direct non-injured and/or slightly injured victims to the triage area set up for those with minor injuries</p> <p>KB7. How to monitor patients with minor injuries for changes in their condition</p> <p>KB8. Maintain an open airway and stop uncontrolled bleeding</p> <p>KB9. How to extract patients from the casualty area based on initial triage to designated triage and treatment areas</p> <p>KB10. How to use equipment like cots and litters for extraction where required</p> <p>KB11. How to re-triage patients extracted to the triage and treatment areas</p> <p>KB12. How to provide treatment and deliver patients to transport area</p> <p>KB13. How to transport patients to healthcare facility</p> <p>KB14. How to complete a Pre-Hospital Care report for patients in a mass casualty incident</p> <p>KB15. How to alert healthcare provider facilities in advance of a mass casualty incident and possible arrival of multiple patients</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Share documents, reports, task lists, and schedules with co-workers</p> <p>SA2. Record daily activities</p> <p>SA3. Share sharp, concise and to the point report with the provider institute physician</p> <p>SA4. Complete medical history, PCR and applicable transport form</p> <p>SA5. Facilitate form filling in the allocated hospital once the patient reaches the Hospital</p> <p>SA6. Produce information which may include technical material that is appropriate for the intended audience</p> <p><b>Reading Skills</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA7. Read about changes in legislations and organisational policies</p> <p>SA8. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities</p> <p>SA9. Read latest clinical regulations shared by the medical officer</p> <p>SA10. Read the list of hospitals in the major accident or emergency prone locations.</p> <p>SA11. Read about upgraded facilities available in existing hospitals</p>

HSS/N2320

**Manage mass casualty incident**

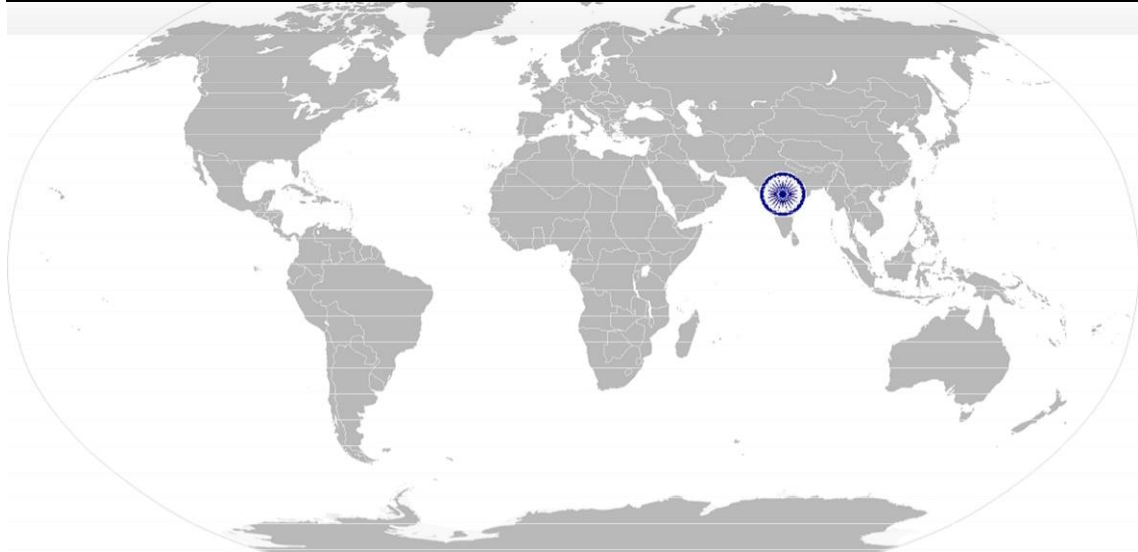
	SA12. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA13. Interact with the patient SA14. Give clear instructions to the patient SA15. Shout assertively in case the patient does not respond SA16. Collect all necessary information regarding the patient's condition, address SA17. Avoid using jargon, slang or acronyms when communicating with a patient SA18. Communicate with other people around the patient and give them clear instructions around their safety SA19. Communicate clearly with other emergency response agencies if required
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to the concerned area of work in relation to job role
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan and organise activities that are assigned to him/her SB3. How to control any aggression by the patient or the patient relatives SB4. How to ensure there is minimum gap in the arrival time of the medical team and allocation of the patient to a respective triage level
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB5. Communicate effectively with patients and their family, physicians, and other members of the health care team SB6. Maintain patient confidentiality SB7. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Think through the problem, evaluate the possible solution(s) and suggest the optimum /best possible solution(s) SB9. Identify immediate or temporary solutions to resolve delays
	<b>Analytical Thinking</b>
	The user/individual on the job needs to: SB10. Analyse the situation and carry out the required procedures
	<b>Critical Thinking</b>
The user/individual on the job needs to know and understand how to: SB11. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently.	

HSS/N2320

Manage mass casualty incident

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N2320</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>

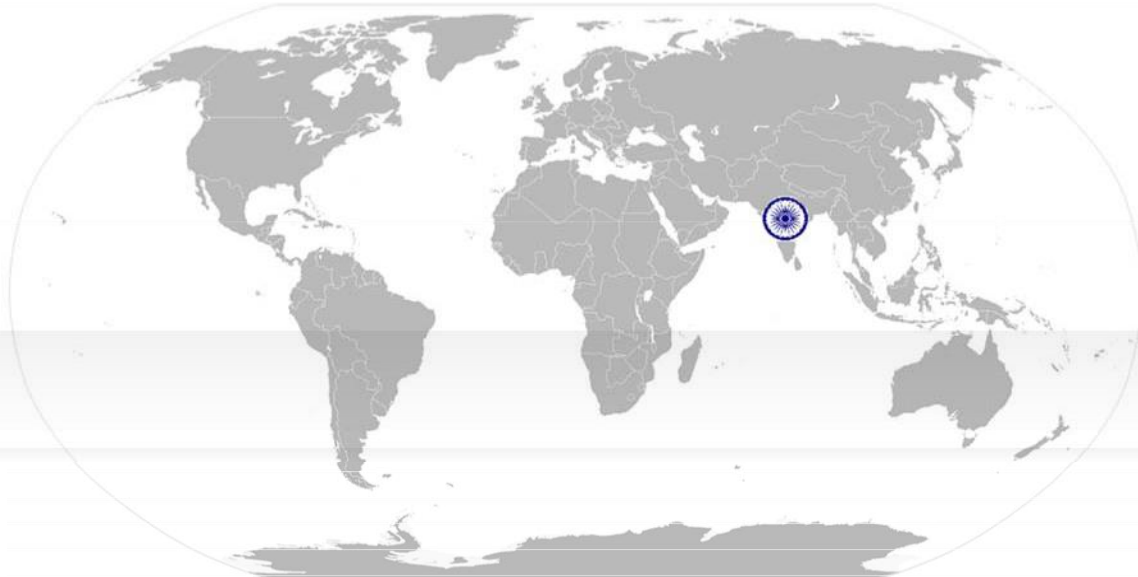


HSS/N2321

Select the proper provider institute for transfer

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# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding, skills required of an EMT to allocate the patient to the appropriate medical facility

HSS/N2321

Select the proper provider institute for transfer

National Occupational Standard

<b>Unit Code</b>	HSS/N2321
<b>Unit Title</b>	Select the proper provider institute for transfer
<b>(Task)</b>	Select the proper provider institute for transfer
<b>Description</b>	This OS unit is about the steps involved in allocation of the patient to the appropriate medical facility It provides key points to be addressed to balance the availability of the appropriate medical facility, the ability of the patient to pay for the medical service and the health of the patient
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Allocating the patient to the appropriate medical facility , Identifying the kind of treatment required based on the severity of the damage, risks and medical history of the patient</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Allocating the patient to the appropriate medical facility , Identifying the kind of treatment required based on the severity of the damage, risks and medical history of the patient</b>	To be competent, the user/individual on the job must be able to: <p>PC1. Explain to the patient about his role and the reason for selecting a particular health provider</p> <p>PC2. Consolidate complete medical history of the patient with the severity of the damage and impending risk in terms of time and the kind of treatment required</p> <p>PC3. Allocate patient to the nearest provider institute</p> <p>PC4. Base the allocation on the kind of care required namely primary, secondary or tertiary care centres</p> <p>PC5. Make sure that the selection of the institute is in adherence with the legal regulation</p> <p>PC6. Obtain guidance from medical officer for selection of proper provider institute</p> <p>PC7. Provide pre-arrival information to the receiving hospital</p> <p>PC8. Obtain guidance of medical officer when ambulance needed to be stopped enroute (e.g. during emergency child birth)</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: <p>KA1. Relevant legislation, standards, policies, and procedures followed in the hospital</p> <p>KA2. The healthcare facility mapping</p> <p>KA3. The services-availability mapping at each facility</p> <p>KA4. The resource availability and specialisation for each facility</p> <p>KA5. The laws and regulations to be adhered to allocate a hospital to the patient</p> <p>KA6. The categories of hospitals and what kind of services the hospitals provide</p> <p>KA7. The hospitals available in the area and the facility available at each of the Hospitals</p> <p>KA8. The kind of monetary resources the patient would have to invest in each of the hospitals</p> <p>KA9. The basic facilities to be available in a hospital in case of very backward or remote regions</p>
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: <p>KB1. How to assess and select the best healthcare facility for the patient</p> <p>KB2. The procedure of hospital allocation starting from assessment of the patient's</p>

HSS/N2321

Select the proper provider institute for transfer

	<p>medical condition, consolidation of the complete information related to hospitals, directions from the medical officer and then arrangement of transport to the allocated medical facility</p> <p>KB3. The risks involved in the process of allocating a hospital to the patient and steps to mitigate risks</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Record daily activities</p> <p>SA2. Share sharp, concise and to the point report with the provider institute physician</p> <p>SA3. Complete medical history, PCR and applicable transport form</p> <p>SA4. Facilitate form filling in the allocated hospital once the patient reaches the hospital</p>
	<b>Reading Skills</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read about changes in legislations and organisational policies</p> <p>SA6. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities</p> <p>SA7. Read on latest clinical regulations as shared by the medical officer</p> <p>SA8. Read on the list of hospitals in the major accident or emergency prone locations</p> <p>SA9. Read on upgraded facilities available in existing hospitals</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA10. Interact with the patient</p> <p>SA11. Collect all necessary information regarding the patient's condition, address</p> <p>SA12. Avoid using jargon, slang or acronyms when communicating with a patient</p> <p>SA13. Communicate with other people around the patient and give them clear instructions around their safety</p> <p>SA14. Communicate clearly with other emergency response agencies if required</p> <p>SA15. Explain to the patient and family the hospital allocation details especially the government and private hospital differentiation</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions on the appropriate medical facility for each patient</p> <p>SB2. Act decisively by balancing protocols and emergency at hand</p>
	<b>Plan and Organize</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. Plan and organise activities that are assigned to him/her</p> <p>SB4. Quickly think and refer to information about the hospitals in the vicinity</p>
	<b>Customer Centricity</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. Communicate effectively with patients and their family, physicians, and other members of the health care team</p> <p>SB6. Maintain patient confidentiality</p> <p>SB7. Respect the rights of the patient(s)</p>



HSS/N2321

Select the proper provider institute for transfer

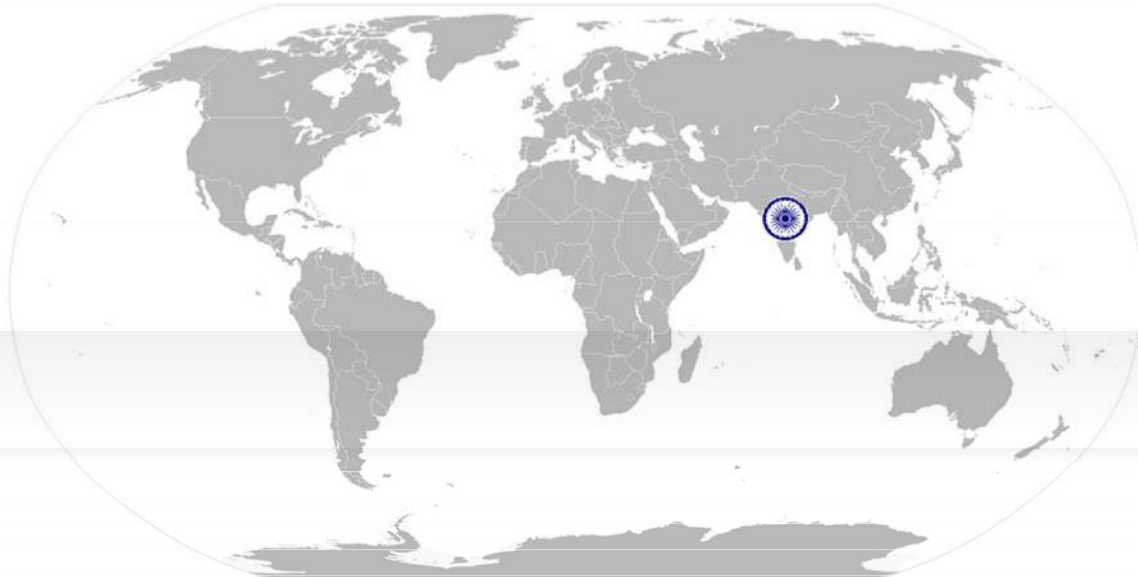
	<b>Problem Solving</b>
	SB8. Analyse available data and decide the best option of medical service provider for every patient
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB9. Analyse the situation and function effectively to accomplish allocation of an appropriate medical facility to the patient
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently



**NOS Version Control**

<b>NOS Code</b>	<b>HSS/N2321</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding, skills required of an EMT to transport the patient by an appropriate means based on the emergency, weather conditions, patient's history and economic status

HSS/N2322

Transport patient to the provider institute

National Occupational Standard

<b>Unit Code</b>	HSS/N2322
<b>Unit Title</b>	Transport patient to the provider institute
<b>(Task)</b>	Transport patient to the provider institute
<b>Description</b>	This OS unit is about the standardised procedures involved in rendering medical service to a patient by transporting the patient by appropriate means, based on the emergency, weather conditions, patient's history and economic status It also includes the physical steps related to patient transport from the emergency site to the transport
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Transporting patient by appropriate means, keeping in mind the emergency, weather conditions and availability of the transport , Treating immediate life threatening conditions using external devices available in the ambulances</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Transporting patient by appropriate means, keeping in mind the emergency, weather conditions and availability of the transport , Treating immediate life threatening conditions using external devices available in the ambulances</b>	To be competent, the user/individual on the job must be able to: PC1. Adhere fully to the rules and regulations related to the usage of ground and air transport PC2. Adhere fully to the steps involved in treating and transporting the patient PC3. Positively manage situations where transport is a problem PC4. Allocate the means of transport keeping in mind the emergency, weather conditions and availability of transport PC5. Adhere fully to procedures once the patient reaches the hospital PC6. Use correct medication and equipment for treatment of immediate threats to life
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The procedures, rules and regulations involved in using ground and air transport KA2. The legislation and regulations governing choice of transport KA3. Relevant procedures and regulations governing situations where patients cannot or do not give permission for transport
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. How to assess whether the emergency is of a life threatening nature and will require immediate transport or could it be done within the performance criterion or could it be further be done as per the availability of transport KB2. The importance of the consent of the patient or the family members for the transport procedure required for the patient to be transported KB3. How to monitor the patient during the transit and what kind of monitoring would the patient require KB4. How to assess whether the patient is able to travel long distance KB5. The kind and amount of resources required to transport the patient KB6. The procedure of taking the medical officer's consent before calling for

HSS/N2322

**Transport patient to the provider institute**

	<p>transport</p> <p>KB7. The procedure of handover of the patient to the medical officer with all the relevant paperwork related to patient's medical history and regulatory work</p> <p>KB8. The procedures involved in case of specific and different emergency transport</p> <p>KB9. The laws and regulations related to patient transport</p> <p>KB10. How to manage cases where the patient is not giving consent to be transported</p> <p>KB11. How to complete documentation of all the transport related paperwork</p> <p>KB12. The treatment of immediate life threats using external devices available in the BLS ambulances and interventions like definitive airway, intravenous fluids and medications, interpretation of ECGs and Defibrillators</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Record daily activities</p> <p>SA2. Share sharp, concise and to the point report with the provider institute physician</p> <p>SA3. Completion of medical history, PCR and applicable transport form</p> <p>SA4. Facilitate form filling in the allocated hospital once the patient reaches the hospital</p>
	<b>Reading Skills</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read about changes in legislations and organisational policies</p> <p>SA6. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities</p> <p>SA7. Read on latest clinical regulations as shared by the medical officer</p> <p>SA8. Read on the list of hospitals in the major accident or emergency prone locations</p> <p>SA9. Read on upgraded facilities available in existing hospitals</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA10. Interact with the patient</p> <p>SA11. Give clear instructions to the patient</p> <p>SA12. Collect all necessary information regarding the patient's condition, address</p> <p>SA13. Avoid using jargon, slang or acronyms when communicating with a patient</p> <p>SA14. Communicate with other people around the patient and give them clear instructions around their safety</p> <p>SA15. Communicate clearly with other emergency response agencies if required</p>
	<b>B. Professional Skills</b>
	<b>Decision Making</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Act decisively by balancing protocols and emergency at had</p> <p>SB2. Manage situations where minors, unconscious or self-harming patients are involved</p>
	<b>Plan and Organize</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. Plan and organise activities that are assigned to him/her</p> <p>SB4. Quickly think and refer to information about the hospitals in the vicinity</p>

HSS/N2322

**Transport patient to the provider institute**

	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB5. Communicate effectively with patients and their family, physicians, and other members of the health care team SB6. Maintain patient confidentiality SB7. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to: SB8. Adjust their transporting techniques to move the patient to the ambulance as per the requirement
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB9. Analyse the situation and function effectively to accomplish the transport of patient
	<b>Critical Thinking</b>
The user/individual on the job needs to know and understand how to: SB10. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently	

**NOS Version Control**

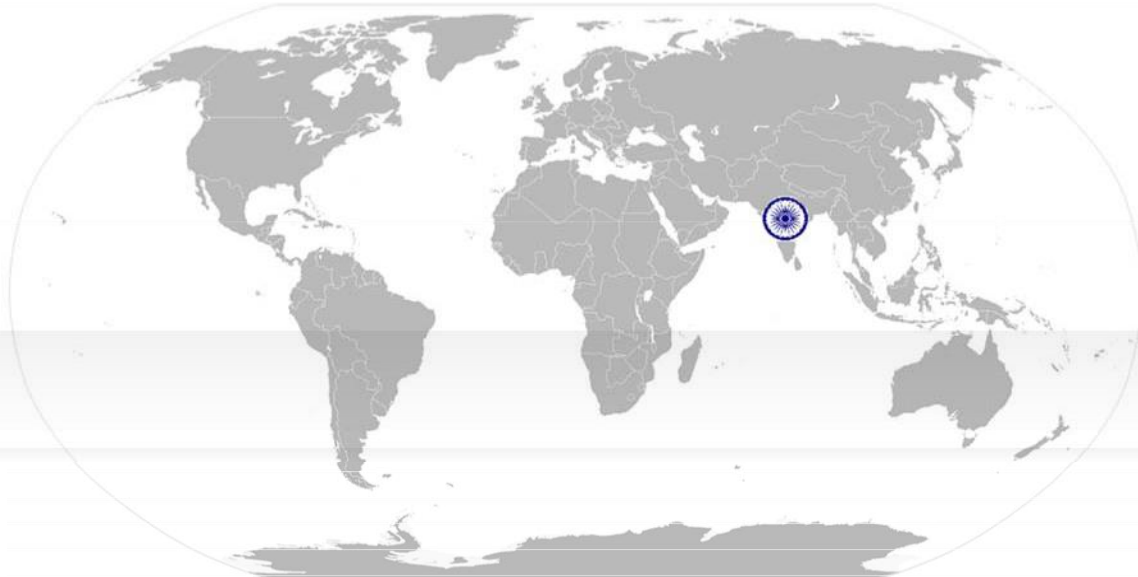
<b>NOS Code</b>	<b>HSS/N2322</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>

HSS/N2323

Manage patient handover to the provider institute

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# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding, skills required of an EMT to hand over the patient to the medical staff and brief the hospital staff

HSS/N2323

Manage patient handover to the provider institute

National Occupational Standard

<b>Unit Code</b>	HSS/N2323
<b>Unit Title</b>	Manage patient handover to the provider institute
<b>(Task)</b>	Manage patient handover to the provider institute
<b>Description</b>	This OS unit is about the completion of Patient Care Medical Report (PCR), briefing of on the condition and handover of the patients to the medical staff
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Providing a verbal report of the patient(s) to the medical staff , Completing the Patient Care Medical Report (PCR) and handing it over to the medical staff , Discussing initial findings with the medical staff</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Providing a verbal report of the patient(s) to the medical staff , Completing the Patient Care Medical Report (PCR) and handing it over to the medical staff , Discussing initial findings with the medical staff</b>	To be competent, the user/individual on the job must be able to: PC1. Provide a verbal report to the medical staff on the condition of the patient and initial findings PC2. Complete the Patient Care Report (PCR) and hand it over to the medical staff PC3. Hand over the consent form signed by the patient or a relative
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The up-to-date process for patient handover KA2. Codes used in the hospital for all emergency situations KA3. Relevant legislation, standards, policies, and procedures followed in the hospital KA4. How to engage with the medical officer for support in case the situation is beyond one's competence KA5. Role and importance of the EMT in supporting hospital operations KA6. Protocol as per designed by the state or EMS providers KA7. The use of the SBAR (Situation, Background, Assessment, and Recommendation) technique (WHO recommended) during patient handover communication
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. The importance of being alert to health, safety, and security at the handover institute KB2. The content of handover including clinical notes, their medical history and any treatment administered KB3. How to provide a verbal briefing on the patient's condition to hospital staff KB4. How to use the available tools (i.e. Electronic systems, proformas)
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Record daily activities SA2. Share sharp, concise and to the point report with the physician

HSS/N2323

**Manage patient handover to the provider institute**

	SA3. Completion of medical history, PCR and applicable transport and transfer forms
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA4. Read about changes in legislations and organisational policies SA5. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities SA6. Read on latest clinical regulations as shared by the medical officer SA7. Read on the list of hospitals in the major accident or emergency prone locations SA8. Read on upgraded facilities available in existing hospitals
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA9. Engage with the patient(s) and relatives in the ambulance to collect useful information SA10. Communicate with other people around the patient(s) and give them clear instructions around their safety SA11. Avoid using jargon, slang or acronyms when communicating with a patient(s) SA12. Interact effectively with the patient(s), relatives and bystanders who are in stressful situations
<b>B. Professional Skills</b>	<b>Decision Making</b>
	Not applicable
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand how to: SB1. Plan and organise activities that are assigned to the EMT SB2. Quickly think and refer to information about the hospitals in the vicinity
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB3. Communicate effectively with physicians, and other members of the health care team SB4. Maintain patient confidentiality SB5. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB6. Identify immediate or temporary solutions to resolve delays
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB7. Analyse the situation and function effectively to accomplish patient handover in a best possible way
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB8. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently

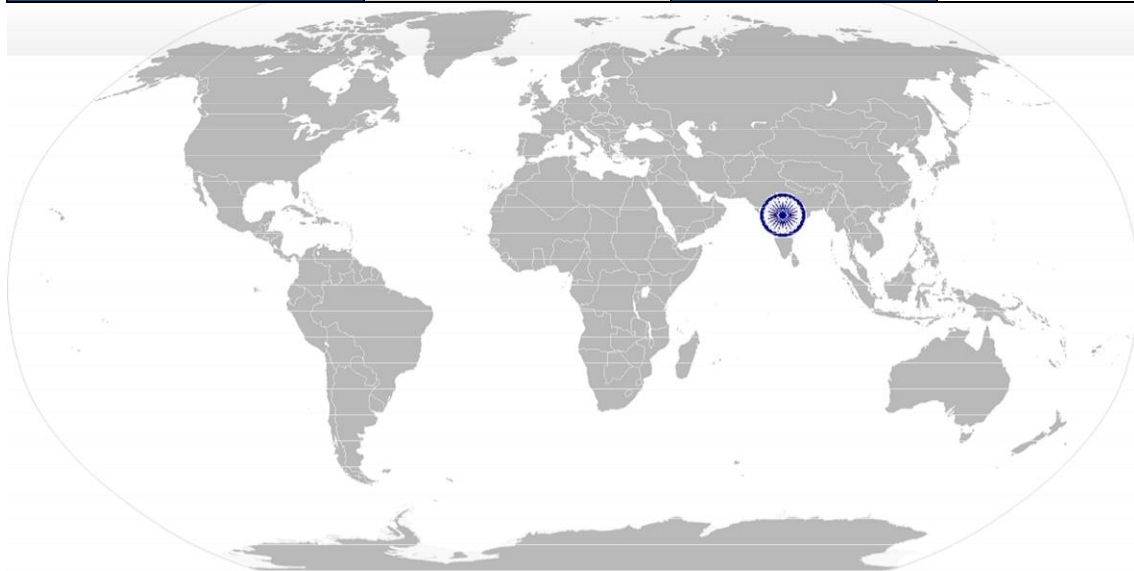


HSS/N2323

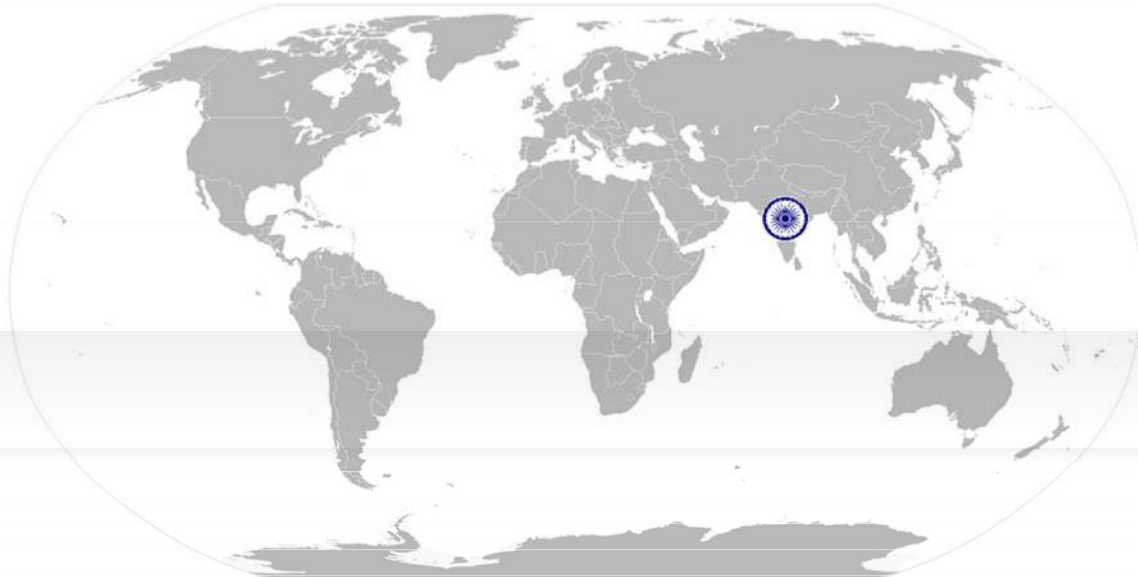
Manage patient handover to the provider institute

### NOS Version Control

<b>NOS Code</b>	<b>HSS/N2323</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT for managing a diabetes emergency.

HSS/N2324

Manage diabetes emergency

National Occupational Standard

<b>Unit Code</b>	HSS/N2324
<b>Unit Title</b>	<b>Manage diabetes emergency</b>
<b>(Task)</b>	<b>Manage diabetes emergency</b>
<b>Description</b>	This OS unit is about management and treatment of a diabetes emergency.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Identifying a patient with a history of diabetes and providing treatment</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Identifying a patient with a history of diabetes and providing treatment</b>	To be competent, the user/individual on the job must be able to: PC1. Identify the patient taking diabetic medications and the implications of a diabetes history PC2. Perform the steps in the emergency medical care of the patient taking diabetic medicine with a history of diabetes PC3. Establish the relationship between airway management and the patient with altered mental status PC4. Recognize the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose PC5. Evaluate the need for medical direction in the emergency medical care of the diabetic patient
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Appropriate response for emergency situations within one's scope of practice KA2. Relevant legislation, standards, policies, and procedures followed by the hospital KA3. How to engage with provider for support in order to deliver and assist providers. KA4. What is the significance of each procedure in patient management KA5. Employee safety policy
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. Steps in emergency care for the patient with a history of diabetes and diabetic medication KB2. The various possible types of diabetic emergencies KB3. The rationale for administering oral glucose KB4. The steps in the administration of oral glucose KB5. The process for assessment and documentation of patient response to oral glucose. KB6. How to complete a pre-hospital care report for patients with diabetic emergencies KB7. How to assess and document patient response
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Share documents, reports, task lists, and schedules with co-workers SA2. Record daily activities SA3. Share sharp, concise and to the point report with the provider institute physician SA4. Complete medical history, PCR and applicable transport form

HSS/N2324

**Manage diabetes emergency**

	SA5. Facilitate form filling in the allocated hospital once the patient reaches the hospital SA6. Produce information which may include technical material that is appropriate for the intended audience
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA7. Read about changes in legislations and organisational policies SA8. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities SA9. Read latest clinical regulations shared by the medical officer SA10. Read the list of hospitals in the major accident or emergency prone locations. SA11. Read about upgraded facilities available in existing hospitals SA12. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA13. Interact with the patient SA14. Give clear instructions to the patient SA15. Shout assertively in case the patient does not respond SA16. Collect all necessary information regarding the patient's condition, address SA17. Avoid using jargon, slang or acronyms when communicating with a patient SA18. Communicate with other people around the patient and give them clear instructions around their safety SA19. Communicate clearly with other emergency response agencies if required
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to the concerned area of work in relation to job role
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan and organise activities that are assigned to him/her SB3. How to control any aggression by the patient or the patient relatives SB4. How to ensure there is minimum gap in the arrival time of the medical team and allocation of the patient to a respective triage level
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB5. Communicate effectively with patients and their family, physicians, and other members of the health care team SB6. Maintain patient confidentiality SB7. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Think through the problem, evaluate the possible solution(s) and suggest the optimum /best possible solution(s) SB9. Identify immediate or temporary solutions to resolve delays

HSS/N2324

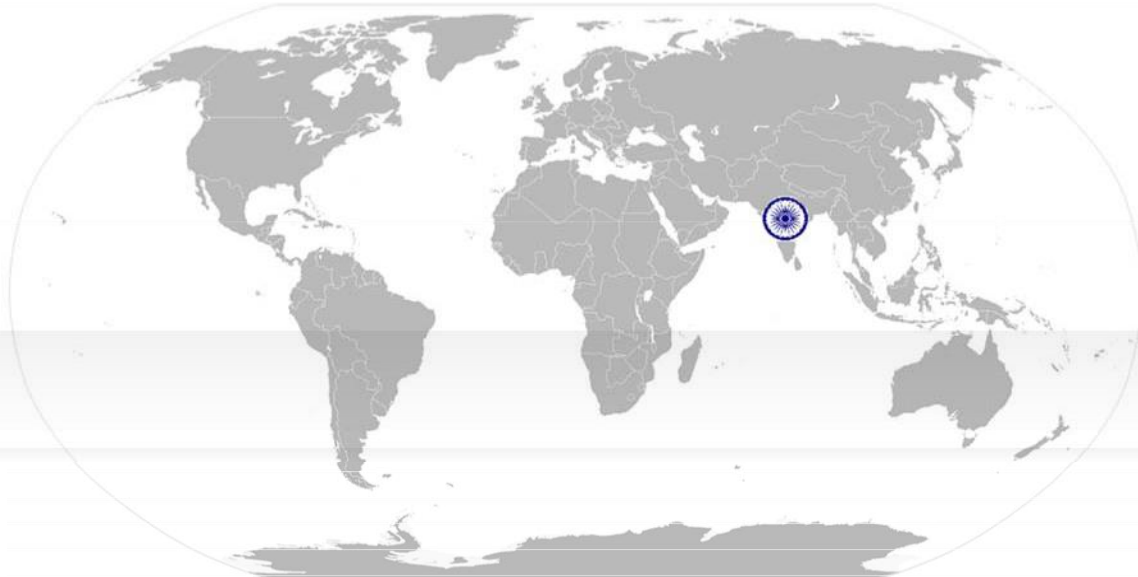
**Manage diabetes emergency**

	<b>Analytical Thinking</b>
	The user/individual on the job needs to: SB10. Analyse the situation and carry out the required procedures
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB11. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently.

**NOS Version Control**

<b>NOS Code</b>	HSS/N2324		
<b>Credits (NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Health	<b>Drafted on</b>	12/05/13
<b>Industry Sub-sector</b>	Allied Health and Paramedics	<b>Last reviewed on</b>	24/07/13
<b>Occupation</b>	EMERGENCY MEDICAL TECHNICIAN - ADAVANCED	<b>Next review date</b>	24/12/16

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an EMT for safely and precisely accessing the venous circulation and administering medications.

HSS/N2325

Manage advanced venous access and administration of medications

National Occupational Standard

<b>Unit Code</b>	HSS/N2325
<b>Unit Title</b>	Manage advanced venous access and administration of medications
<b>(Task)</b>	Manage advanced venous access and administration of medications
<b>Description</b>	This OS unit is about safely and precisely accessing the venous circulation and administering medications.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Accessing the venous circulation , Administering medications under supervision of a registered Medical Practitioner</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Accessing the venous circulation , Administering medications under supervision of a registered Medical Practitioner</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Recognise the specific anatomy and physiology pertinent to medication administration</p> <p>PC1. Differentiate temperature readings between the Centigrade and Fahrenheit scales</p> <p>PC2. Discuss formulas as a basis for performing drug calculations</p> <p>PC3. Calculate oral and parenteral drug dosages for all emergency medications administered to adults, infants and children</p> <p>PC4. Calculate intravenous infusion rates for adults, infants, and children</p> <p>PC5. Discuss legal aspects affecting medication administration</p> <p>PC6. Discuss medical asepsis and the differences between clean and sterile techniques</p> <p>PC7. Describe use of antiseptics and disinfectants</p> <p>PC8. Describe the use of universal precautions and body substance isolation (BSI) procedures when administering a medication</p> <p>PC9. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of peripheral venous cannulation</p> <p>PC10. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of intraosseous needle placement and infusion</p> <p>PC11. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of administering medications by the inhalation route</p> <p>PC12. Differentiate among the different dosage forms of oral medications</p> <p>PC13. Describe the equipment needed and general principles of administering oral medications</p> <p>PC14. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of rectal medication administration</p> <p>PC15. Describe the equipment needed, techniques utilized, complications, and general principles for the preparation and administration of parenteral medications</p> <p>PC16. Differentiate among the different percutaneous routes of medication administration</p> <p>PC17. Differentiate among the different parenteral routes of medication administration</p> <p>PC18. Describe the purpose, equipment needed, techniques utilized, complications, and general principles for</p> <p>PC19. obtaining a blood sample</p>

HSS/N2325

**Manage advanced venous access and administration of medications**

	<p>PC20. Describe disposal of contaminated items and sharps          PC21. Synthesize a pharmacologic management plan including medication administration          PC22. Integrate pathophysiological principles of medication administration with patient management          PC23. Comply with universal precautions and body substance isolation</p>
<b>Knowledge and Understanding (K)</b>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:          KA1. Relevant legislation, standards, policies, and procedures followed by the hospital          KA2. How to engage with provider for support in order to deliver and assist providers.          KA3. What is the significance of each procedure in patient management          KA4. Employee safety policy</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:          KB1. How to achieve medical asepsis          KB2. How to use universal precautions and body substance isolation (BSI) procedures during medication administration          KB3. Process for cannulation of peripheral veins          KB4. Steps in intraosseous needle placement and infusion          KB5. How to use clean technique during medication administration          KB6. Administration of medications by the inhalation route under supervision of a registered Medical Practitioner          KB7. Administration of oral medications under supervision of a registered Medical Practitioner          KB8. How to perform rectal administration of medications under supervision of a registered Medical Practitioner          KB9. The preparation and administration of parenteral medications          KB10. The preparation and techniques for obtaining a blood sample          KB11. Process for perfect disposal of contaminated items and sharps          KB12. Reasons for parenteral administration of medications          KB13. Equipment used in parenteral administration of medications          KB14. Dosage forms for IV administration          KB15. General principles of IV medication administration          KB16. Steps in performing administration of medications into an established IV line under supervision of a registered Medical Practitioner          KB17. Steps in performing administration of medication by a heparin lock under supervision of a registered Medical Practitioner          KB18. Steps in changing to the next container of IV solution under supervision of a registered Medical Practitioner          KB19. Steps in administering medication by a venous access device under supervision of a registered Medical Practitioner          KB20. General principles of administering an IV solution or medication administration via the intraosseous route          KB21. Steps in performing administration of medications by the intraosseous route under supervision of a registered Medical Practitioner          KB22. Potential complications which may occur while administering medication through different methods including:          a. Phlebitis or infection</p>



HSS/N2325

**Manage advanced venous access and administration of medications**

	<ul style="list-style-type: none"> <li>b. Air in tubing</li> <li>c. Extravasation</li> <li>d. Circulatory overload and pulmonary edema</li> <li>e. Allergic reaction</li> <li>f. Pulmonary embolism</li> <li>g. Failure to infuse properly</li> <li>h. Compartment syndrome</li> <li>i. Fracture</li> <li>j. Air embolism</li> <li>k. Failure to flush the intraosseous needle</li> </ul> <p>KB23. Precautions while administering medications through different methods under supervision of a registered Medical Practitioner</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<p style="background-color: #e6f2ff; margin: 0;"><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <ul style="list-style-type: none"> <li>SA1. Share documents, reports, task lists, and schedules with co-workers</li> <li>SA2. Record daily activities</li> <li>SA3. Share sharp, concise and to the point report with the provider institute physician</li> <li>SA4. Complete medical history, PCR and applicable transport form</li> <li>SA5. Facilitate form filling in the allocated hospital once the patient reaches the hospital</li> <li>SA6. Produce information which may include technical material that is appropriate for the intended audience</li> </ul> <p style="background-color: #e6f2ff; margin: 0;"><b>Reading Skills</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <ul style="list-style-type: none"> <li>SA7. Read about changes in legislations and organisational policies</li> <li>SA8. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities</li> <li>SA9. Read latest clinical regulations shared by the medical officer</li> <li>SA10. Read the list of hospitals in the major accident or emergency prone locations.</li> <li>SA11. Read about upgraded facilities available in existing hospitals</li> <li>SA12. Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables</li> </ul>
	<p style="background-color: #e6f2ff; margin: 0;"><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <ul style="list-style-type: none"> <li>SA13. Interact with the patient</li> <li>SA14. Give clear instructions to the patient</li> <li>SA15. Shout assertively in case the patient does not respond</li> <li>SA16. Collect all necessary information regarding the patient's condition, address</li> <li>SA17. Avoid using jargon, slang or acronyms when communicating with a patient</li> <li>SA18. Communicate with other people around the patient and give them clear instructions around their safety</li> <li>SA19. Communicate clearly with other emergency response agencies if required</li> </ul>
<b>B. Professional Skills</b>	<p style="background-color: #e6f2ff; margin: 0;"><b>Decision Making</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <ul style="list-style-type: none"> <li>SB1. Make decisions pertaining to the concerned area of work in relation to job role</li> </ul>

HSS/N2325

**Manage advanced venous access and administration of medications**

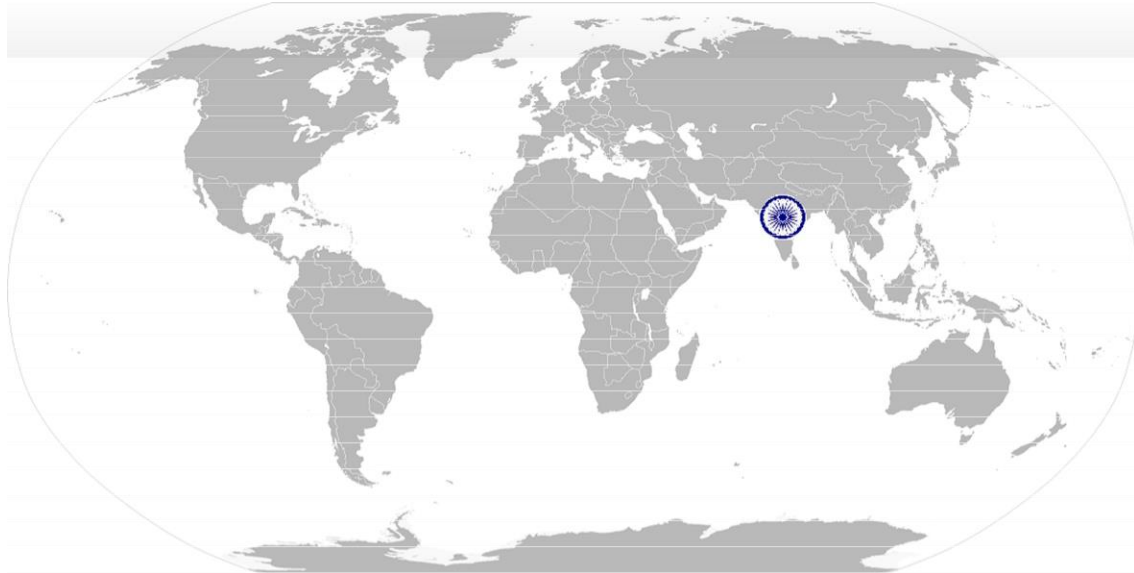
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan and organise activities that are assigned to him/her SB3. How to control any aggression by the patient or the patient relatives SB4. How to ensure there is minimum gap in the arrival time of the medical team and allocation of the patient to a respective triage level
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB5. Communicate effectively with patients and their family, physicians, and other members of the health care team SB6. Maintain patient confidentiality SB7. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Think through the problem, evaluate the possible solution(s) and suggest the optimum /best possible solution(s) SB9. Identify immediate or temporary solutions to resolve delays
	<b>Analytical Thinking</b>
	The user/individual on the job needs to: SB10. Analyse the situation and carry out the required procedures
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB11. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently.

HSS/N2325

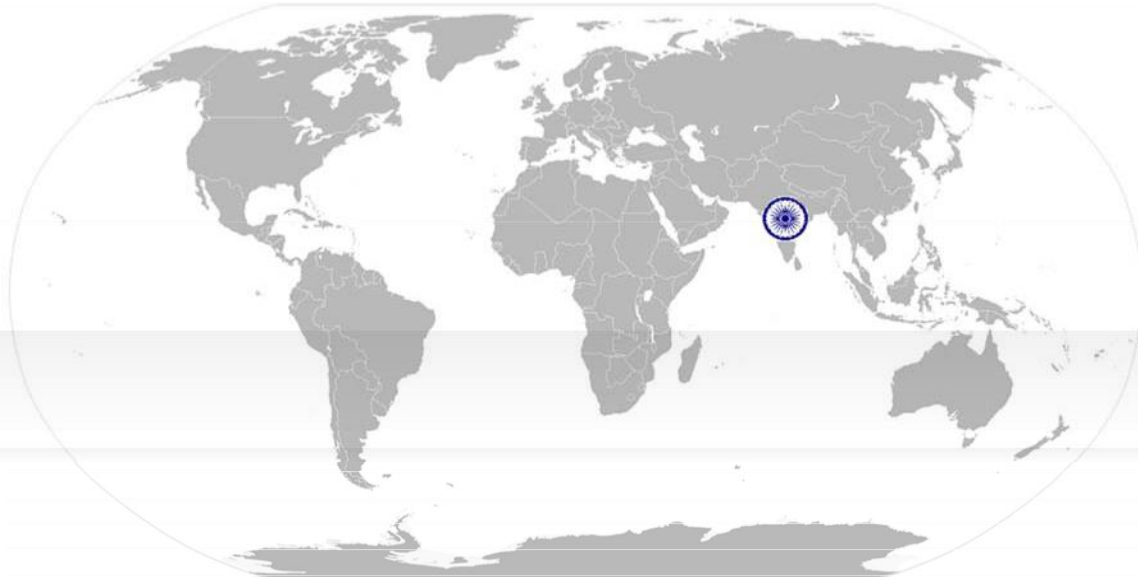
Manage advanced venous access and administration of medications

### NOS Version Control

<b>NOS Code</b>	<b>HSS/N2325</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding, skills required of an EMT to manage critical care aeromedical and inter-facility transport

HSS/N2326


**Manage critical care aeromedical and inter-facility transport**

National Occupational Standard

<b>Unit Code</b>	HSS/N2326
<b>Unit Title</b>	<b>Manage critical care aeromedical and inter-facility transport</b>
<b>(Task)</b>	<b>Manage critical care aeromedical and inter-facility transport</b>
<b>Description</b>	This OS unit is about the standardised procedures involved in rendering critical care aeromedical and inter-facility transport.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Transporting patient by appropriate means, keeping in mind the emergency, weather conditions and availability of the transport , Treating immediate life threatening conditions using external devices available</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Transporting patient by appropriate means, keeping in mind the emergency, weather conditions and availability of the transport , Treating immediate life threatening conditions using external devices available</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Understand the role of the critical care inter-facility transport teams in the patient care continuum</p> <p>PC2. Understand the importance of providing the highest quality of care in a timely and safe manner</p> <p>PC3. Understand how the needs and characteristics of patients influence and drive the competencies of critical care inter-facility transport professionals</p> <p>PC4. Define and differentiate between the following</p> <ol style="list-style-type: none"> <li>Pre-hospital Emergency Medical Services</li> <li>Inter-facility EMS transport</li> <li>Critical Care</li> <li>Critical Care Transport</li> </ol> <p>PC5. Compare and contrast the role of critical care inter-facility transport with the Emergency Medical Services pre-hospital system</p> <p>PC6. Describe roles of team members in critical care inter-facility transport</p> <p>PC7. Differentiate between critically ill trauma and medical patient transport theories</p> <ol style="list-style-type: none"> <li>Scoop and run</li> <li>Stay and play/resuscitate</li> </ol> <p>PC8. Describe safe transport techniques</p> <p>PC9. Describe appropriate transport equipment necessary for various critical care inter-facility transports</p> <p>PC10. Describe the pertinent rules and regulations for critical care paramedics in inter-facility transports</p> <p>PC11. Describe the components needed to provide the highest quality of care during critical care inter-facility transport</p> <p>PC12. Describe the importance of initial stabilization of the patient prior to transport</p> <p>PC13. Describe how disaster and mass casualty events will affect critical care interfacility transport</p> <p>PC14. Adhere fully to the steps involved in treating and transporting the patient</p> <p>PC15. Positively manage situations where transport is a problem</p> <p>PC16. Allocate the means of transport keeping in mind the emergency, weather conditions and availability of transport</p> <p>PC17. Adhere fully to procedures once the patient reaches the hospital</p>

HSS/N2326

**Manage critical care aeromedical and inter-facility transport**

	PC18. Use correct medication and equipment for treatment of immediate threats to life
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The procedures, rules and regulations involved in using ground and air transport KA2. The legislation and regulations governing choice of transport KA3. Relevant procedures and regulations governing situations where patients cannot or do not give permission for transport
<b>B. Technical Knowledge</b>	 <p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to assess whether the emergency is of a life threatening nature</p> <p>KB2. How to integrate pathophysiological principles and assessment findings to assist with the decision-making regarding air medical transport vs. ground transport</p> <p>KB3. The principles of Ground Transport Safety</p> <ol style="list-style-type: none"> <li>a. Vehicle checks</li> <li>b. Equipment checks</li> <li>c. Identify potential hazards during vehicle operations and ways to avoid or minimize them</li> <li>d. Safety equipment</li> <li>e. Ensure safety of passengers and patient during transport</li> </ol> <p>KB4. How to identify different classes of aircraft</p> <ol style="list-style-type: none"> <li>a. Fixed wing vs. rotor wing</li> <li>b. Pressurized vs. non-pressurized</li> <li>c. Twin vs. single-engine aircraft</li> </ol> <p>KB5. Weight considerations and aircraft performance</p> <p>KB6. Air medical transport safety principles</p> <ol style="list-style-type: none"> <li>a. Landing zone</li> <li>b. Communications</li> <li>c. Coordination</li> </ol> <p>KB7. Atmospheric composition of gases</p> <p>KB8. Basic gas laws</p> <ol style="list-style-type: none"> <li>a. Four basic variables             <ol style="list-style-type: none"> <li>i. Temperature</li> <li>ii. Mass</li> <li>iii. Volume</li> <li>iv. Pressure</li> </ol> </li> <li>b. Boyle's law</li> <li>c. Dalton's law</li> <li>d. Charles' law</li> <li>e. Gay-Lussac's Law</li> <li>f. Henry's law</li> <li>g. Graham's law</li> </ol> <p>KB9. Flight stressors and interventions during air transport</p> <ol style="list-style-type: none"> <li>a. Decreased partial pressure of oxygen</li> <li>b. Hypoxia</li> <li>c. Barometric pressure</li> <li>d. Thermal regulation</li> <li>e. Humidity</li> </ol>

HSS/N2326

**Manage critical care aeromedical and inter-facility transport**

	<p>f. Noise and Vibration g. Fatigue h. Gravitation forces i. Dehydration KB10. How to define and identify the signs and symptoms of and list the treatments for the following in relationship to the air medical environment a. Barotrauma b. Barosinusitis c. Barodontalgia d. Barotitis media e. Decompression sickness KB11. How to identify the effects, causes and emergency procedures for rapid decompression KB12. How to identify differences in patient care and equipment considerations during transport KB13. How to compare and contrast patient preparation activities for air transport vs. ground transport KB14. How to compare and contrast the benefits and limitations of air vs. ground transportation for critical care transport KB15. The importance of the consent of the patient or the family members for the transport procedure required for the patient to be transported KB16. The procedure of taking the medical officer's consent before calling for transport KB17. The procedure of handover of the patient to the medical officer with all the relevant paperwork related to patient's medical history and regulatory work KB18. The procedures involved in case of specific and different emergency transport KB19. The laws and regulations related to patient transport KB20. How to manage cases where the patient is not giving consent to be transported KB21. How to complete documentation of all the transport related paperwork KB22. The treatment of immediate life threats using external devices available in the BLS ambulances and interventions like definitive airway, intravenous fluids and medications, interpretation of ECGs and Defibrillators</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Record daily activities SA2. Share sharp, concise and to the point report with the provider institute physician SA3. Completion of medical history, PCR and applicable transport form SA4. Facilitate form filling in the allocated hospital once the patient reaches the hospital
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA5. Read about changes in legislations and organisational policies SA6. Keep abreast with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities SA7. Read on latest clinical regulations as shared by the medical officer SA8. Read on the list of hospitals in the major accident or emergency prone locations SA9. Read on upgraded facilities available in existing hospitals

HSS/N2326

**Manage critical care aeromedical and inter-facility transport**

	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA10. Interact with the patient SA11. Give clear instructions to the patient SA12. Collect all necessary information regarding the patient's condition, address SA13. Avoid using jargon, slang or acronyms when communicating with a patient SA14. Communicate with other people around the patient and give them clear instructions around their safety SA15. Communicate clearly with other emergency response agencies if required</p>
<b>B. Professional Skills</b>	<p><b>Decision Making</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Act decisively by balancing protocols and emergency at had SB2. Manage situations where minors, unconscious or self-harming patients are involved</p>
	<p><b>Plan and Organize</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. Plan and organise activities that are assigned to him/her SB4. Quickly think and refer to information about the hospitals in the vicinity</p>
	<p><b>Customer Centricity</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. Communicate effectively with patients and their family, physicians, and other members of the health care team SB6. Maintain patient confidentiality SB7. Respect the rights of the patient(s)</p>
	<p><b>Problem Solving</b></p> <p>The user/individual on the job needs to:</p> <p>SB8. Adjust their transporting techniques to move the patient to the ambulance as per the requirement</p>
	<p><b>Analytical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB9. Analyse the situation and function effectively to accomplish the transport of patient</p>
	<p><b>Critical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB10. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently</p>

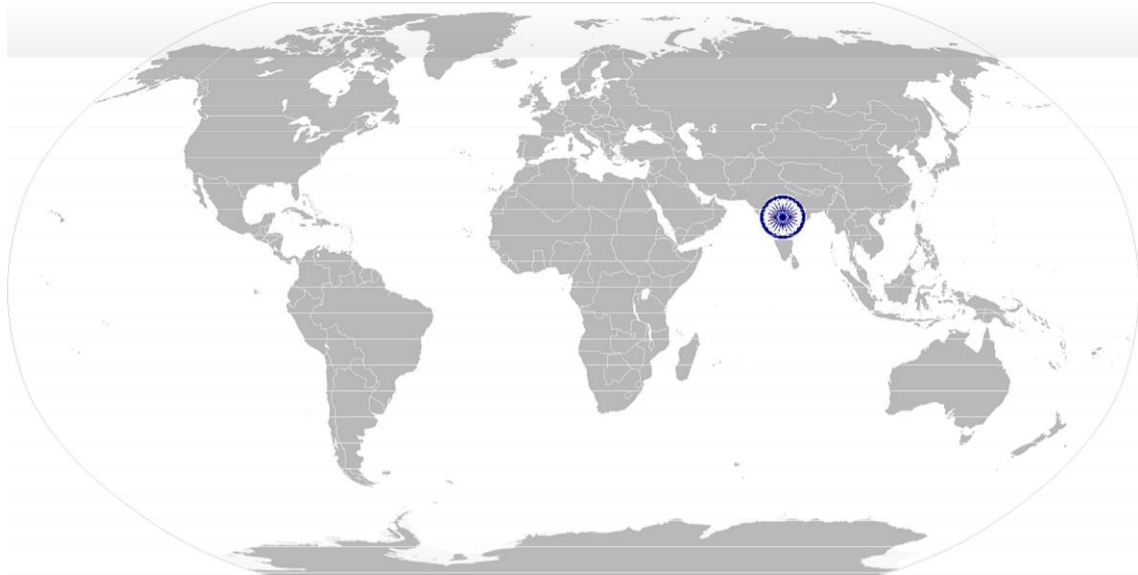


HSS/N2326

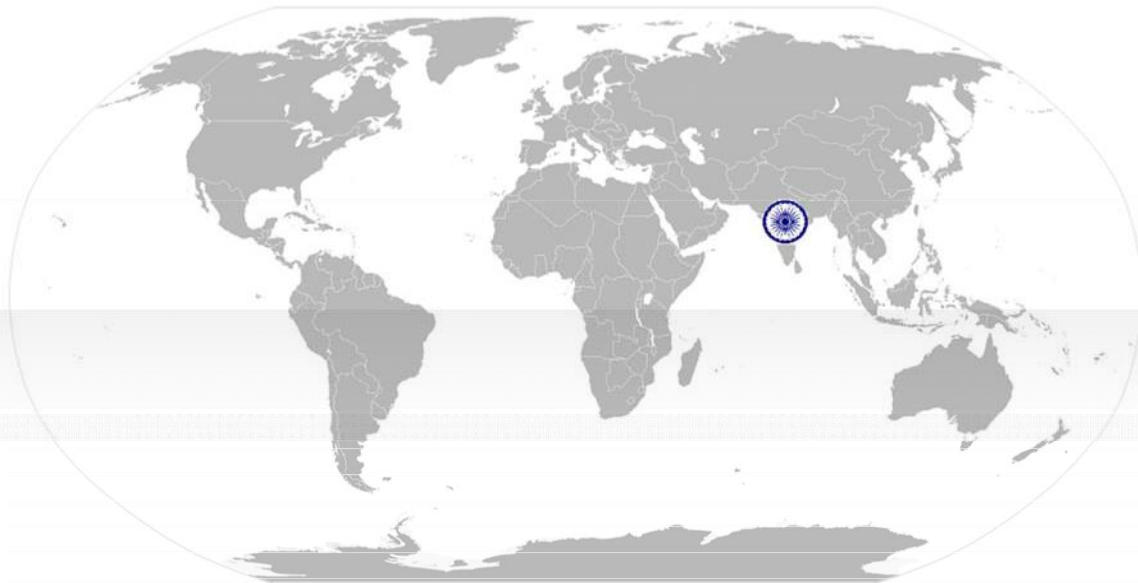
Manage critical care aeromedical and inter-facility transport

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N2326</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>EMERGENCY MEDICAL TECHNICIAN - ADAVANCED</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an Allied Health Professional to collate and communicate health related information.

HSS/N9601

Collate and Communicate Health Information

National Occupational Standard

<b>Unit Code</b>	HSS/N9601
<b>Unit Title</b>	<b>Collate and Communicate Health Information</b>
<b>Description</b>	This OS unit is about collating and communicating health information to community members, their family or others in response to queries or as part of health advice and Counselling. This OS unit applies to all allied health professionals required to communicate health related information to patients, individuals, families and others
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Communicating with individuals, patients, their family and others about health issues</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Communicating with individuals, patients, their family and others about health issues</b>	To be competent, the user/individual on the job must be able to: PC1. Respond to queries and information needs of all individuals PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them PC4. Utilise all training and information at one's disposal to provide relevant information to the individual PC5. Confirm that the needs of the individual have been met PC6. Adhere to guidelines provided by one's organisation or regulatory body relating to confidentiality PC7. Respect the individual's need for privacy PC8. Maintain any records required at the end of the interaction
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Guidelines on communicating with individuals KA2. Guidelines on maintaining confidentiality and respecting need for privacy KA3. Guidelines of the organisation/ health provider on communicating with individuals and patients
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. How to communicate effectively KB2. When to ask for assistance when situations are beyond one's competence and authority KB3. How to maintain confidentiality and to respect an individual's need for privacy KB4. How to ensure that all information provided to individuals is from reliable sources KB5. How to handle stressful or risky situations when communicating with individuals KB6. Difficulties that can occur when communicating with individuals and family members in stressful situations and how to manage these KB5. Disclosure of any information to unauthorized persons would subject to disciplinary action and possible termination
<b>Skills (S)</b>	

HSS/N9601

Collate and Communicate Health Information

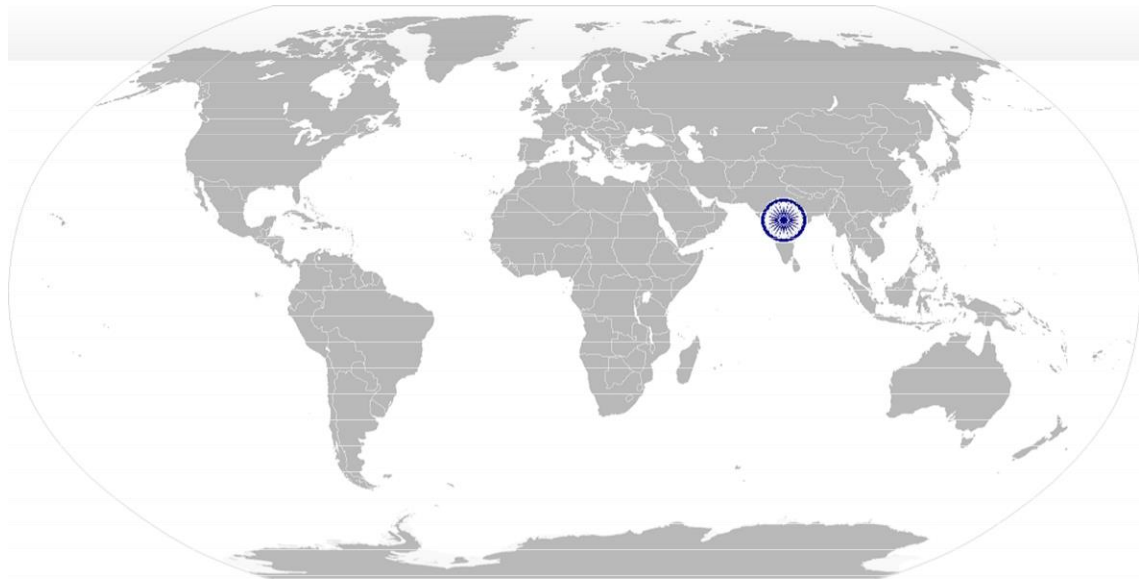
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Maintain any records required after the interaction
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA3. Read instructions and pamphlets provided as part of training
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA4. Speak at least one local language SA5. Communicate effectively with all individuals
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions on information to be communicated based on needs of the individual and various regulations and guidelines
	<b>Plan and Organize</b>
	Not applicable
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB2. Be responsive to problems of the individuals SB3. Be available to guide, counsel and help individuals when required SB4. Be patient and non-judgemental at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB5. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
	Not applicable
<b>Critical Thinking</b>	
Not applicable	

HSS/N9601

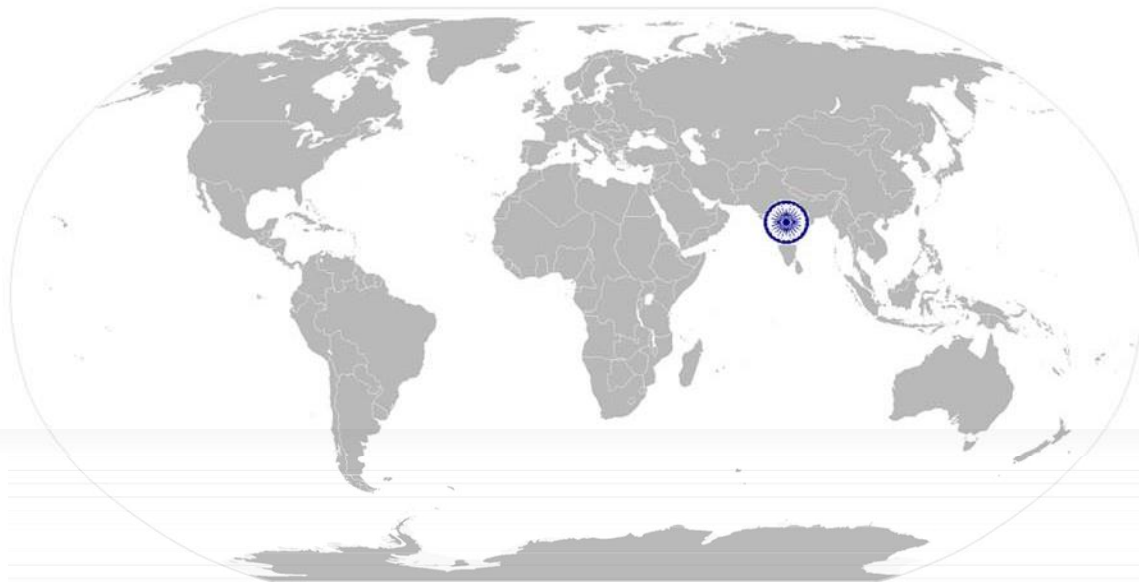
Collate and Communicate Health Information

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N9601</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>		<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding, skills required of an Allied Health Professional to recognise the boundaries of the role and responsibilities and working within the level of competence in accordance with legislation, protocols and guidelines.

HSS/N9603

Act within the limits of one's competence and authority

National Occupational Standard

<b>Unit Code</b>	HSS/N9603
<b>Unit Title</b>	<b>Act within the limits of one's competence and authority</b>
<b>Description</b>	<p>This OS unit is about recognizing the boundaries of the role and responsibilities and working within the level of competence in accordance with legislation, protocols and guidelines</p> <p>This is applicable to all Allied Health Professionals working in an organised, regulated environment</p>
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Acting within the limit of one's competence and authority; <ul style="list-style-type: none"> <li>○ Knowing one's job role</li> <li>○ Knowing one's job responsibility</li> <li>○ Recognizing the job role and responsibilities of co workers</li> </ul> </li> </ul> <p>Reference: 'This National Occupational Standard is from the UK Skills for Health suite [SFHGEN63, Act within the limits of your competence and authority] It has been tailored to apply to healthcare in India and has been reproduced with their Permission'.</p>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice</p> <p>PC2. Work within organisational systems and requirements as appropriate to one's role</p> <p>PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority</p> <p>PC4. Maintain competence within one's role and field of practice</p> <p>PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice</p> <p>PC6. Promote and demonstrate good practice as an individual and as a team member at all times</p> <p>PC7. Identify and manage potential and actual risks to the quality and safety of practice</p> <p>PC8. Evaluate and reflect on the quality of one's work and make continuing improvements</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The relevant legislation, standards, policies, and procedures followed in the organization</p> <p>KA2. The medical procedures and functioning of required medical equipment</p> <p>KA3. Role and importance of assisting other healthcare providers in delivering care</p>

HSS/N9603

Act within the limits of one's competence and authority

<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The boundaries of one's role and responsibilities and other team members          KB2. The reasons for working within the limits of one's competence and authority          KB3. The importance of personally promoting and demonstrating good practice          KB4. The legislation, protocols and guidelines effecting one's work          KB5. The organisational systems and requirements relevant to one's role          KB6. The sources of information that can be accessed to maintain an awareness of research and developments in one's area of work          KB7. The difference between direct and indirect supervision and autonomous practice, and which combination is most applicable in different circumstances          KB8. The risks to quality and safety arising from:</p> <ul style="list-style-type: none"> <li>○ Working outside the boundaries of competence and authority</li> <li>○ Not keeping up to date with best practice</li> <li>○ Poor communication</li> <li>○ Insufficient support</li> <li>○ Lack of resources</li> </ul> <p>KB9. The importance of individual or team compliance with legislation, protocols, and guidelines and organisational systems and requirements          KB10. How to Report and minimise risks          KB11. The principle of meeting the organisation's needs, and how this should enable one to recognise one's own limitations and when one should seek support from others          KB12. The processes by which improvements to protocols/guidelines and organisational systems/requirements should be reported          KB13. The procedure for accessing training, learning and development needs for oneself and/or others within one's organisation          KB14. The actions that can be taken to ensure a current, clear and accurate understanding of roles and responsibilities is maintained, and how this affects the way one work as an individual or part of a team</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Document reports, task lists, and schedules          SA2. Prepare status and progress reports          SA3. Record daily activities          SA4. Update other co-workers</p> <p><b>Reading Skills</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read about changes in legislations and organizational policies          SA6. Keep updated with the latest knowledge</p> <p><b>Oral Communication (Listening and Speaking skills)</b></p>



HSS/N9603

Act within the limits of one's competence and authority

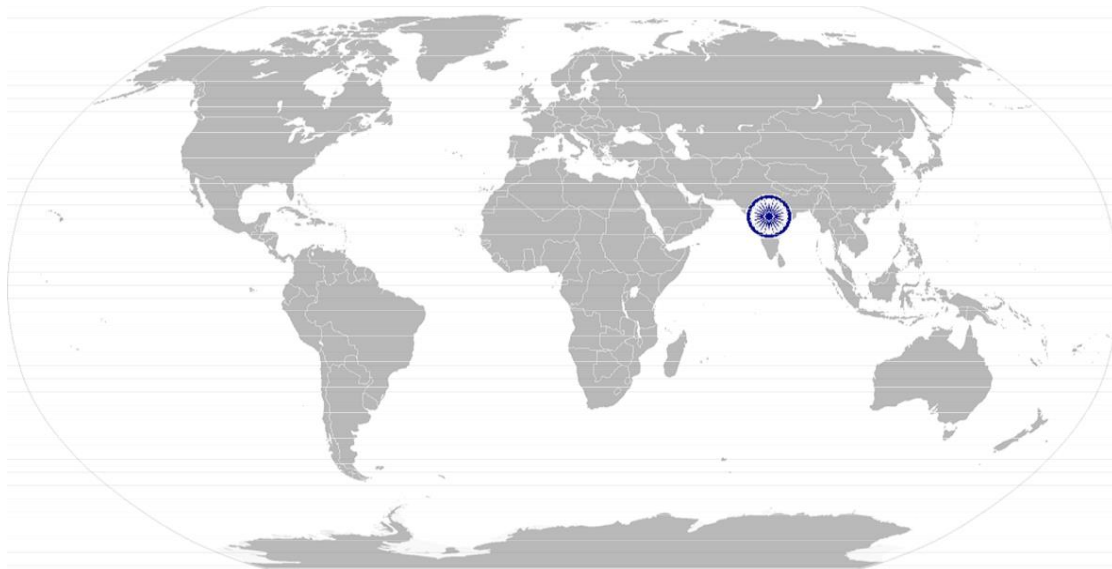
	The user/individual on the job needs to know and understand how to: SA7. Discuss task lists, schedules, and work-loads with co-workers SA8. Give clear instructions to patients and co-workers SA9. Keep patient informed about progress SA10. Avoid using jargon, slang or acronyms when communicating with a patient
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to the concerned area of work in relation to job role
	<b>Plan and Organize</b>
	Not applicable
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB2. Communicate effectively with patients and their family, physicians, and other members of the health care team SB3. Be responsive and listen empathetically to establish rapport in a way that promotes openness on issues of concern SB4. Be sensitive to potential cultural differences SB5. Maintain patient confidentiality SB6. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	Not applicable
	<b>Analytical Thinking</b>
	Not applicable
<b>Critical Thinking</b>	
Not applicable	

HSS/N9603

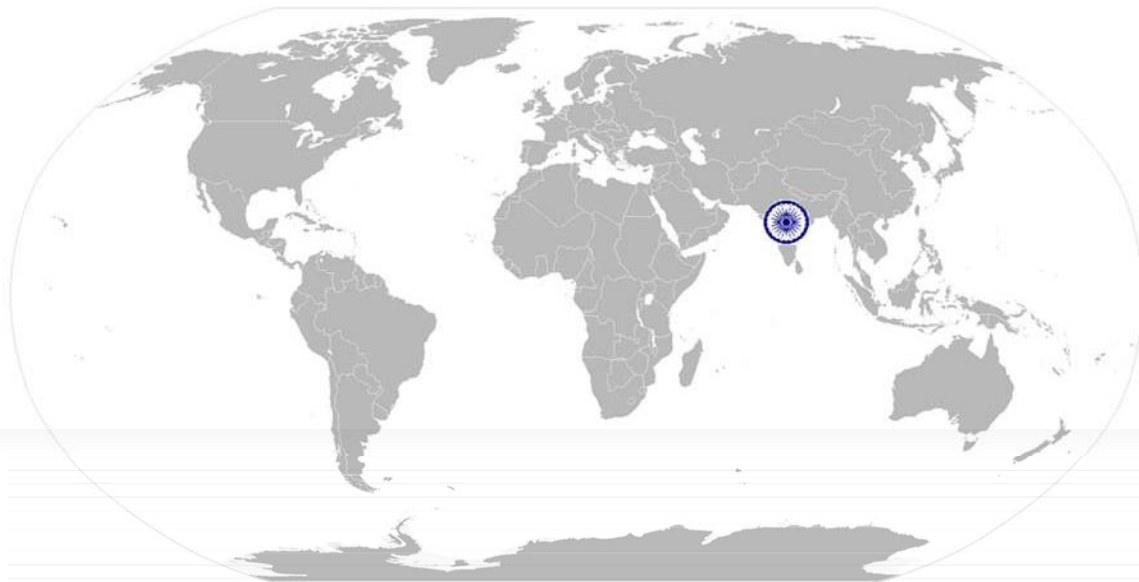
Act within the limits of one's competence and authority

## NOS Version Control

NOS Code	HSS/N9603		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation		Next review date	24/12/16



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding, skills required of an Allied Health Professional to work effectively with other people and integrate one's work the work of other people

HSS/N9604

Work effectively with others

National Occupational Standard

<b>Unit Code</b>	HSS/N9604
<b>Unit Title</b>	<b>Work effectively with others</b>
<b>Description</b>	This OS unit is about working effectively with other people who can be part of the immediate team, organisation or external to the team or organisation This OS unit applies to all Allied health professionals working in a team or collaborative environment
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Working with other people to meet requirements , Sharing information with others to enable efficient delivery of work , Communicating with other team members and people internal or external to the organisation</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	To be competent, the user/ individual on the job must be able to: PC1. Communicate with other people clearly and effectively PC2. Integrate one's work with other people's work effectively PC3. Pass on essential information to other people on timely basis PC4. Work in a way that shows respect for other people PC5. Carry out any commitments made to other people PC6. Reason out the failure to fulfil commitment PC7. Identify any problems with team members and other people and take the initiative to solve these problems PC8. Follow the organisation's policies and procedures
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	To be competent the user/ individual on the job needs to know and understand: KA1. The people who make up the team and how they fit into the work of the organisation KA2. The responsibilities of the team and their importance to the organisation KA3. The business, mission, and objectives of the organisation KA4. Effective working relationships with the people external to the team, with which the individual works on a regular basis KA5. Procedures in the organisation to deal with conflict and poor working relationships
<b>B. Technical Knowledge</b>	To be competent the user/ individual on the job needs to know and understand: KB1. The importance of communicating clearly and effectively with other people and how to do so face-to-face, by telephone and in writing KB2. The essential information that needs to be shared with other people KB3. The importance of effective working relationships and how these can contribute towards effective working relationships on a day-to-day basis KB4. The importance of integrating ones work effectively with others KB5. The types of working relationships that help people to work well together and the types of relationships that need to be avoided KB6. The types of opportunities an individual may seek out to improve relationships with others KB7. How to deal with difficult working relationships with other people to sort out

HSS/N9604

Work effectively with others

	problems
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	To be competent, the user / individual on the job needs to know and understand how to: SA1. Communicate essential information in writing SA2. Write effective communications to share information with the team members and other people outside the team
	<b>Reading Skills</b>
	To be competent, the user/individual on the job needs to know and understand how to: SA3. Read and understand essential information
	<b>Oral Communication (Listening and Speaking skills)</b>
	To be competent, the user/ individual on the job needs to know and understand how to: SA4. Communicate essential information to colleagues face-to-face or through telecommunications SA5. Question others appropriately in order to understand the nature of the request or compliant
<b>B. Professional Skills</b>	<b>Decision Making</b>
	To be competent, the user/ individual on the job needs to know and understand how to: SB1. Make decisions pertaining to work
	<b>Plan and Organize</b>
	To be competent, the user/ individual on the job needs to know and understand how to: SB2. Plan and organise files and documents
	<b>Customer Centricity</b>
	To be competent, the user/ individual on the job needs to know and understand how to: SB3. Communicate effectively with patients and their family, physicians, and other members of the health care team SB4. Be capable of being responsive, listen empathetically to establish rapport in a way that promotes openness on issues of concern SB5. Be sensitive to potential cultural differences SB6. Maintain patient confidentiality SB7. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	To be competent, the user/ individual on the job needs to know and understand how to: SB8. Identify problems while working with others and devise effective solutions
	<b>Analytical Thinking</b>
Not applicable	

HSS/N9604

Work effectively with others

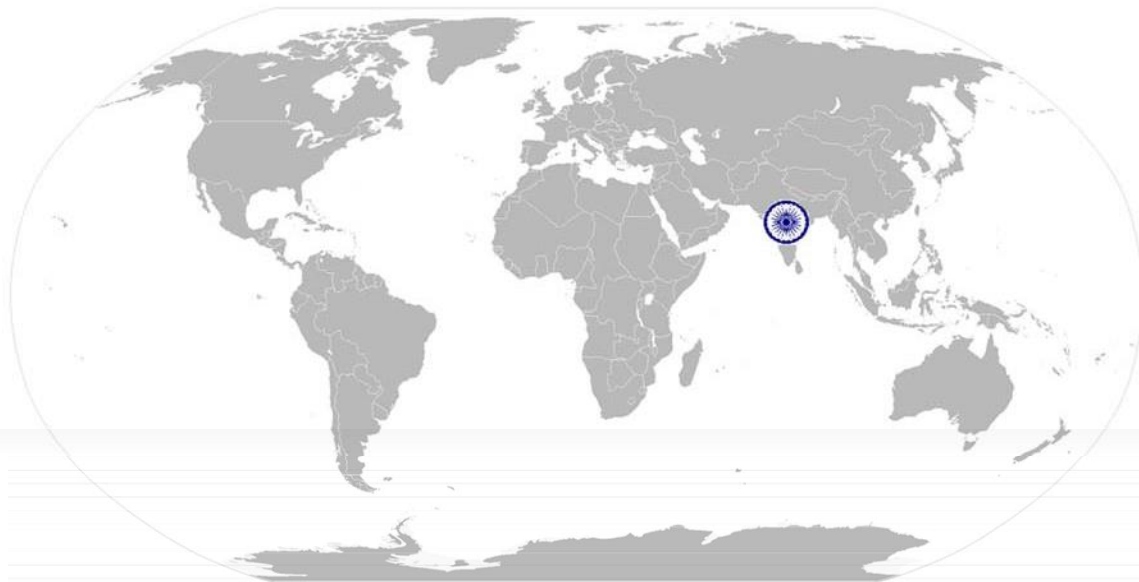
	Critical Thinking
	Not applicable

## NOS Version Control

NOS Code	HSS/N9604		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation		Next review date	24/12/16



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding, skills required of an Allied Health professional to plan and organise work to meet requirements

HSS/N9605

Manage work to meet requirements

National Occupational Standard

<b>Unit Code</b>	HSS/N9605
<b>Unit Title</b>	<b>Manage work to meet requirements</b>
<b>Description</b>	This OS unit is about planning and organising work and developing oneself further in the organisation This unit applies to all Allied Health professionals
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Establishing and managing requirements ,Planning and organising work, ensuring accomplishment of the requirements</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	To be competent, the user/ individual on the job must be able to: PC1. Clearly establish, agree, and record the work requirements PC2. Utilise time effectively PC3. Ensure his/her work meets the agreed requirements PC4. Treat confidential information correctly PC5. Work in line with the organisation's procedures and policies and within the limits of his/her job role
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	To be competent, the user / individual on the job needs to know and understand: KA1. The relevant policies and procedures of the organisation KA2. The information that is considered confidential to the organisation KA3. The scope of work of the role
<b>B. Technical Knowledge</b>	To be competent, the user/individual on the job needs to know and understand: KB1. The importance of asking the appropriate individual for help when required KB2. The importance of planning, prioritising and organising work KB3. The importance of clearly establishing work requirement KB4. The importance of being flexible in changing priorities when the importance and urgency comes into play KB5. How to make efficient use of time, and to avoid things that may prevent work deliverables from being expedited KB6. The importance of keeping the work area clean and tidy KB7. Areas of work that are not a priority and why it is necessary to keep one's effort in that direction to a minimum KB8. To change work plans when necessary KB9. The importance of confidentiality KB10. The importance in completing work on time
<b>Skills (S)</b>	
<b>A. Core Skills/</b>	<b>Writing Skills</b>



HSS/N9605

Manage work to meet requirements

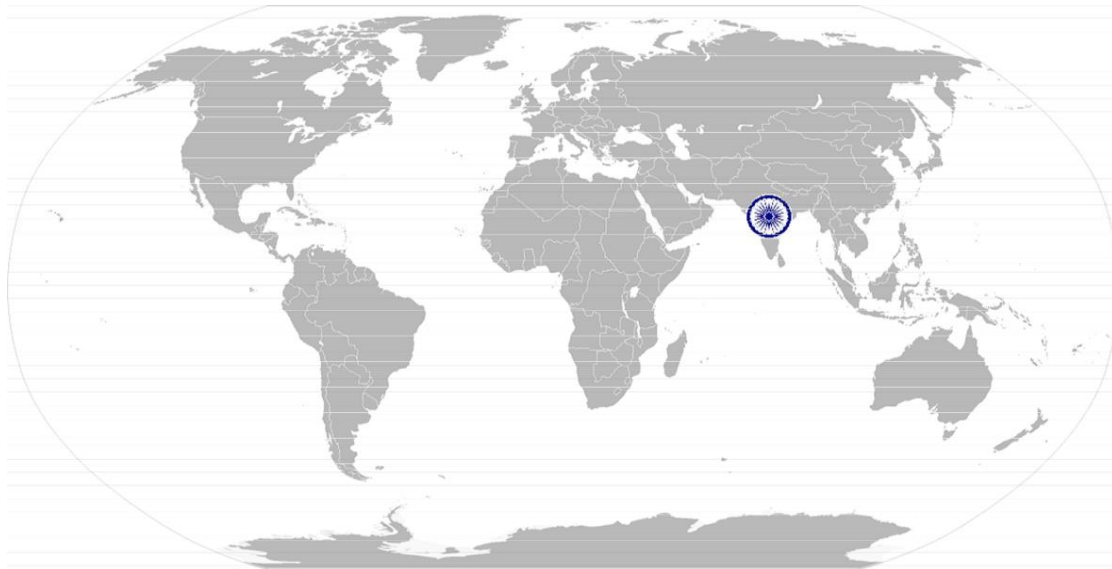
<b>Generic Skills</b>	To be competent, the user/ individual on the job needs to know and understand how to: SA1. Report progress and results SA2. Record problems and resolutions
	<b>Reading Skills</b>
	To be competent, the user / individual on the job needs to know and understand how to: SA3. Read organisational policies and procedures SA4. Read work related documents and information shared by different sources
	<b>Oral Communication (Listening and Speaking skills)</b>
	To be competent, the user/ individual on the job needs to know and understand how to: SA5. Report progress and results SA6. Interact with other individuals SA7. Negotiate requirements and revised agreements for delivering them
<b>B. Professional Skills</b>	<b>Decision Making</b>
	To be competent, the user/ individual on the job needs to know and understand how to: SB1. Make decisions pertaining to the work
	<b>Plan and Organize</b>
	To be competent, the user/ individual on the job needs to know and understand how to: SB2. Plan and organise files and documents
	<b>Customer Centricity</b>
	To be competent, the user/ individual on the job needs to know and understand how to: SB3. Communicate effectively with patients and their family, physicians, and other members of the health care team SB4. Be sensitive to potential cultural differences SB5. Maintain patient confidentiality SB6. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	To be competent, the user/ individual on the job needs to know and understand how to: SB7. Understand problems and suggest an optimum solution after evaluating possible solutions
	<b>Analytical Thinking</b>
	Not applicable
<b>Critical Thinking</b>	
Not applicable	

HSS/N9605

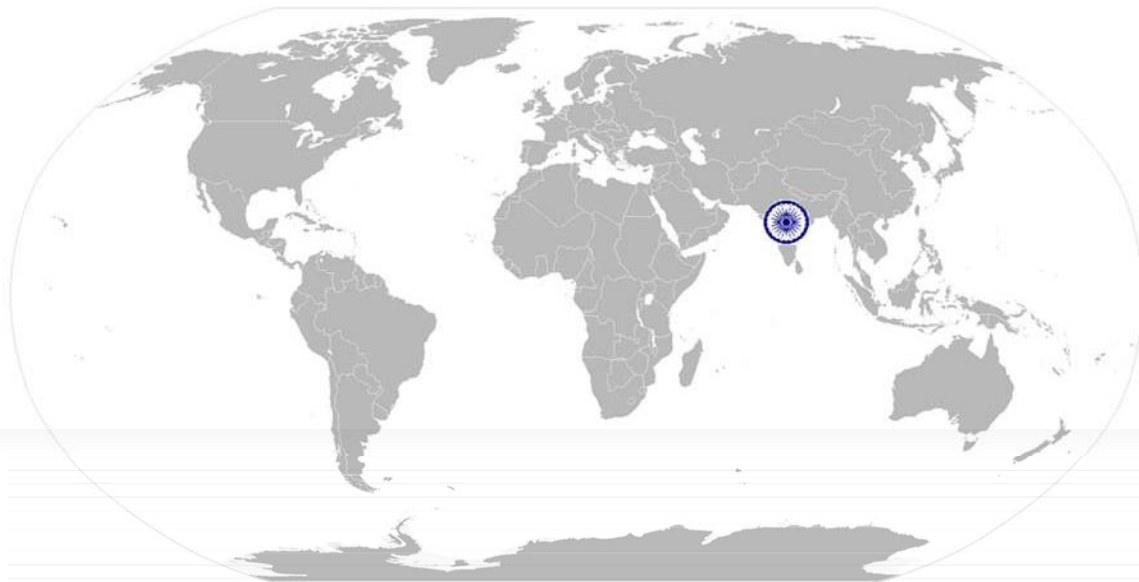
Manage work to meet requirements

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N9605</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>IndustrySub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>		<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding, skills required of an Allied Health Professional to monitor the working environment, and making sure it meets health, safety and security requirements.

HSS/N9606

Maintain a safe, healthy, and secure working environment

National Occupational Standard

<b>Unit Code</b>	HSS/N9606
<b>Unit Title</b>	Maintain a safe, healthy, and secure working environment
<b>(Task)</b>	
<b>Description</b>	This OS unit is about monitoring the working environment and ensuring a safe, healthy, secure and effective working conditions This OS unit applies to all Allied Health professionals working within an organised workplace
<b>Scope</b>	This unit covers the following: <ul style="list-style-type: none"> <li>Complying the health, safety and security requirements and procedures for Workplace</li> <li>Handling any hazardous situation with safely, competently and within the limits of authority</li> <li>Reporting any hazardous situation and breach in procedures to ensure a safe, healthy, secure working environment</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	To be competent, the user/ individual on the job must be able to: PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements PC2. Comply with health, safety and security procedures for the workplace PC3. Report any identified breaches in health, safety, and security procedures to the designated person PC4. Identify potential hazards and breaches of safe work practices PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person PC9. Complete any health and safety records legibly and accurately
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	To be competent, the user/ individual on the job needs to know and understand: KA1. The importance of health, safety, and security in the workplace KA2. The basic requirements of the health and safety and other legislations and regulations that apply to the workplace KA3. The person(s) responsible for maintaining healthy, safe, and secure workplace KA4. The relevant up-to-date information on health, safety, and security that applies to the workplace KA5. How to report the hazard KA6. The responsibilities of individual to maintain safe, healthy and secure workplace

HSS/N9606

Maintain a safe, healthy, and secure working environment

<p><b>B. Technical Knowledge</b></p>	<p>To be competent, the user / individual on the job needs to know and understand:</p> <p>KB1. Requirements of health, safety and security in workplace</p> <p>KB2. How to create safety records and maintaining them</p> <p>KB3. The importance of being alert to health, safety, and security hazards in the work environment</p> <p>KB4. The common health, safety, and security hazards that affect people working in an administrative role</p> <p>KB5. How to identify health, safety, and security hazards</p> <p>KB6. The importance of warning others about hazards and how to do so until the hazard is dealt with</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p> <p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SA1. Report and record incidents</p> <p><b>Reading Skills</b></p> <p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SA2. Read and understand company policies and procedures</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SA3. Clearly report hazards and incidents with the appropriate level of urgency</p>
<p><b>B. Professional Skills</b></p>	<p><b>Decision Making</b></p> <p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions pertaining to the area of work</p> <p><b>Plan and Organize</b></p> <p>To be competent, the user / individual on the job needs to know and understand how to:</p> <p>SB2. Plan for safety of the work environment</p> <p><b>Customer Centricity</b></p> <p>To be competent, the user / individual on the job needs to know and understand:</p> <p>SB3. Communicate effectively with patients and their family, physicians, and other members of the health care team</p> <p>SB4. Be capable of being responsive, listen empathetically to establish rapport in a way that promotes openness on issues of concern</p> <p><b>Problem Solving</b></p> <p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SB8. Identify hazards, evaluate possible solutions and suggest effective solutions</p>

HSS/N9606

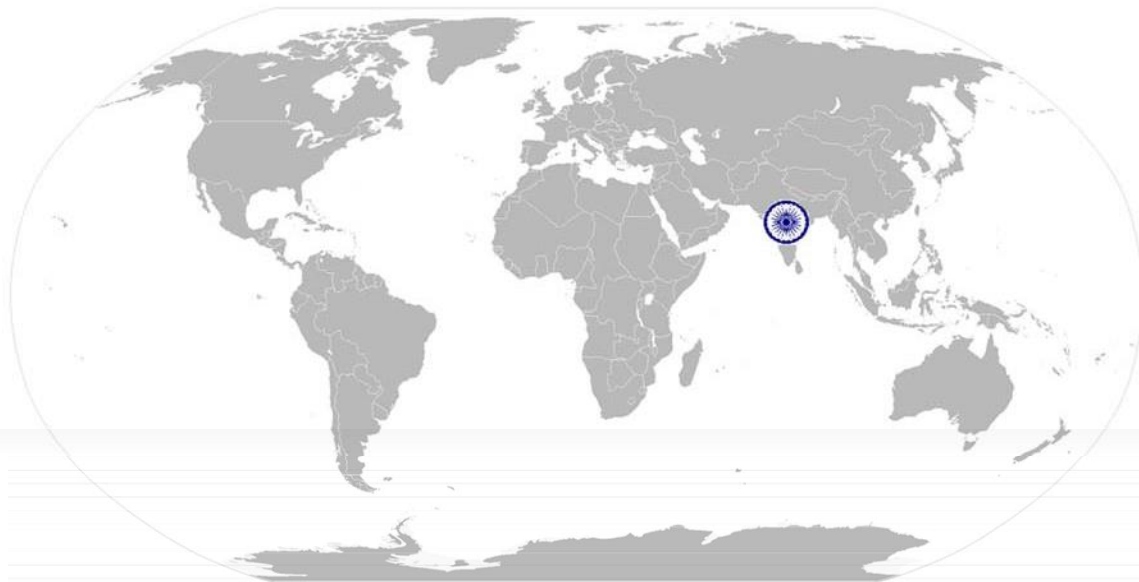
Maintain a safe, healthy, and secure working environment

	<b>Analytical Thinking</b>
	To be competent, the user needs to know and understand how to: SB9. Analyse the seriousness of hazards
	<b>Critical Thinking</b>
	To be competent, the user needs to know and understand how to: SB10. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently

## NOS Version Control

<b>NOS Code</b>	HSS/N9606		
<b>Credits (NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Health	<b>Drafted on</b>	12/05/13
<b>Industry Sub-sector</b>	Allied Health and Paramedics	<b>Last reviewed on</b>	24/07/13
<b>Occupation</b>		<b>Next review date</b>	24/12/16

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an Allied Health professional to practice code of conduct setup by the healthcare provider.

HSS/N9607

Practice code of conduct while performing duties

National Occupational Standard

<b>Unit Code</b>		HSS/N9607
<b>Unit Title</b>		Practice code of conduct while performing duties
<b>(Task)</b>		
<b>Description</b>	<p>This OS unit is about following the rules, regulations and the code of conduct setup by the healthcare provider The Allied health professional must adhere to the protocols and guidelines relevant to the field and practice</p> <p>This OS unit applies to all Allied health professionals working in an organized environment and to whom specific regulations and codes of conduct apply</p>	
<b>Scope</b>	<p>This unit covers the following:</p> <ul style="list-style-type: none"> <li>Recognizing the guidelines and protocols relevant to the field and practice</li> </ul> <p>Following the code of conduct as described by the healthcare provider</p> <p>Demonstrating best practices while on the field</p>	
<b>Performance Criteria(PC) w.r.t. the Scope</b>		
<b>Element</b>	<b>Performance Criteria</b>	
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Adhere to protocols and guidelines relevant to the role and field of practice</p> <p>PC2. Work within organisational systems and requirements as appropriate to the role</p> <p>PC3. Recognise the boundary of the role and responsibility and seek supervision when situations are beyond the competence and authority</p> <p>PC4. Maintain competence within the role and field of practice</p> <p>PC5. Use protocols and guidelines relevant to the field of practice</p> <p>PC6. Promote and demonstrate good practice as an individual and as a team member at all times</p> <p>PC7. Identify and manage potential and actual risks to the quality and patient safety</p> <p>PC8. Maintain personal hygiene and contribute actively to the healthcare ecosystem</p>	
<b>Knowledge and Understanding (K)</b>		
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>To be competent, the user/ individual on the job needs to know and understand:</p> <p>KA1. Relevant legislation, standards, policies, and procedures followed in the hospital</p> <p>KA2. How to engage and interact with other providers in order to deliver quality and maintain continued care</p> <p>KA3. Personal hygiene measures and handling techniques</p>	
<b>B. Technical Knowledge</b>	<p>To be competent, the user / individual on the job needs to know and understand:</p> <p>KB1. The limitations and scope of the role and responsibilities along with an understanding of roles and responsibilities of others</p> <p>KB2. The importance of working within the limits of one’s competence and authority</p> <p>KB3. The detrimental effects of non-compliance</p> <p>KB4. The importance of personal hygiene</p> <p>KB5. The importance of intercommunication skills</p> <p>KB6. The legislation, protocols and guidelines related to the role</p> <p>KB7. The organisational systems and requirements relevant to the role</p> <p>KB8. The sources of information and literature to maintain a constant access to upcoming research and changes in the field</p> <p>KB9. The difference between direct and indirect supervision and autonomous</p>	



HSS/N9607

Practice code of conduct while performing duties

	<p>practice, and which combination is most applicable in different circumstances</p> <p>KB10. Implications to quality and safety arising from:</p> <ul style="list-style-type: none"> <li>Working outside the boundaries of competence and authority not keeping up to date with best practice</li> <li>poor communication</li> <li>insufficient support</li> <li>lack of resources</li> </ul> <p>KB11. The organizational structure and the various processes related to reporting and monitoring</p> <p>KB12. The procedure for accessing training, learning and development needs</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	To be competent, the user/ individual on the job needs to know and understand how to: SA1. Document reports, task lists, and schedules with co-workers SA2. Prepare status and progress reports related to patient care SA3. Update the physician and the other co-workers
	<b>Reading Skills</b>
	To be competent, the user/ individual on the job needs to know and understand how to: SA4. Read about procedures, regulations and guidelines related to the organization and the profession SA5. Keep updated with the latest knowledge by reading internal communications and legal framework changes related to roles and responsibilities
	<b>Oral Communication (Listening and Speaking skills)</b>
	To be competent, the user/ individual on the job needs to know and understand how to: SA6. Interact with patients SA7. Give clear instructions to patients, patients relatives and other healthcare providers SA8. Avoid using jargon, slang or acronyms, while communicating with a patient
<b>B. Professional Skills</b>	<b>Decision Making</b>
	To be competent, the user/ individual on the job needs to know and understand how to: SB1. Make decisions based on applicable regulations and codes of conduct when possible conflicts arise SB2. Act decisively by balancing protocols and work at hand
	<b>Plan and Organize</b>
	Not applicable
	<b>Customer Centricity</b>
	To be competent, the user / individual on the job needs to know and understand how to: SB3. Communicate effectively with patients and their family, physicians, and other members of the health care team SB4. Maintain patient confidentiality

HSS/N9607

Practice code of conduct while performing duties

	SB5. Respect the rights of the patient(s) SB6. Respond patients' queries and concerns SB7. Maintain personal hygiene to enhance patient safety
	<b>Problem Solving</b>
	Not applicable
	<b>Analytical Thinking</b>
	Not applicable
	<b>Critical Thinking</b>
	Not applicable

NOS Version Control

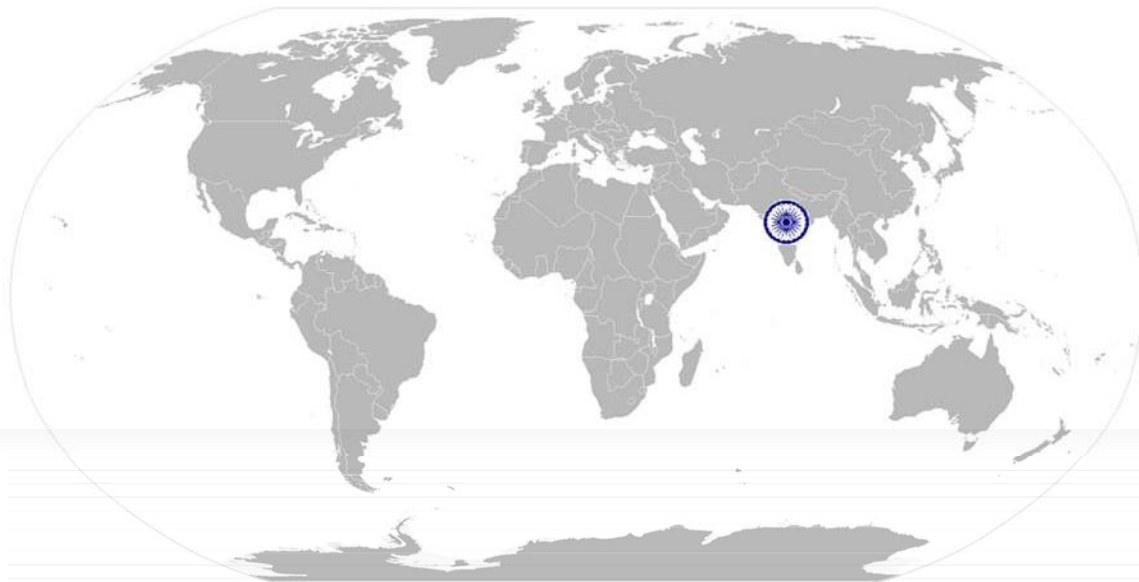
NOS Code	HSS/N9607		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation		Next review date	24/12/16

HSS/N9609

Follow biomedical waste disposal protocols

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# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an Allied Health professional to manage biomedical waste

HSS/N9609

Follow biomedical waste disposal protocols

National Occupational Standard

<b>Unit Code</b>	HSS/N9609
<b>Unit Title (Task)</b>	Follow biomedical waste disposal protocols
<b>Description</b>	This OS unit is about the safe handling and management of health care waste. This unit applies to all Allied Health professionals.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Classification of the Waste Generated, Segregation of Biomedical Waste ,Proper collection and storage of Waste</li> </ul> <p>Reference : 'The content of this National Occupational Standard is drawn from the UK Skills for Health NOS [SFHCHS212 Disposal of clinical and non-clinical waste within healthcare and SFHCHS213 Implement an audit trail for managing waste within healthcare']</p>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type</p> <p>PC2. Apply appropriate health and safety measures and standard precautions for infection prevention and control and personal protective equipment relevant to the type and category of waste</p> <p>PC3. Segregate the waste material from work areas in line with current legislation and organisational requirements</p> <p>PC4. Segregation should happen at source with proper containment, by using different color coded bins for different categories of waste</p> <p>PC5. Check the accuracy of the labelling that identifies the type and content of waste</p> <p>PC6. Confirm suitability of containers for any required course of action appropriate to the type of waste disposal</p> <p>PC7. Check the waste has undergone the required processes to make it safe for transport and disposal</p> <p>PC8. Transport the waste to the disposal site, taking into consideration its associated risks</p> <p>PC9. Report and deal with spillages and contamination in accordance with current legislation and procedures</p> <p>PC10. Maintain full, accurate and legible records of information and store in correct location in line with current legislation, guidelines, local policies and protocols</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Basic requirements of the health and safety and other legislations and regulations that apply to the organization</p> <p>KA2. Person(s) responsible for health, safety, and security in the organization</p> <p>KA3. Relevant up-to-date information on health, safety, and security that applies to the organization</p> <p>KA4. Organization's emergency procedures and responsibilities for handling</p>

HSS/N9609

Follow biomedical waste disposal protocols

its processes)	hazardous situations
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to categorise waste according to national, local and organisational guidelines</p> <p>KB2. The appropriate approved disposal routes for waste</p> <p>KB3. The appropriate containment or dismantling requirements for waste and how to make the waste safe for disposal</p> <p>KB4. The importance to adhere to the organisational and national waste management principles and procedures</p> <p>KB5. The hazards and risks associated with the disposal and the importance of risk assessments and how to provide these</p> <p>KB6. The personal protective equipment required to manage the different types of waste generated by different work activities</p> <p>KB7. The importance of working in a safe manner when carrying out procedures for biomedical waste management in line with local and national policies and legislation</p> <p>KB8. The required actions and reporting procedures for any accidents, spillages and contamination involving waste</p> <p>KB9. The requirements of the relevant external agencies involved in the transport and receipt of your waste</p> <p>KB10. The importance of segregating different types of waste and how to do this</p> <p>KB11. The safe methods of storage and maintaining security of waste and the permitted accumulation times</p> <p>KB12. The methods for transporting and monitoring waste disposal and the appropriateness of each method to a given scenario</p> <p>KB13. How to report any problems or delays in waste collection and whereto seek advice and guidance</p> <p>KB14. The importance of the organisation monitoring and obtaining an assessment of the impact the waste has on the environment</p> <p>KB15. The current national legislation, guidelines, local policies and protocols which affect work practice</p> <p>KB16. The policies and guidance that clarify your scope of practice, accountabilities and the working relationship between yourself and others</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Report and record incidents
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA2. Read and understand company policies and procedures for managing biomedical waste
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA3. Report hazards and incidents clearly with the appropriate level of urgency
<b>B. Professional Skills</b>	<b>Decision Making</b>

HSS/N9609

Follow biomedical waste disposal protocols

	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to the area of work SB2. Exhibit commitment to the organization and exert effort and perseverance
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand how to: SB3. Organize files and documents SB4. Plan for safety of the work environment SB5. Recommend and implement plan of action
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand: SB6. How to make exceptional effort to keep the environment and work place clean
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB7. Identify hazards and suggest effective solutions to identified problems of waste management
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB8. Analyse the seriousness of hazards and proper waste management
	<b>Critical Thinking</b>
The user/individual on the job needs to know and understand how to: SB9. Evaluate opportunities to improve health, safety and security SB10. Show understanding and empathy for others	

**NOS Version Control**

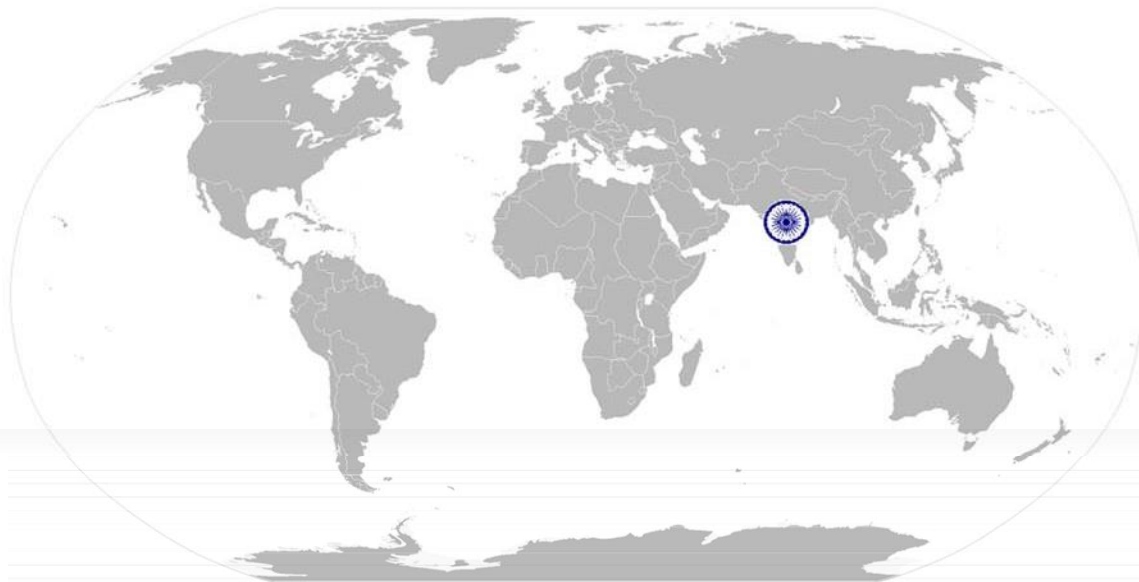
NOS Code	HSS/N9609		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation		Next review date	24/12/16

HSS/N9610

Follow infection control policies and procedures

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# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding, skills required of an Allied Health professional to comply with infection control policies and procedures

HSS/N9610

Follow infection control policies and procedures

National Occupational Standard

<b>Unit Code</b>	HSS/N9610
<b>Unit Title</b>	<b>Follow infection control policies and procedures</b>
<b>Description</b>	This OS unit is about complying with infection control policies and procedures. It is applicable to workers who are responsible for workplace procedures to maintain Infection control. This unit applies to all Allied Health professionals.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Complying with an effective infection control protocols that ensures the safety of the patient (or end-user of health-related products/services)</li> <li>Maintaining personal protection and preventing the transmission of infections from person to person</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Perform the standard precautions to prevent the spread of infection in accordance with organisation requirements</p> <p>PC2. Perform the additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection</p> <p>PC3. Minimise contamination of materials, equipment and instruments by aerosols and splatter</p> <p>PC4. Identify infection risks and implement an appropriate response within own role and responsibility</p> <p>PC5. Document and report activities and tasks that put patients and/or other workers at risk</p> <p>PC6. Respond appropriately to situations that pose an infection risk in accordance with the policies and procedures of the organization</p> <p>PC7. Follow procedures for risk control and risk containment for specific risks</p> <p>PC8. Follow protocols for care following exposure to blood or other body fluids as required</p> <p>PC9. Place appropriate signs when and where appropriate</p> <p>PC10. Remove spills in accordance with the policies and procedures of the organization</p> <p>PC11. Maintain hand hygiene by washing hands before and after patient contact and/or after any activity likely to cause contamination</p> <p>PC12. Follow hand washing procedures</p> <p>PC13. Implement hand care procedures</p> <p>PC14. Cover cuts and abrasions with water-proof dressings and change as necessary</p> <p>PC15. Wear personal protective clothing and equipment that complies with Indian Standards, and is appropriate for the intended use</p> <p>PC16. Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each patient contact</p> <p>PC17. Demarcate and maintain clean and contaminated zones in all aspects of health care work</p> <p>PC18. Confine records, materials and medicaments to a well-designated clean zone</p>



HSS/N9610

Follow infection control policies and procedures

	<p>PC19. Confine contaminated instruments and equipment to a well-designated contaminated zone</p> <p>PC20. Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste</p> <p>PC21. Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified</p> <p>PC22. Store clinical or related waste in an area that is accessible only to authorised persons</p> <p>PC23. Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release</p> <p>PC24. Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements</p> <p>PC25. Wear personal protective clothing and equipment during cleaning procedures</p> <p>PC26. Remove all dust, dirt and physical debris from work surfaces</p> <p>PC27. Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled</p> <p>PC28. Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols</p> <p>PC29. Dry all work surfaces before and after use</p> <p>PC30. Replace surface covers where applicable</p> <p>PC31. Maintain and store cleaning equipment</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The organization’s infection control policies and procedures</p> <p>KA2. Organization requirements relating to immunization, where applicable</p> <p>KA3. Standard precautions</p> <p>KA4. Good personal hygiene practice including hand care</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Additional precautions</p> <p>KB2. Aspects of infectious diseases including:</p> <ul style="list-style-type: none"> <li>- opportunistic organisms</li> <li>- pathogens</li> </ul> <p>KB3. Basic microbiology including:</p> <ul style="list-style-type: none"> <li>- bacteria and bacterial spores</li> <li>- fungi</li> <li>- viruses</li> </ul> <p>KB8. The required actions and reporting procedures for any accidents, spillages and contamination involving waste</p> <p>KB9. The requirements of the relevant external agencies involved in the transport and receipt of your waste</p> <p>KB10. The importance of segregating different types of waste and how to do this</p>

HSS/N9610

Follow infection control policies and procedures

	<p>KB4. How to clean and sterile techniques</p> <p>KB5. The path of disease transmission:</p> <ul style="list-style-type: none"> <li>- paths of transmission including direct contact and penetrating injuries</li> <li>- risk of acquisition</li> <li>- sources of infecting microorganisms including persons who are carriers, in the incubation phase of the disease or those who are acutely ill</li> </ul> <p>KB6. Effective hand hygiene:</p> <ul style="list-style-type: none"> <li>- procedures for routine hand wash</li> <li>- procedures for surgical hand wash</li> <li>- when hands must be washed</li> </ul> <p>KB7. Good personal hygiene practice including hand care</p> <p>KB8. Identification and management of infectious risks in the workplace</p> <p>KB9. How to use personal protective equipment such as:</p> <ul style="list-style-type: none"> <li>- guidelines for glove use</li> <li>- guidelines for wearing gowns and waterproof aprons</li> <li>- guidelines for wearing masks as required</li> <li>- guidelines for wearing protective glasses</li> </ul> <p>KB10. Susceptible hosts including persons who are immune suppressed, have chronic diseases such as diabetes and the very young or very old</p> <p>KB11. Surface cleaning:</p> <ul style="list-style-type: none"> <li>- cleaning procedures at the start and end of the day</li> <li>- managing a blood or body fluid spill</li> <li>- routine surface cleaning</li> </ul> <p>KB12. Sharps handling and disposal techniques</p> <p>KB13. The following:</p> <ul style="list-style-type: none"> <li>- Follow infection control guidelines</li> <li>- Identify and respond to infection risks</li> <li>- Maintain personal hygiene</li> <li>- Use personal protective equipment</li> <li>- Limit contamination</li> <li>- Handle, package, label, store transport and dispose of clinical and other waste</li> <li>- Clean environmental surfaces</li> </ul>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<p><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Consistently apply hand washing, personal hygiene and personal protection protocols</p> <p>SA2. Consistently apply clean and sterile techniques</p> <p>SA3. Consistently apply protocols to limit contamination</p> <p><b>Reading Skills</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA4. Follow instructions as specified in the protocols</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Listen patiently</p> <p>SA6. Provide feedback (verbal and non-verbal) to encourage smooth flow of</p>

HSS/N9610

Follow infection control policies and procedures

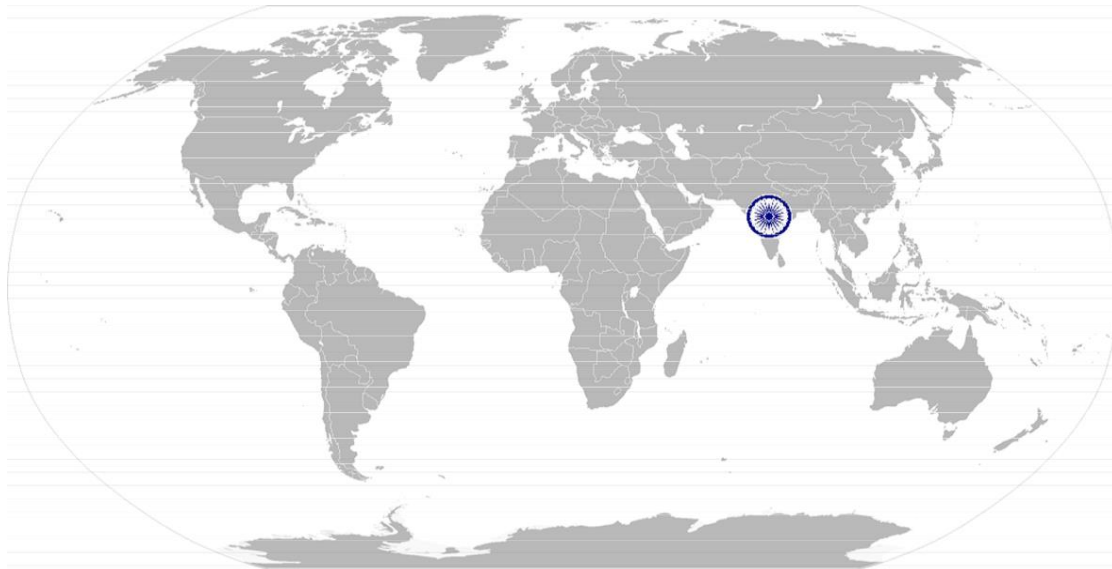
	information
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Take into account opportunities to address waste minimization, environmental responsibility and sustainable practice issues SB2. Apply additional precautions when standard precautions are not sufficient
	<b>Plan and Organize</b>
	The user/individual on the job needs to: SB3. Consistently ensure instruments used for invasive procedures are sterile at time of use (where appropriate) SB4. Consistently follow the procedure for washing and drying hands SB5. Consistently limit contamination SB6. Consistently maintain clean surfaces and manage blood and body fluid spills
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB7. Be a good listener and be sensitive to patient SB8. Avoid unwanted and unnecessary communication with patients SB9. Maintain eye contact and non-verbal communication
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB10. Communicate only facts and not opinions SB11. Give feedback when required
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB12. Coordinate required processes effectively
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB13. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to belief and action SB14. Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

HSS/N9610

Follow infection control policies and procedures

## NOS Version Control

NOS Code	HSS/N9610		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation		Next review date	24/12/16

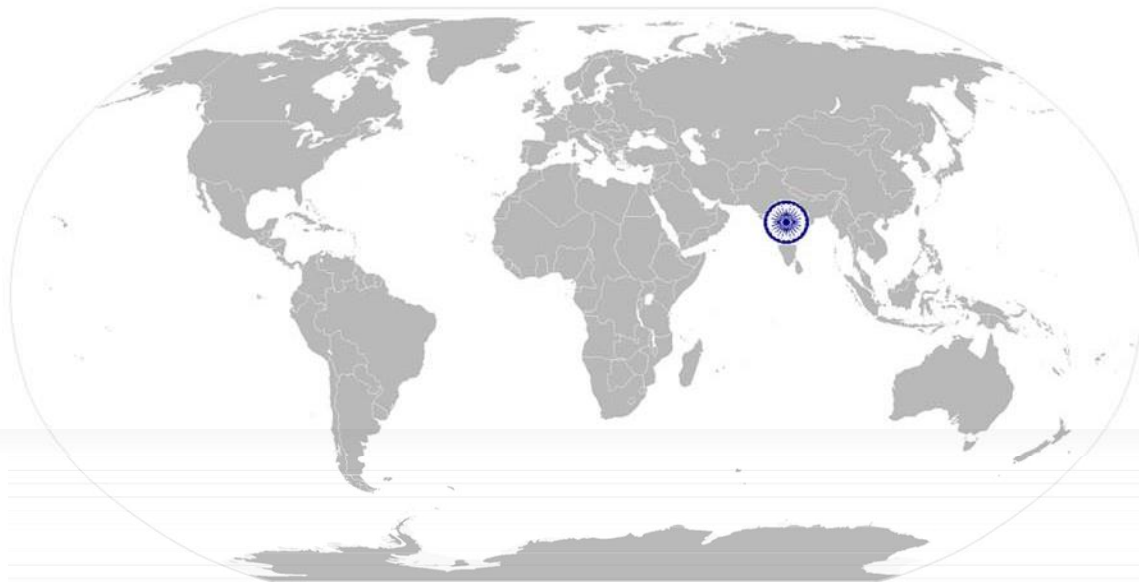


HSS/N9611

Monitor and assure quality

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# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding, skills required of an Allied Health professional to monitor and assure quality

HSS/N9611

Monitor and assure quality

National Occupational Standard

<b>Unit Code</b>	HSS/N9611
<b>Unit Title</b>	<b>Monitor and assure quality</b>
<b>(Task)</b>	
<b>Description</b>	This OS unit is about Assuring quality in all procedures. This unit applies to all Allied Health professionals.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Monitor treatment process/outcomes , Identify problems in treatment process/outcomes , Solve treatment process/outcome problems , Attend class/read publications to continue industry education , Identify needs and expectations of patient/health care professionals</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	To be competent, the user/individual on the job must be able to: PC1. Conduct appropriate research and analysis PC2. Evaluate potential solutions thoroughly PC3. Participate in education programs which include current techniques, technology and trends pertaining to the dental industry PC4. Read Dental hygiene, dental and medical publications related to quality consistently and thoroughly PC5. Report any identified breaches in health, safety, and security procedures to the designated person PC6. Identify and correct any hazards that he/she can deal with safely, competently and within the limits of his/her authority PC7. Promptly and accurately report any hazards that he/she is not allowed to deal with to the relevant person and warn other people who may be affected PC8. Follow the organisation's emergency procedures promptly, calmly, and efficiently PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person PC10. Complete any health and safety records legibly and accurately
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Basic requirements of the health and safety and other legislations and regulations that apply to the organisation KA2. Person(s) responsible for health, safety, and security in the organisation KA3. Relevant up-to-date information on health, safety, and security that applies to the organisation KA4. Organisation's emergency procedures and responsibilities for handling hazardous situations
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand how to: KB1. Evaluate treatment goals, process and outcomes KB2. Identify problems/deficiencies in dental hygiene treatment goals, processes and outcomes KB3. Accurately identify problems in dental hygiene care KB4. Conduct research KB5. Select and implement proper hygiene interventions KB6. Obtain informed consent KB7. Conduct an honest self-evaluation to identify personal and professional

HSS/N9611

Monitor and assure quality

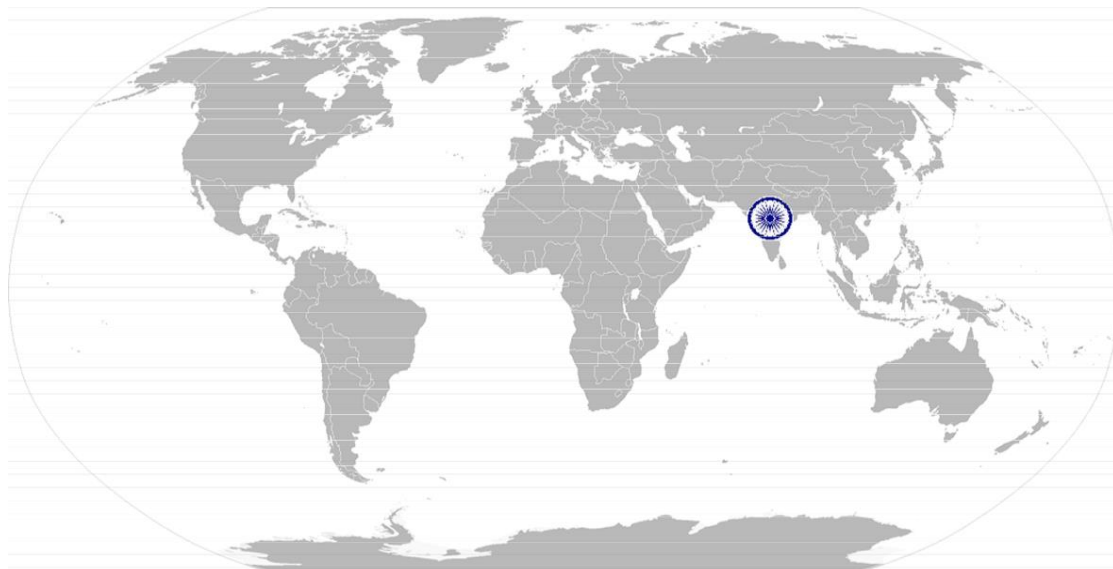
	<p>strengths and weaknesses</p> <p>KB8. Access and interpret medical, and scientific literature</p> <p>KB9. Apply human needs/motivational theory</p> <p>KB10. Provide thorough and efficient individualised care</p> <p>KB11. Employ methods to measure satisfaction</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Report and record incidents
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA2. Read and understand company policies and procedures
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA3. Report hazards and incidents clearly with the appropriate level of urgency
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to the area of work SB2. Exhibit commitment to the organisation and exert effort and perseverance
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand how to: SB3. Organise files and documents SB4. Plan for safety of the work environment SB1. Recommend and implement plan of action
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand: SB2. How to make exceptional effort to meet patient needs and resolve conflict to patients satisfaction
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB3. Identify hazards and suggest effective solutions to identified problems
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB4. Analyse the seriousness of hazards
<b>Critical Thinking</b>	
The user/individual on the job needs to know and understand how to: SB5. Evaluate opportunities to improve health, safety and security SB6. Show understanding and empathy for others	

HSS/N9611

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## NOS Version Control

NOS Code	HSS/N9611		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation		Next review date	24/12/16





## CRITERIA FOR ASSESSMENT OF TRAINEES

<b>Job Role</b>	Emergency Medical Technician-Advanced
<b>Qualification Pack Code</b>	HSS/Q2302
<b>Sector Skill Council</b>	Healthcare Sector Skill Council

### **Guidelines for Assessment**

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack, every trainee should score as per assessment grid.
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

<b>Skills Practical and Viva (80% weightage)</b>	
	<b>Marks Allotted</b>
<b>Grand Total-1 (Subject Domain)</b>	<b>400</b>
<b>Grand Total-2 (Compulsory NOS)</b>	<b>10</b>
<b>Grand Total-3 (Soft Skills and Communication)</b>	<b>90</b>
<b>Grand Total-(Skills Practical and Viva)</b>	<b>500</b>
<b>Passing Marks (80% of Max. Marks)</b>	<b>400</b>
<b>Theory (20% weightage)</b>	
	<b>Marks Allotted</b>
<b>Grand Total-1 (Subject Domain)</b>	<b>80</b>
<b>Grand Total-2 (Soft Skills and Communication)</b>	<b>20</b>

<b>Grand Total-(Theory)</b>		<b>100</b>			
<b>Passing Marks (50% of Max. Marks)</b>		<b>50</b>			
<b>Grand Total-(Skills Practical and Viva + Theory)</b>		<b>600</b>			
<b>Overall Result</b>		<b>Criteria is to pass in both theory and practical individually. If fail in any one of them, then candidate is fail</b>			
<b>Detailed Break Up of Marks</b>		<b>Skills Practical &amp; Viva</b>			
<b>Subject Domain</b>		<b>Pick any 2 NOS each of 200 marks totaling 400</b>			
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (400)	Out Of	Marks Allocation	
				Viva	Skills Practical
1.HSS/ N 2331: Respond to emergency calls (Advanced)	PC1. Understand the emergency codes used in the hospital for emergency situations	<b>200</b>	10	10	0
	PC2. Reflect professionalism through use of appropriate language while speaking to the dispatch team		4	0	4
	PC3. Use communication equipment such as mobile phones, radio communication equipment, megaphones and other equipment as required by the EMS provider		10	2	8
	PC4. Evaluate the situation of the patient(s) on the basis of the call with the dispatch centre		10	2	8
	PC5. Demonstrate teamwork while preparing for an emergency situation with a fellow EMT and/or a nurse		4	0	4
	PC6. Recognise the boundary of one's role and responsibility and seek supervision from the medical officer on duty when situations are beyond one's competence and authority		4	0	4
	PC7. Prepare for the emergency by practicing Body Substance Isolation (BSI). This includes putting on:				
	a. Hospital Gowns		10	0	10
	b. Medical Gloves		10	0	10

	c. Shoe Covers		10	0	10
	d. Surgical Masks		10	0	10
	e. Safety Glasses		10	0	10
	f. Helmets		10	0	10
	g. Reflective Clothing		10	0	10
	PC8. Prepare the ambulance with the required medical equipment and supplies as per the medical emergency. A large selection of equipment and supplies specialised for Emergency Medical Services include diagnostic kits, disposables, and patient care products. The EMT should ensure all materials, supplies, medications and other items required for Advanced Life Support (ALS) have been stocked in the Ambulance		40	4	36
	PC9. Demonstrate active listening in interactions with the dispatch team, colleagues and the medical officer		10	0	10
	PC10. Establish trust and rapport with colleagues		4	0	4
	PC11. Maintain competence within one's role and field of practice		4	0	4
	PC12. Promote and demonstrate good practice as an individual and as a team member at all times		4	0	4
	PC13. Identify and manage potential and actual risks to the quality and safety of practice		10	6	4
	PC14. Evaluate and reflect on the quality of one's work and make continuing improvements		4	0	4
	PC15. Understand basic medico-legal principles		8	8	0
	PC16. Function within the scope of care as defined by state, regional and local regulatory agencies		4	4	0
	<b>Total</b>		200	36	164
2. HSS/ N 2327: Assess patient at the site (advanced)	PC1. Explain clearly:	<b>200</b>			
	o An EMT's role and scope, responsibilities and accountability in relation to the assessment of health		4	4	0

status and needs			
o What information need to be obtained and stored in records	4	4	0
o With whom the information might be shared	4	4	0
o What is involved in the assessment	4	4	0
PC2. Obtain informed consent of the patient for the assessment process, unless impossible as a consequence of their condition	4	2	2
PC3. Conduct all observations and measurements systematically and thoroughly in order of priority (including Airway, Breathing, Circulation)	25	5	20
PC4. Respect the patient's privacy, dignity, wishes and beliefs	2	0	2
PC5. Minimise any unnecessary discomfort and encourage the patient to participate as fully as possible in the process	2	0	2
PC6. Communicate with the patient clearly and in a manner and pace that is appropriate to:			
o Their level of understanding	2	0	2
o Their culture and background			
o Their need for reassurance and support			
PC7. Recognise promptly any life-threatening or high risk conditions	5	1	4
PC8. Make full and effective use of any protocols, guidelines and other sources of guidance and advice to inform decision making	4	2	2
PC9. Assess the condition of the patient by:			
o Observing patient position	10	2	8
o Observing the colour of the skin as well as ease of breathing and paying attention to any signs of laboured breathing or coughing	10	2	8
o Checking if there is any bleeding	10	2	8

	from the nose or ears				
	o Looking at the pupil dilation/difference in pupil sizes, as it may be suggestive of concussion	10	2	8	
	o Checking if the patient is under the effect of alcohol or any other drug	10	2	8	
	o Checking the patient's mouth to ensure the airway is clear	10	2	8	
	o Gently checking the neck, starting from the back	10	2	8	
	o Checking for any swelling or bruises	10	2	8	
	o Checking the chest to ascertain if any object is stuck	10	2	8	
	o Checking the ribcage for bruising or swelling and the abdomen for any kind of swelling or lumps	10	2	8	
	o Checking for any damage to the pelvis	10	2	8	
	o Asking the victim if they are able to feel their legs	10	2	8	
	o Observing the colour of toes to check for any circulation problems	10	2	8	
	PC10. Use appropriate equipment if required	10	2	8	
	<b>Total</b>	200	54	146	
3. HSS/ N 2305 (Patient Triage based on the defined clinical criteria of severity of illness)	PC1. Have the expertise to quickly assess whether the patient requires immediate life-saving intervention or whether they could wait	<b>200</b>	40	10	30
	PC2. Know how to check all the vital signs		40	10	30
	PC3. Identify a high-risk case		40	20	20
	PC4. Assess the kind of resources the person will require. For e.g. The EMT should know the standard resources required for a person who comes to the emergency department for a similar ailment		20	5	15
	PC5. Communicate clearly and assertively		3	0	3
	PC6. Collaboratively be able to supervise/work collaboratively with other departments		4	0	4

	PC7. Multitask without compromising on quality and accuracy of care provided		3	0	3
	PC8. Use SALT method in day-to-day handling and START in mass casualty handling and disasters		50	10	40
	<b>Total</b>		200	55	145
4. HSS/ N 2328: Manage cardiovascular emergency (advanced)	PC1. Describe the structure and function of the cardiovascular system	200	2	2	0
	PC2. Provide emergency medical care to a patient experiencing chest pain/discomfort		15	0	15
	PC3. Identify the symptoms of hypertensive emergency		3	0	3
	PC4. Identify the indications and contraindications for automated external defibrillation (AED)		3	0	3
	PC5. Explain the impact of age and weight on defibrillation		3	3	0
	PC6. Discuss the position of comfort for patients with various cardiac emergencies		2	1	1
	PC7. Establish the relationship between airway management and the patient with cardiovascular compromise		5	2	3
	PC8. Predict the relationship between the patient experiencing cardiovascular compromise and basic life support		5	5	0
	PC9. Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator		2	2	0
	PC10. Explain the importance of pre-hospital Advanced Life Support (ALS) intervention if it is available		10	10	0
	PC11. Explain the importance of urgent transport to a facility with Advanced Life Support if it is not available in the pre-hospital setting		5	5	0
	PC12. Explain the usage of aspirin and clopidogrel		5	5	0
	PC13. Differentiate between the fully automated and the semi-automated defibrillator		5	5	0

PC14. Discuss the procedures that must be taken into consideration for standard operations of the various types of automated external defibrillators	5	3	2
PC15. Assure that the patient is pulseless and apnoeic when using the automated external defibrillator	3	0	3
PC16. Identify circumstances which may result in inappropriate shocks	3	3	0
PC17. Explain the considerations for interruption of CPR, when using the automated external defibrillator	3	3	0
PC18. Summarise the speed of operation of automated external defibrillation	3	3	0
PC19. Discuss the use of remote defibrillation through adhesive pads	3	3	0
PC20. Operate the automated external defibrillator	25	0	25
PC21. Discuss the standard of care that should be used to provide care to a patient with recurrent ventricular fibrillation and no available ACLS	3	3	0
PC22. Differentiate between the single rescuer and multi-rescuer care with an automated external defibrillator	10	5	5
PC23. Explain the reason for pulses not being checked between shocks with an automated external defibrillator	3	3	0
PC24. Identify the components and discuss the importance of post-resuscitation care	10	4	6
PC25. Explain the importance of frequent practice with the automated external defibrillator	2	2	0
PC26. Discuss the need to complete the Automated Defibrillator: Operator's Shift checklist	5	5	0
PC27. Explain the role medical direction plays in the use of automated external defibrillation	5	5	0
PC28. State the reasons why a case review should be completed following the use of the automated external	5	5	0

	defibrillator				
	PC29. Discuss the components that should be included in a case review		5	5	0
	PC30. Discuss the goal of quality improvement in automated external defibrillation		5	5	0
	PC31. Recognise the need for medical direction of protocols to assist in the emergency medical care of the patient with chest pain		5	5	0
	PC32. List the indications for the use of nitro-glycerine		7	7	0
	PC33. State the contraindications and side effects for the use of nitro-glycerine		5	5	0
	PC34. Perform maintenance checks of the automated external defibrillator		10	0	10
	PC35. Perform ECG tracing		10	0	10
	PC36. Perform manual defibrillation, cardioversion and transcutaneous pacing		15	0	15
	PC37. Manage acute heart failure		10	10	0
	<b>Total</b>		<b>200</b>	<b>114</b>	<b>86</b>
5.HSS/ N 2307 (Manage Cerebrovascular Emergency)	PC1. Describe the basic types, causes, and symptoms of stroke	<b>200</b>	20	20	0
	PC2. Provide emergency medical care to a patient experiencing symptoms of a stroke		10	0	10
	PC3. Manage airway, breathing, and circulation		10	0	10
	PC4. Assess the patient's level of consciousness and document any signs of stroke		10	0	10
	PC5. Assess vital signs: Blood pressure, heart rate, and respiratory rate		10	0	10
	PC6. Perform a standardised pre-hospital stroke scale assessment such as the Cincinnati pre-hospital stroke scale		20	0	20
	PC7. Check serum blood sugar		5	0	5



	PC8. Collect critical background information on the victim and the onset of the stroke symptoms such as the medical history (especially any past strokes), the estimate of the time since any potential stroke symptoms first appeared, current medical conditions of the patient and current medications		25	15	10
	PC9. Determine the time of onset of symptoms		10	10	0
	PC10. Explain how patients, family, or bystanders should respond to a potential stroke		10	10	0
	PC11. Discuss the actions recommended for emergency responders to potential stroke victims		10	10	0
	PC12. Explain the importance of transporting stroke patients immediately to an emergency department that has the personnel and equipment to provide comprehensive acute stroke treatment		10	10	0
	PC13. Carry out first triage of potential stroke victims		5	0	5
	PC14. Expedite transport of the patient to the nearest hospital equipped to handle strokes		10	10	0
	PC15. Explain the importance of immediately notifying the Emergency Department of the hospital of the arrival of a potential stroke victim		15	15	0
	PC16. Administer an IV line and oxygen and monitor the functioning of the heart on-route to the hospital		10	0	10
	PC17. Forward a written report to the emergency department with details on medical history and onset of the stroke symptoms		10	5	5
	<b>Total</b>		200	105	95
6.HSS/ N 2308 (Manage Allergic Reaction)	PC1. Recognise the patient experiencing an allergic reaction	<b>200</b>	20	10	10
	PC2. Perform the emergency medical care of the patient with an allergic reaction		50	0	50

	PC3. Establish the relationship between the patient with an allergic reaction and airway management		15	7	8
	PC4. Recognise the mechanisms of allergic response and the implications for airway management		20	10	10
	PC5. State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector		20	20	0
	PC6. Administer treatment appropriately in case of not having access to epinephrine auto-injectors		25	0	25
	PC7. Evaluate the need for medical emergency medical care for the patient with an allergic reaction		30	15	15
	PC8. Differentiate between the general category of those patients having an allergic reaction and those patients having a severe allergic reaction, requiring immediate medical care including immediate use of epinephrine auto-injector		20	20	0
	<b>Total</b>		200	82	118
7.HSS/ N 2329: Manage poisoning or overdose (advanced)	PC1. Recognise various ways that poisons enter the body	<b>200</b>	20	20	0
	PC2. Recognise signs/symptoms associated with various poisoning		30	20	10
	PC3. Perform the emergency medical care for the patient with possible overdose		40	10	30
	PC4. Perform the steps in the emergency medical care for the patient with suspected poisoning		40	10	30
	PC5. Establish the relationship between the patient suffering from poisoning or overdose and airway management		20	10	10
	PC6. State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects and re-assessment strategies for activated charcoal		10	10	0
	PC7. Recognise the need for medical direction in caring for the patient with		10	10	0

	poisoning or overdose				
	PC8. Perform gastric lavage		30	0	30
	<b>Total</b>		200	90	110
8.HSS/ N 2310 (Manage Environmental Emergency)	PC1. Recognise the various ways by which body loses heat	<b>200</b>	10	10	0
	PC2. List the signs and symptoms of exposure to cold		20	20	0
	PC3. Perform the steps in providing emergency medical care to a patient exposed to cold		60	20	40
	PC4. List the signs and symptoms of exposure to heat		10	10	0
	PC5. Perform the steps in providing emergency care to a patient exposed to heat		50	10	40
	PC6. Recognise the signs and symptoms of water-related emergencies		25	10	15
	PC7. Identify the complications of near-drowning		10	10	0
	PC8. Perform emergency medical care for bites and stings		10	5	5
	PC9. Explain various relevant National Disaster Management Agency (NDMA) guidelines		5	5	0
	<b>Total</b>			200	100
9.HSS/ N 2330: Manage behavioural emergency (advanced)	PC1. Recognise the general factors that may cause an alteration in a patient's behaviour	<b>200</b>	10	10	0
	PC2. Recognise the various reasons for psychological crises		20	10	10
	PC3. Identify the characteristics of an individual's behaviour which suggest that the patient is at risk for suicide		30	15	15
	PC4. Identify special medical/legal considerations for managing behavioural emergencies		60	25	35
	PC5. Recognise the special considerations for assessing a patient with behavioural problems		40	20	20
	PC6. Identify the general principles of an individual's behaviour, which suggest the risk for violence		20	10	10

	PC7. Identify physical and chemical methods to calm behavioural emergency patients		20	10	10
	<b>Total</b>		200	100	100
10.HSS/ N 2312 (Manage Obstetrics/Gynaecology emergencies)	PC1. Identify the following structures: Uterus, vagina, foetus, placenta, umbilical cord, amniotic sac, and perineum	<b>200</b>	5	5	0
	PC2. Identify and explain the use of the contents of an obstetrics kit		10	10	0
	PC3. Identify pre-delivery emergencies		10	10	0
	PC4. State indications of an imminent delivery		5	5	0
	PC5. Differentiate the emergency medical care provided to a patient with pre-delivery emergencies from a normal delivery		10	10	0
	PC6. Perform the steps in pre-delivery preparation of the mother		20	0	20
	PC7. Establish the relationship between body substance isolation and childbirth		10	5	5
	PC8. Perform the steps to assist in the delivery		20	0	20
	PC9. State the steps required for care of the baby as the head appears		10	5	5
	PC10. Explain how and when to cut the umbilical cord		10	5	5
	PC11. Perform the steps in the delivery of the placenta		10	5	5
	PC12. Perform the steps in the emergency medical care of the mother post-delivery		10	5	5
	PC13. Summarise neonatal resuscitation procedures		10	10	0
	PC14. Identify the procedures for the following abnormal deliveries: Breech birth, multiple births, prolapsed cord, limb presentation		10	10	0
	PC15. Differentiate the special considerations for multiple births		10	10	0
	PC16. Recognise special considerations of meconium		5	5	0
	PC17. Identify special considerations of a premature baby		5	5	0

	PC18. Perform the emergency medical care of a patient with a gynaecological emergency		10	0	10
	PC19. Perform steps required for emergency medical care of a mother with excessive bleeding		10	5	5
	PC20. Complete a Pre-Hospital Care report for patients with obstetrical/gynaecological emergencies		10	10	0
	<b>Total</b>		200	120	80
11.HSS/ N 2313 (Manage Bleeding and Shock)	PC1. Recognise the structure and function of the circulatory system	<b>200</b>	15	15	0
	PC2. Differentiate between arterial, venous and capillary bleeding		15	15	0
	PC3. State methods of emergency medical care of external bleeding		20	10	10
	PC4. Establish the relationship between body substance isolation and bleeding		10	5	5
	PC5. Establish the relationship between airway management and the trauma patient		20	5	15
	PC6. Establish the relationship between mechanism of injury and internal bleeding		20	10	10
	PC7. Recognise the signs of internal bleeding		20	10	10
	PC8. Perform the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding		20	0	20
	PC9. Recognise the signs and symptoms of shock (hypo perfusion)		20	10	10
	PC10. Perform the steps in the emergency medical care of the patient with signs and symptoms of shock (hypo perfusion)		20	10	10
	PC11. Recognize different types of shock and initiate appropriate medical management		20	10	10
	<b>Total</b>		200	100	100
12. HSS/ N 2314 (Manage Soft Tissue Injury and Burns)	PC1. Recognise the major functions of the skin	<b>200</b>	5	5	0
	PC2. Recognise the layers of the skin		5	5	0

PC3. Establish the relationship between body substance isolation (BSI) and soft tissue injuries	5	5	0
PC4. Recognise the types of closed soft tissue injuries	5	5	0
PC5. Perform the emergency medical care of the patient with a closed soft tissue injury	10	0	10
PC6. State the types of open soft tissue injuries	5	5	0
PC7. Recognise the emergency medical care of the patient with an open soft tissue injury	10	5	5
PC8. Recognise the emergency medical care considerations for a patient with a penetrating chest injury	5	5	0
PC9. Perform the emergency medical care considerations for a patient with an open wound to the abdomen	5	5	0
PC10. Differentiate the care of an open wound to the chest from an open wound to the abdomen	3	3	0
PC11. Classify burns	3	3	0
PC12. Recognise superficial burn	3	3	0
PC13. Recognise the characteristics of a superficial burn	3	3	0
PC14. Recognise partial thickness burn	3	3	0
PC15. Recognise the characteristics of a partial thickness burn	3	3	0
PC16. Recognise full thickness burn	3	3	0
PC17. Recognise the characteristics of a full thickness burn	3	3	0
PC18. Perform the emergency medical care of the patient with a superficial burn	10	0	10
PC19. Perform the emergency medical care of the patient with a partial thickness burn	10	0	10
PC20. Perform the emergency medical care of the patient with a full thickness burn	10	0	10
PC21. Recognise the functions of dressing and bandaging	8	8	0
PC22. Describe the purpose of a bandage	5	5	0

	PC23. Perform the steps in applying a pressure dressing		8	0	8
	PC24. Establish the relationship between airway management and the patient with chest injury, burns, blunt and penetrating injuries		10	5	5
	PC25. Know the ramification of improperly applied dressings, splints and tourniquets		10	5	5
	PC26. Perform the emergency medical care of a patient with an impaled object		10	5	5
	PC27. Perform the emergency medical care of a patient with an amputation		10	5	5
	PC28. Perform the emergency care for a chemical burn		10	5	5
	PC29. Perform the emergency care for an electrical burn		10	5	5
	PC30. Recognise inhalation injury and perform emergency care		10	10	0
	<b>Total</b>		200	117	83
13.HSS/ N 2315 (Manage Musculoskeletal injuries)	PC1. Recognise the function of the muscular system	<b>200</b>	4	4	0
	PC2. Recognise the function of the skeletal system		4	4	0
	PC3. Recognise the major bones or bone groupings of the spinal column; the thorax; the upper extremities; the lower extremities		6	6	0
	PC4. Differentiate between an open and a closed painful, swollen, deformed extremity		6	6	0
	PC5. Manage musculoskeletal injuries including thoracic and abdominal injuries		20	10	10
	PC6. State the reasons for splinting		20	10	10
	PC7. List the general rules of splinting		40	10	30
	PC8. Ramification & complications of splinting		20	2	18
	PC9. Perform the emergency medical care for a patient with a painful, swollen, deformed extremity		40	10	30
	PC10. How to apply pelvic binder techniques for fracture of pelvis		40	10	30
	<b>Total</b>			200	72

14.HSS/ N 2316 (Manage Injuries to head and spine Description)	PC1. State the components of the nervous system	<b>200</b>	5	5	0
	PC2. List the functions of the central nervous system		5	5	0
	PC3. Recognise the structure of the skeletal system as it relates to the nervous system		5	5	0
	PC4. Relate mechanism of injury to potential injuries of the head and spine		5	5	0
	PC5. Recognise the implications of not properly caring for potential spine injuries		5	5	0
	PC6. State the signs and symptoms of a potential spine injury		5	5	0
	PC7. Recognise the method of determining if a responsive patient may have a spine injury		5	5	0
	PC8. Relate the airway emergency medical care techniques to the patient with a suspected spine injury		10	5	5
	PC9. Identify how to stabilise the cervical spine		15	5	10
	PC10. Indications for sizing and using a cervical spine immobilisation device		5	5	0
	PC11. Establish the relationship between airway management and the patient with head and spine injuries		10	5	5
	PC12. Recognise a method for sizing a cervical spine immobilisation device		10	5	5
	PC13. Log roll a patient with a suspected spine injury		15	5	10
	PC14. Secure a patient to a long spine board		10	5	5
	PC15. List instances when a short spine board should be used		5	5	0
	PC16. Immobilise a patient using a short spine board		10	10	0
	PC17. Recognise the indications for the use of rapid extrication		5	5	0
	PC18. Understand the steps in performing rapid extrication		10	5	5
	PC19. Identify the circumstances when a helmet should be left on the patient		5	5	0
	PC20. Identify the circumstances when		5	5	0



	a helmet should be removed				
	PC21. Identify alternative methods for removal of a helmet		5	5	0
	PC22. Stabilise patient's head to remove the helmet		15	5	10
	PC23. Differentiate how the head is stabilised with a helmet compared to without a helmet		5	5	0
	PC24. Immobilise paediatric and geriatric victims		5	0	5
	PC25. Manage scalp bleeding		15	5	10
	PC26. Manage eye injury		5	5	0
	<b>Total</b>		<b>200</b>	<b>130</b>	<b>70</b>
15.HSS/ N 2317 (Manage Infants, Neonates and Children)	PC1. Identify the developmental considerations for the age groups of infants, toddlers, pre-school, school age and adolescent	<b>200</b>	10	10	0
	PC2. Identify differences in anatomy and physiology of the infant, child and adult patient		10	10	0
	PC3. Differentiate the response of the ill or injured infant or child (age specific) from that of an adult		10	5	5
	PC4. Understand various causes of respiratory emergencies		10	10	0
	PC5. Differentiate between respiratory distress and respiratory failure		10	10	0
	PC6. Perform the steps in the management of foreign body airway obstruction		30	0	30
	PC7. Implement emergency medical care strategies for respiratory distress and respiratory failure		10	5	5
	PC8. Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient		10	5	5
	PC9. Recognise the methods of determining end organ perfusion in the infant and child patient		10	5	5
	PC10. Identify the usual cause of cardiac arrest in infants and children versus adults		10	10	0
	PC11. Recognise the common causes of seizures in the infant and child patient		10	10	0

	PC12. Perform the management of seizures in the infant and child patient		30	0	30
	PC13. Differentiate between the injury patterns in adults, infants, and children		10	10	0
	PC14. Perform the field management of the infant and child trauma patient		10	5	5
	PC15. Summarise the indicators of possible child abuse and neglect		10	10	0
	PC16. Recognise the medical legal responsibilities in suspected child abuse		5	5	0
	PC17. Recognise need for EMT debriefing following a difficult infant or child transport		5	5	0
	<b>Total</b>		<b>200</b>	<b>115</b>	<b>85</b>
16.HSS/ N 2318 (Manage respiratory emergency)	PC1. Recognise the anatomical components of the upper airway including:	<b>200</b>	10	10	0
	a. Nasopharynx				
	b. Nasal air passage				
	c. Pharynx				
	d. Mouth				
	e. Oropharynx				
	f. Epiglottis				
	PC2. Recognise the anatomical components of the lower airway including:		10	10	0
	a. Larynx				
	b. Trachea				
	c. Alveoli				
	d. Bronchi				
	e. Carina				
	f. Diaphragm				
PC3. Recognise the characteristics of normal breathing	10	5	5		
PC4. Recognise the signs of abnormal breathing including:	30	15	15		
a. Dyspnoea					
b. Upper airway obstruction					
c. Acute pulmonary oedema					
d. Chronic obstructive pulmonary disease					

	e. Bronchitis				
	f. Emphysema				
	g. Pneumothorax				
	h. Asthma				
	i. Pneumonia				
	j. Pleural effusion				
	k. Pulmonary embolism				
	l. Hyperventilation				
	PC5. Recognise the characteristics of abnormal breath sounds	20	10	10	
	PC6. Recognise the characteristics of irregular breathing patterns	30	15	15	
	PC7. Complete a focused history and physical exam of the patient	30	0	30	
	PC8. Establish airway in patient with respiratory difficulties	15	5	10	
	PC9. Contact Dispatch and Medical Control for choosing nebulizer therapy	15	10	5	
	PC10. Understand the various types of Metered Dose Inhalers including:				
	a. Preventil				
	b. Ventoiln				
	c. Alupent				
	d. Metaprel				
	e. Brethine				
	f. Albuterol				
	g. Metaproterenol				
	h. Terbutaline				
	PC11. Understand the contraindications and side effects for various types of Metered Dose Inhalers	10	10	0	
	<b>Total</b>	<b>200</b>	<b>110</b>	<b>90</b>	
17.HSS/ N 2319 (Manage severe abdominal pain)	PC1. Recognise the anatomical components of the abdomen and their functions including:				
	<b>a. Left Upper Quadrant</b>	<b>200</b>			
	o Most of the stomach	20	20	0	
	o Spleen				
	o Pancreas				
	o Large intestine				
	o Small intestine				

o Left kidney (upper portion)			
<b>b. Right Upper Quadrant</b>			
o Liver			
o Gallbladder			
o Part of the large intestine			
o Right kidney (upper portion)			
o Small intestine			
<b>c. Right Lower Quadrant</b>			
o Appendix			
o Large intestine			
o Female reproductive organs			
o Small intestine			
o Right kidney (lower portion)			
o Right ureter			
o Right ovary & fallopian tube			
<b>d. Left Lower Quadrant</b>			
o Large intestine			
o Small intestine			
o Left kidney (lower portion)			
o Left ureter			
o Left ovary			
o Left fallopian tube			
<b>e. Midline structures</b>			
o Small intestine			
o Urinary bladder			
o Uterus			
PC2. Recognise the symptoms and cause of visceral pain	10	5	5
PC3. Recognise the symptoms and causes of parietal pain	10	5	5
PC4. Recognise the symptoms and possible causes of referred pain including:			
a. Right shoulder (or neck, jaw, scapula) – possible irritation of the diaphragm (usually on the right); gallstone; subphrenic abscess; free abdominal blood	10	10	0
b. Left shoulder (or neck, jaw, scapula) – possible irritation of the diaphragm (usually on the left); ruptured spleen; pancreatic disease or	10	10	0

cancer; subphrenic abscess; abdominal blood			
c. Midline, back pain – aortic aneurysm or dissection; pancreatitis, pancreatic cancer, kidney stone	10	10	0
d. Mid-abdominal pain – small bowel irritation, gastroenteritis, early appendicitis	10	10	0
e. Lower abdominal pain – diverticular disease (herniations of the mucosa and submucosa of the intestines), Crohn’s disease (a type of inflammatory bowel disease), ulcerative colitis	10	10	0
f. Sacrum pain – perirectal abscess, rectal disease	10	10	0
g. Epigastrium pain – peptic, duodenal ulcer; gallstone, hepatitis, pancreatitis, angina pectoris	10	10	0
h. Testicular pain – renal colic; appendicitis	10	10	0
PC5. Complete a focused history and physical exam of the patient including:			
a. Visual inspection	25	0	25
b. Auscultating the abdomen			
c. Palpating the abdomen			
PC6. Establish airway in patient	5	0	5
PC7. Place patient in position of comfort	5	0	5
PC8. Calm and reassure the patient	5	0	5
PC9. Look for signs of hypoperfusion	5	0	5
PC10. Recognise possible diagnoses for abdominal pain	5	5	0
PC11. State the treatment for managing various causes of abdominal pain	10	5	5
PC12. Recognise potential diagnoses which imply the condition of the patient may deteriorate and highlight the need for frequent reassessment and advanced life support interventions	10	5	5

	PC13. Alert the Emergency Centre/ Healthcare provider in advance of a priority case (when required)		10	5	5
	<b>Total</b>		200	130	70
18.HSS/ N 2320 (Manage Mass Casualty Incident)	PC1. Establish an Incident Management Structure on arrival at the scene including:				
	a. Designating an Incident Commander to manage the incident		5	5	0
	b. As Incident Commander, designating Triage Team(s), Treatment Team(s), and a Transport Officer		5	5	0
	PC2. Set up separate areas for treatment, triage and transport		10	10	0
	PC3. Conduct an initial triage of patients by using the START triage model for adult patients, JumpSTART Triage for paediatric patients and the SMART triage tagging system		40	0	40
	PC4. Use appropriate personal protective equipment while conducting initial triage		10	5	5
	PC5. Tag severity/ criticality of patient using colour coded tags		40	0	40
	PC6. Direct non-injured and/or slightly injured victims to the triage area set up for those with minor injuries	<b>200</b>	10	5	5
	PC7. Monitor patients with minor injuries for changes in their condition		10	5	5
	PC8. Maintain an open airway and stop uncontrolled bleeding		10	0	10
	PC9. Extract patients from the casualty area based on initial triage to designated triage and treatment areas		10	0	10
	PC10. Use equipment like cots and litters for extraction where required		10	5	5
	PC11. Re-triage patients extracted to the triage and treatment areas		10	10	0
	PC12. Provide treatment and deliver patients to transport area		10	5	5
	PC13. Transport patients to healthcare facility		10	5	5
PC14. Alert healthcare facilities in advance of possible arrival of multiple patients		10	5	5	

	<b>Total</b>		200	65	135
19.HSS/ N 2324 (Manage diabetes emergency)	PC1. Identify the patient taking diabetic medications and the implications of a diabetes history	<b>200</b>	40	20	20
	PC2. Perform the steps in the emergency medical care of the patient taking diabetic medicine with a history of diabetes		40	0	40
	PC3. Establish the relationship between airway management and the patient with altered mental status		40	10	30
	PC4. Recognize the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose		30	30	0
	PC5. Evaluate the need for medical direction in the emergency medical care of the diabetic patient		50	20	20
	<b>Total</b>			200	80
20. HSS/ N 2325: Manage advanced venous access and administration of medications	PC1. Recognise the specific anatomy and physiology pertinent to medication administration	<b>200</b>	5	5	0
	PC2. Differentiate temperature readings between the Centigrade and Fahrenheit scales		3	3	0
	PC3. Discuss formulas as a basis for performing drug calculations		10	3	7
	PC4. Calculate oral and parenteral drug dosages for all emergency medications administered to adults, infants and children		10	3	7
	PC5. Calculate intravenous infusion rates for adults, infants, and children		20	0	20
	PC6. Discuss legal aspects affecting medication administration		5	5	0
	PC7. Discuss medical asepsis and the differences between clean and sterile techniques		5	5	0
	PC8. Describe use of antiseptics and disinfectants		3	3	0
	PC9. Describe the use of universal precautions and body substance isolation (BSI) procedures when administering a medication		2	2	0

PC10. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of peripheral venous cannulation	25	0	25
PC11. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of intraosseous needle placement and infusion	20	20	0
PC12. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of administering medications by the inhalation route	20	20	0
PC13. Differentiate among the different dosage forms of oral medications	5	5	0
PC14. Describe the equipment needed and general principles of administering oral medications	7	7	0
PC15. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of rectal medication administration	10	10	0
PC16. Describe the equipment needed, techniques utilized, complications, and general principles for the preparation and administration of parenteral medication	10	10	0
PC17. Differentiate among the different percutaneous routes of medication administration	5	5	0
PC18. Differentiate among the different parenteral routes of medication administration	5	5	0
PC19. Describe the purpose, equipment needed, techniques utilized, complications, and general principles for obtaining a blood sample	10	5	5
PC20. Describe disposal of contaminated items and sharps	2	0	2
PC21. Synthesize a pharmacologic management plan including medication administration	3	3	0
PC22. Integrate pathophysiological principles of medication administration	10	5	5



	with patient management				
	PC23. Comply with universal precautions and body substance isolation		5	0	5
	<b>Total</b>		200	124	76
21. HSS/ N 2326: Manage critical care aeromedical and inter-facility transport	PC1. Understand the role of the critical care inter-facility transport teams in the patient care continuum	<b>200</b>	5	0	5
	PC2. Understand the importance of providing the highest quality of care in a timely and safe manner		5	0	5
	PC3. Understand how the needs and characteristics of patients influence and drive the competencies of critical care inter-facility transport professionals		10	5	5
	PC4. Define and differentiate between the following		20	20	0
	a. Pre-hospital Emergency Medical Services				
	b. Inter-facility EMS transport				
	c. Critical Care				
	d. Critical Care Transport				
	PC5. Compare and contrast the role of critical care inter-facility transport with the Emergency Medical Services pre-hospital system		5	5	0
	PC6. Describe roles of team members in critical care inter-facility transport		10	10	0
	PC7. Differentiate between critically ill trauma and medical patient transport theories		10	5	5
	a. Scoop and run				
	b. Stay and play/resuscitate				
	PC8. Describe safe transport techniques		20	20	0
PC9. Describe appropriate transport equipment necessary for various critical care inter-facility transports	25	10	15		
PC10. Describe the pertinent rules and regulations for critical care paramedics in inter-facility transports	15	10	5		

	PC11. Describe the components needed to provide the highest quality of care during critical care inter-facility transport		15	5	10
	PC12. Describe the importance of initial stabilization of the patient prior to transport		5	0	5
	PC13. Describe how disaster and mass casualty events will affect critical care interfacility transport		10	10	0
	PC14. Adhere fully to the steps involved in treating and transporting the patient		10	5	5
	PC15. Positively manage situations where transport is a problem		5	5	0
	PC16. Allocate the means of transport keeping in mind the emergency, weather conditions and availability of transport		10	0	10
	PC17. Adhere fully to procedures once the patient reaches the hospital		10	5	5
	PC18. Use correct medication and equipment for treatment of immediate threats to life		10	5	5
	<b>Total</b>		<b>200</b>	<b>120</b>	<b>80</b>
22. HSS/ N 9610 (Follow infection control policies and procedures)	PC1. Perform the standard precautions to prevent the spread of infection in accordance with organisation requirements	<b>200</b>	5	0	5
	PC2. Perform the additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection		5	0	5
	PC3. Minimise contamination of materials, equipment and instruments by aerosols and splatter		5	2	3
	PC4. Identify infection risks and implement an appropriate response within own role and responsibility		5	5	0
	PC5. Document and report activities and tasks that put patients and/or other workers at risk		5	5	0
	PC6. Respond appropriately to situations that pose an infection risk in accordance with the policies and		5	5	0

procedures of the organization			
PC7. Follow procedures for risk control and risk containment for specific risks	5	0	5
PC8. Follow protocols for care following exposure to blood or other body fluids as required	5	0	5
PC9. Place appropriate signs when and where appropriate	5	5	0
PC10. Remove spills in accordance with the policies and procedures of the organization	5	0	5
PC11. Maintain hand hygiene by washing hands before and after patient contact and/or after any activity likely to cause contamination	5	5	0
PC12. Follow hand washing procedures	15	0	15
PC13. Implement hand care procedures	10	0	10
PC14. Cover cuts and abrasions with water-proof dressings and change as necessary	10	5	5
PC15. Wear personal protective clothing and equipment that complies with Indian Standards, and is appropriate for the intended use	10	5	5
PC16. Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each patient contact	5	3	2
PC17. Demarcate and maintain clean and contaminated zones in all aspects of health care work	5	3	2
PC18. Confine records, materials and medicaments to a well-designated clean zone	5	5	0
PC19. Confine contaminated instruments and equipment to a well-designated contaminated zone	10	2	8
PC20. Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste	5	0	5

PC21. Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified	10	5	5
PC22. Store clinical or related waste in an area that is accessible only to authorised persons	5	5	0
PC23. Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release	5	5	0
PC24. Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements	5	2	3
PC25. Wear personal protective clothing and equipment during cleaning procedures	5	2	3
PC26. Remove all dust, dirt and physical debris from work surfaces	10	2	8
PC27. Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled	5	2	3
PC28. Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols	10	2	8
PC29. Dry all work surfaces before and after use	5	2	3
PC30. Replace surface covers where applicable	5	2	3
PC31. Maintain and store cleaning equipment	5	2	3
<b>Total</b>	200	81	119
<b>Grand Total-1 (Subject Domain)</b>	<b>400</b>		
<b>Compulsory NOS with Clinical NOS</b>	<b>Perform this NOS compulsorily with the clinical NOS of subject domain carrying 10 marks totaling 10</b>		

Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (100)	Out Of	Marks Allocation	
				Viva	Observation/ Role Play
20. HSS/ N 2302 (Size up the scene at the site)	PC1. Ensure that all safety precautions are taken at the scene of the emergency	10	1	0	1
	PC2. Introduce themselves to patient(s) and ask for their consent to any treatment		0.5	0	0.5
	PC3. Understand the implications of nuclear, radioactive, biological, chemical and explosive incidents and take appropriate action		1	0.5	0.5
	PC4. Collaborate effectively with other emergency response agencies and explain the situation clearly to them. This includes bomb disposal squads, fire departments, chemical, biological and nuclear agencies				
	PC5. Reassure patient(s) and bystanders by working in a confident, efficient manner		0.5	0	0.5
	PC6. Work expeditiously while avoiding mishandling of patient(s) and undue haste		0.5	0	0.5
	PC7. Recognise and react appropriately to persons exhibiting emotional reactions		0.5	0	0.5
	PC8. Interact effectively with the patient(s), relatives and bystanders who are in stressful situations		0.5	0	0.5
	PC9. Obtain information regarding the incident through accurate and complete scene assessment and document it accordingly		0.5	0	0.5
	PC10. Evaluate the scene and call for backup if required		0.5	0	0.5
	PC11. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority		0.5	0	0.5
	PC12. Maintain competence within one's role and field of practice		0.5	0	0.5

	PC13. Collaborate with the law agencies at a crime scene		1	0.5	0.5
	PC14. Promote and demonstrate good practice as an individual and as a team member at all times		0.5	0	0.5
	PC15. Identify and manage potential and actual risks to the quality and safety of work done		0.5	0	0.5
	PC16. Evaluate and reflect on the quality of one's work and make continuing improvements		0.5	0	0.5
	PC17. Understand relevant medico-legal principles		0.5	0	0.5
	PC18. Function within the scope of care defined by state, regional and local regulatory		0.5	0	0.5
	<b>Total</b>		10	1	9
<b>Grand Total-2 (Compulsory NOS)</b>		<b>10</b>			
<b>Soft Skills and Communication</b>		<b>Pick one field from both part 1 and part 2 randomly each carrying 45 marks totaling 90</b>			
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (100)	Out Of	Marks Allocation	
				Viva	Observation/ Role Play
<b>Part 1 (Pick one field randomly carrying 45 marks)</b>					
<b>1. Decision making and leadership quality</b>					
HSS/ N 2321 (Select the proper provider institute for transfer)	PC1. Explain to the patient about his role and the reason for selecting a particular health provider	<b>18</b>	2	2	0
	PC2. Consolidate complete medical history of the patient with the severity of the damage and impending risk in terms of time and the kind of treatment required		4	2	2
	PC3. Allocate patient to the nearest provider institute		2	2	0
	PC4. Base the allocation on the kind of care required namely primary, secondary or tertiary care centres		2	2	0
	PC5. Make sure that the selection of the institute is in adherence with the legal regulation		2	2	0

	PC6. Obtain guidance from medical officer for selection of proper provider institute		2	2	0
	PC7. Provide pre-arrival information to the receiving hospital		2	2	0
	PC8. Obtain guidance of medical officer when ambulance needed to be stopped en-route (e.g. during emergency child birth)		2	2	0
	<b>Total</b>		18	16	2
HSS/ N 2322 (Transport patient to the provider institute)	PC1. Adhere fully to the rules and regulations related to the usage of ground and air transport	16	2	2	0
	PC2. Adhere fully to the steps involved in treating and transporting the patient		4	2	2
	PC3. Positively manage situations where transport is a problem		2	2	0
	PC4. Allocate the means of transport keeping in mind the emergency, weather conditions and availability of transport		2	2	0
	PC5. Adhere fully to procedures once the patient reaches the hospital		2	2	0
	PC6. Use correct medication and equipment for treatment of immediate threats to life		4	2	2
	<b>Total</b>		16	12	4
HSS/ N 2323 (Manage Patient Handover to the provider institute)	PC1. Provide a verbal report to the medical staff on the condition of the patient and initial findings	11	4	2	2
	PC2. Complete the Patient Care Report (PCR) and hand it over to the medical staff		4	2	2
	PC3. Hand over the consent form signed by the patient or a relative		3	1	2
	<b>Total</b>		11	5	6
<b>Decision making and leadership quality Total</b>		<b>45</b>	<b>45</b>	<b>33</b>	<b>12</b>
<b>2. Attitude</b>					
HSS/ N 9603 (Act within the limits of one's competence and authority)	PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice	25	1	0	1
	PC2. Work within organisational systems and requirements as appropriate to one's role		2	0	2

	PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority		4	2	2
	PC4. Maintain competence within one's role and field of practice		2	0	2
	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice		4	2	2
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		4	2	2
	PC7. Identify and manage potential and actual risks to the quality and safety of practice		4	2	2
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements		4	2	2
	<b>Total</b>		25	10	15
HSS/ N 9607 (Practice Code of conduct while performing duties)	PC1. Adhere to protocols and guidelines relevant to the role and field of practice	<b>20</b>	3	1	2
	PC2. Work within organisational systems and requirements as appropriate to the role		3	1	2
	PC3. Recognise the boundary of the role and responsibility and seek supervision when situations are beyond the competence and authority		3	1	2
	PC4. Maintain competence within the role and field of practice		1	0	1
	PC5. Use protocols and guidelines relevant to the field of practice		4	2	2
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		1	0	1
	PC7. Identify and manage potential and actual risks to the quality and patient safety		1	0	1
	PC8. Maintain personal hygiene and contribute actively to the healthcare ecosystem		4	2	2
	<b>Total</b>		20	7	13
<b>Attitude Total</b>	<b>45</b>	<b>45</b>	<b>17</b>	<b>28</b>	



<b>3. Attiquete</b>					
HSS/ N 9605 (Manage work to meet requirements)	PC1. Clearly establish, agree, and record the work requirements	<b>20</b>	10	5	5
	PC2. Utilise time effectively		2	0	2
	PC3. Ensure his/her work meets the agreed requirements		2	0	2
	PC4. Treat confidential information correctly		2	2	0
	PC5. Work in line with the organisation's procedures and policies and within the limits of his/her job role		4	2	2
	<b>Total</b>		20	9	11
HSS/ N 9601 (Collate and Communicate Health Information)	PC1. Respond to queries and information needs of all individuals	<b>25</b>	2	2	0
	PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics		5	0	5
	PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them		5	0	5
	PC4. Utilise all training and information at one's disposal to provide relevant information to the individual		5	5	0
	PC5. Confirm that the needs of the individual have been met		2	2	0
	PC6. Adhere to guidelines provided by one's organisation or regulatory body relating to confidentiality		2	2	0
	PC7. Respect the individual's need for privacy		2	2	0
	PC8. Maintain any records required at the end of the interaction		2	2	0
	<b>Total</b>		25	15	10
<b>Attiquete Total</b>		<b>45</b>	<b>45</b>	<b>24</b>	<b>21</b>
<b>Part 2 (Pick one field randomly carrying 45 marks)</b>					
<b>1. Safety management</b>					
HSS/ N 9606 (Maintain a safe, healthy, and secure working environment)	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements	<b>45</b>	6	2	4

	PC2. Comply with health, safety and security procedures for the workplace		2	0	2
	PC3. Report any identified breaches in health, safety, and security procedures to the designated person		2	1	1
	PC4. Identify potential hazards and breaches of safe work practices		6	4	2
	PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority		6	4	2
	PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected		6	4	2
	PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently		6	2	4
	PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person		5	3	2
	PC9. Complete any health and safety records legibly and accurately		6	2	4
	<b>Total</b>		45	22	23
<b>2. Waste Management</b>					
HSS/ N 9609 (Follow biomedical waste disposal protocols)	PC1. Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type	<b>45</b>	6	2	4
	PC2. Apply appropriate health and safety measures and standard precautions for infection prevention and control and personal protective equipment relevant to the type and category of waste		6	3	3
	PC3. Segregate the waste material from work areas in line with current legislation and organisational requirements		4	0	4
	PC4. Segregation should happen at source with proper containment, by using different colour coded bins for		6	3	3

	different categories of waste				
	PC5. Check the accuracy of the labelling that identifies the type and content of waste	4	2	2	
	PC6. Confirm suitability of containers for any required course of action appropriate to the type of waste disposal	4	4	0	
	PC7. Check the waste has undergone the required processes to make it safe for transport and disposal	4	4	0	
	PC8. Transport the waste to the disposal site, taking into consideration its associated risks	4	4	0	
	PC9. Report and deal with spillages and contamination in accordance with current legislation and procedures	4	4	0	
	PC10. Maintain full, accurate and legible records of information and store in correct location in line with current legislation, guidelines, local policies and protocols	3	3	0	
	<b>Total</b>	45	29	16	
<b>3. Team Work</b>					
HSS/ N 9604 (Work effectively with others)	PC1. Communicate with other people clearly and effectively	<b>45</b>	2	0	2
	PC2. Integrate one's work with other people's work effectively		2	0	2
	PC3. Pass on essential information to other people on timely basis		2	0	2
	PC4. Work in a way that shows respect for other people		2	0	2
	PC5. Carry out any commitments made to other people		6	6	0
	PC6. Reason out the failure to fulfil commitment		6	6	0
	PC7. Identify any problems with team members and other people and take the initiative to solve these problems		15	10	5
	PC8. Follow the organisation's policies and procedures		10	4	6
	<b>Total</b>	<b>45</b>	<b>26</b>	<b>19</b>	
<b>4. Ethics</b>					

HSS/ N 2303 (Follow evidence based Protocol while managing patients)	PC1. Understand the appropriate and permissible medical service procedures which may be rendered by an EMT to a patient not in a hospital. For example, steps to be followed for cardiovascular emergencies or emergency of an environmental nature like burns, hypothermia	<b>45</b>	9	4	5
	PC2. Understand the communication protocols for medical situations that require direct voice communication between the EMT and the Medical officer prior to the EMT rendering medical services to the patients outside the hospital		9	4	5
	PC3. Adhere to laws, regulations and procedures relating to the work of an EMT		9	4	5
	PC4. Demonstrate professional judgement in determining treatment modalities within the parameters of relevant protocols		9	4	5
	PC5. Understand the universal approach to critical patient care and package-up-patient-algorithm(transport protocol)		9	4	5
	<b>Total</b>		45	20	25
<b>5. Quality</b>					
HSS/ N 9611: Monitor and assure quality	PC1. Conduct appropriate research and analysis	<b>45</b>	5	5	0
	PC2. Evaluate potential solutions thoroughly		5	0	5
	PC3. Participate in education programs which include current techniques, technology and trends pertaining to the dental industry		3	3	0
	PC4. Read Dental hygiene, dental and medical publications related to quality consistently and thoroughly		5	5	0
	PC5. Report any identified breaches in health, safety, and security procedures to the designated person		3	0	3
	PC6. Identify and correct any hazards that he/she can deal with safely, competently and within the limits of		3	0	3

	his/her authority				
	PC7. Promptly and accurately report any hazards that he/she is not allowed to deal with to the relevant person and warn other people who may be affected		3	0	3
	PC8. Follow the organisation's emergency procedures promptly, calmly, and efficiently		3	0	3
	PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person		5	2	3
	PC10. Complete any health and safety records legibly and accurately		10	5	5
	<b>Total</b>		45	20	25
<b>Grand Total-3 (Soft Skills and Communication)</b>			<b>90</b>		
<b>Detailed Break Up of Marks</b>			<b>Theory</b>		
<b>Subject Domain</b>			<b>Pick all NOS compulsorily totaling 80 marks</b>		
<b>Assessable Outcomes</b>	<b>Assessment Criteria for the Assessable Outcomes</b>		<b>Out Of</b>		
1.HSS/ N 2331: Respond to emergency calls (Advanced)	PC1. Understand the emergency codes used in the hospital for emergency situations		<b>2</b>		
	PC2. Reflect professionalism through use of appropriate language while speaking to the dispatch team				
	PC3. Use communication equipment such as mobile phones, radio communication equipment, megaphones and other equipment as required by the EMS provider				
	PC4. Evaluate the situation of the patient(s) on the basis of the call with the dispatch centre				
	PC5. Demonstrate teamwork while preparing for an emergency situation with a fellow EMT and/or a nurse				
	PC6. Recognise the boundary of one's role and responsibility and seek supervision from the medical officer on duty when situations are beyond one's competence and authority				

	<p>PC7. Prepare for the emergency by practicing Body Substance Isolation (BSI). This includes putting on:</p> <p>a. Hospital Gowns</p> <p>b. Medical Gloves</p> <p>c. Shoe Covers</p> <p>d. Surgical Masks</p> <p>e. Safety Glasses</p> <p>f. Helmets</p> <p>g. Reflective Clothing</p> <p>PC8. Prepare the ambulance with the required medical equipment and supplies as per the medical emergency. A large selection of equipment and supplies specialised for Emergency Medical Services include diagnostic kits, disposables, and patient care products. The EMT should ensure all materials, supplies, medications and other items required for Advanced Life Support (ALS) have been stocked in the Ambulance</p> <p>PC9. Demonstrate active listening in interactions with the dispatch team, colleagues and the medical officer</p> <p>PC10. Establish trust and rapport with colleagues</p> <p>PC11. Maintain competence within one's role and field of practice</p> <p>PC12. Promote and demonstrate good practice as an individual and as a team member at all times</p> <p>PC13. Identify and manage potential and actual risks to the quality and safety of practice</p> <p>PC14. Evaluate and reflect on the quality of one's work and make continuing improvements</p> <p>PC15. Understand basic medico-legal principles</p> <p>PC16. Function within the scope of care as defined by state, regional and local regulatory agencies</p>	
2. HSS/ N 2327: Assess patient at the site (advanced)	<p>PC1. Explain clearly:</p> <p>o An EMT's role and scope, responsibilities and accountability in relation to the assessment of health status and needs</p> <p>o What information need to be obtained and</p>	4

stored in records
o With whom the information might be shared
o What is involved in the assessment
PC2. Obtain informed consent of the patient for the assessment process, unless impossible as a consequence of their condition
PC3. Conduct all observations and measurements systematically and thoroughly in order of priority (including Airway, Breathing, Circulation)
PC4. Respect the patient's privacy, dignity, wishes and beliefs
PC5. Minimise any unnecessary discomfort and encourage the patient to participate as fully as possible in the process
PC6. Communicate with the patient clearly and in a manner and pace that is appropriate to:
o Their level of understanding
o Their culture and background
o Their need for reassurance and support
PC7. Recognise promptly any life-threatening or high risk conditions
PC8. Make full and effective use of any protocols, guidelines and other sources of guidance and advice to inform decision making
PC9. Assess the condition of the patient by:
o Observing patient position
o Observing the colour of the skin as well as ease of breathing and paying attention to any signs of laboured breathing or coughing
o Checking if there is any bleeding from the nose or ears
o Looking at the pupil dilation/difference in pupil sizes, as it may be suggestive of concussion
o Checking if the patient is under the effect of alcohol or any other drug
o Checking the patient's mouth to ensure the airway is clear
o Gently checking the neck, starting from the back
o Checking for any swelling or bruises
o Checking the chest to ascertain if any object is stuck

	<ul style="list-style-type: none"> <li>o Checking the ribcage for bruising or swelling and the abdomen for any kind of swelling or lumps</li> <li>o Checking for any damage to the pelvis</li> <li>o Asking the victim if they are able to feel their legs</li> <li>o Observing the colour of toes to check for any circulation problems</li> </ul>	
	PC10. Use appropriate equipment if required	
3. HSS/ N 2305 (Patient Triage based on the defined clinical criteria of severity of illness)	PC1. Have the expertise to quickly assess whether the patient requires immediate life-saving intervention or whether they could wait PC2. Know how to check all the vital signs PC3. Identify a high-risk case PC4. Assess the kind of resources the person will require. For e.g. The EMT should know the standard resources required for a person who comes to the emergency department for a similar ailment PC5. Communicate clearly and assertively PC6. Collaboratively be able to supervise/work collaboratively with other departments PC7. Multitask without compromising on quality and accuracy of care provided PC8. Use SALT method in day-to-day handling and START in mass casualty handling and disasters	2
4. HSS/ N 2328: Manage cardiovascular emergency (advanced)	PC1. Describe the structure and function of the cardiovascular system PC2. Provide emergency medical care to a patient experiencing chest pain/discomfort PC3. Identify the symptoms of hypertensive emergency PC4. Identify the indications and contraindications for automated external defibrillation (AED) PC5. Explain the impact of age and weight on defibrillation PC6. Discuss the position of comfort for patients with various cardiac emergencies PC7. Establish the relationship between airway management and the patient with cardiovascular compromise	4



PC8. Predict the relationship between the patient experiencing cardiovascular compromise and basic life support
PC9. Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator
PC10. Explain the importance of pre-hospital Advanced Life Support (ALS) intervention if it is available
PC11. Explain the importance of urgent transport to a facility with Advanced Life Support if it is not available in the pre-hospital setting
PC12. Explain the usage of aspirin and clopidogrel
PC13. Differentiate between the fully automated and the semi-automated defibrillator
PC14. Discuss the procedures that must be taken into consideration for standard operations of the various types of automated external defibrillators
PC15. Assure that the patient is pulseless and apnoeic when using the automated external defibrillator
PC16. Identify circumstances which may result in inappropriate shocks
PC17. Explain the considerations for interruption of CPR, when using the automated external defibrillator
PC18. Summarise the speed of operation of automated external defibrillation
PC19. Discuss the use of remote defibrillation through adhesive pads
PC20. Operate the automated external defibrillator
PC21. Discuss the standard of care that should be used to provide care to a patient with recurrent ventricular fibrillation and no available ACLS
PC22. Differentiate between the single rescuer and multi-rescuer care with an automated external defibrillator
PC23. Explain the reason for pulses not being checked between shocks with an automated external defibrillator
PC24. Identify the components and discuss the importance of post-resuscitation care

	PC25. Explain the importance of frequent practice with the automated external defibrillator	
	PC26. Discuss the need to complete the Automated Defibrillator: Operator's Shift checklist	
	PC27. Explain the role medical direction plays in the use of automated external defibrillation	
	PC28. State the reasons why a case review should be completed following the use of the automated external defibrillator	
	PC29. Discuss the components that should be included in a case review	
	PC30. Discuss the goal of quality improvement in automated external defibrillation	
	PC31. Recognise the need for medical direction of protocols to assist in the emergency medical care of the patient with chest pain	
	PC32. List the indications for the use of nitro-glycerine	
	PC33. State the contraindications and side effects for the use of nitro-glycerine	
	PC34. Perform maintenance checks of the automated external defibrillator	
	PC35. Perform ECG tracing	
	PC36. Perform manual defibrillation, cardioversion and transcutaneous pacing	
	PC37. Manage acute heart failure	
5.HSS/ N 2307 (Manage Cerebrovascular Emergency)	PC1. Describe the basic types, causes, and symptoms of stroke	4
	PC2. Provide emergency medical care to a patient experiencing symptoms of a stroke	
	PC3. Manage airway, breathing, and circulation	
	PC4. Assess the patient's level of consciousness and document any signs of stroke	
	PC5. Assess vital signs: Blood pressure, heart rate, and respiratory rate	
	PC6. Perform a standardised pre-hospital stroke scale assessment such as the Cincinnati pre-hospital stroke scale	
	PC7. Check serum blood sugar	

	<p>PC8. Collect critical background information on the victim and the onset of the stroke symptoms such as the medical history (especially any past strokes), the estimate of the time since any potential stroke symptoms first appeared, current medical conditions of the patient and current medications</p> <p>PC9. Determine the time of onset of symptoms</p> <p>PC10. Explain how patients, family, or bystanders should respond to a potential stroke</p> <p>PC11. Discuss the actions recommended for emergency responders to potential stroke victims</p> <p>PC12. Explain the importance of transporting stroke patients immediately to an emergency department that has the personnel and equipment to provide comprehensive acute stroke treatment</p> <p>PC13. Carry out first triage of potential stroke victims</p> <p>PC14. Expedite transport of the patient to the nearest hospital equipped to handle strokes</p> <p>PC15. Explain the importance of immediately notifying the Emergency Department of the hospital of the arrival of a potential stroke victim</p> <p>PC16. Administer an IV line and oxygen and monitor the functioning of the heart on-route to the hospital</p> <p>PC17. Forward a written report to the emergency department with details on medical history and onset of the stroke symptoms</p>	
6.HSS/ N 2308 (Manage Allergic Reaction)	<p>PC1. Recognise the patient experiencing an allergic reaction</p> <p>PC2. Perform the emergency medical care of the patient with an allergic reaction</p> <p>PC3. Establish the relationship between the patient with an allergic reaction and airway management</p> <p>PC4. Recognise the mechanisms of allergic response and the implications for airway management</p> <p>PC5. State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector</p>	<b>4</b>

	<p>PC6. Administer treatment appropriately in case of not having access to epinephrine auto-injectors</p> <p>PC7. Evaluate the need for medical emergency medical care for the patient with an allergic reaction</p> <p>PC8. Differentiate between the general category of those patients having an allergic reaction and those patients having a severe allergic reaction, requiring immediate medical care including immediate use of epinephrine auto-injector</p>	
7.HSS/ N 2329: Manage poisoning or overdose (advanced)	<p>PC1. Recognise various ways that poisons enter the body</p> <p>PC2. Recognise signs/symptoms associated with various poisoning</p> <p>PC3. Perform the emergency medical care for the patient with possible overdose</p> <p>PC4. Perform the steps in the emergency medical care for the patient with suspected poisoning</p> <p>PC5. Establish the relationship between the patient suffering from poisoning or overdose and airway management</p> <p>PC6. State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects and re-assessment strategies for activated charcoal</p> <p>PC7. Recognise the need for medical direction in caring for the patient with poisoning or overdose</p> <p>PC8. Perform gastric lavage</p>	4
8.HSS/ N 2310 (Manage Environmental Emergency)	<p>PC1. Recognise the various ways by which body loses heat</p> <p>PC2. List the signs and symptoms of exposure to cold</p> <p>PC3. Perform the steps in providing emergency medical care to a patient exposed to cold</p> <p>PC4. List the signs and symptoms of exposure to heat</p> <p>PC5. Perform the steps in providing emergency care to a patient exposed to heat</p> <p>PC6. Recognise the signs and symptoms of water-related emergencies</p> <p>PC7. Identify the complications of near-drowning</p> <p>PC8. Perform emergency medical care for bites</p>	4

	and stings	
	PC9. Explain various relevant National Disaster Management Agency (NDMA) guidelines	
9.HSS/ N 2330: Manage behavioural emergency (advanced)	PC1. Recognise the general factors that may cause an alteration in a patient's behaviour	4
	PC2. Recognise the various reasons for psychological crises	
	PC3. Identify the characteristics of an individual's behaviour which suggest that the patient is at risk for suicide	
	PC4. Identify special medical/legal considerations for managing behavioural emergencies	
	PC5. Recognise the special considerations for assessing a patient with behavioural problems	
	PC6. Identify the general principles of an individual's behaviour, which suggest the risk for violence	
	PC7. Identify physical and chemical methods to calm behavioural emergency patients	
10.HSS/ N 2312 (Manage Obstetrics/Gynaecology emergencies)	PC1. Identify the following structures: Uterus, vagina, foetus, placenta, umbilical cord, amniotic sac, and perineum	2
	PC2. Identify and explain the use of the contents of an obstetrics kit	
	PC3. Identify pre-delivery emergencies	
	PC4. State indications of an imminent delivery	
	PC5. Differentiate the emergency medical care provided to a patient with pre-delivery emergencies from a normal delivery	
	PC6. Perform the steps in pre-delivery preparation of the mother	
	PC7. Establish the relationship between body substance isolation and childbirth	
	PC8. Perform the steps to assist in the delivery	
	PC9. State the steps required for care of the baby as the head appears	
	PC10. Explain how and when to cut the umbilical cord	
	PC11. Perform the steps in the delivery of the placenta	
	PC12. Perform the steps in the emergency medical care of the mother post-delivery	

	<p>PC13. Summarise neonatal resuscitation procedures</p> <p>PC14. Identify the procedures for the following abnormal deliveries: Breech birth, multiple births, prolapsed cord, limb presentation</p> <p>PC15. Differentiate the special considerations for multiple births</p> <p>PC16. Recognise special considerations of meconium</p> <p>PC17. Identify special considerations of a premature baby</p> <p>PC18. Perform the emergency medical care of a patient with a gynaecological emergency</p> <p>PC19. Perform steps required for emergency medical care of a mother with excessive bleeding</p> <p>PC20. Complete a Pre-Hospital Care report for patients with obstetrical/gynaecological emergencies</p>	
11.HSS/ N 2313 (Manage Bleeding and Shock)	<p>PC1. Recognise the structure and function of the circulatory system</p> <p>PC2. Differentiate between arterial, venous and capillary bleeding</p> <p>PC3. State methods of emergency medical care of external bleeding</p> <p>PC4. Establish the relationship between body substance isolation and bleeding</p> <p>PC5. Establish the relationship between airway management and the trauma patient</p> <p>PC6. Establish the relationship between mechanism of injury and internal bleeding</p> <p>PC7. Recognise the signs of internal bleeding</p> <p>PC8. Perform the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding</p> <p>PC9. Recognise the signs and symptoms of shock (hypo perfusion)</p> <p>PC10. Perform the steps in the emergency medical care of the patient with signs and symptoms of shock (hypo perfusion)</p> <p>PC11. Recognize different types of shock and initiate appropriate medical management</p>	<b>4</b>
12. HSS/ N 2314	PC1. Recognise the major functions of the skin	<b>4</b>

(Manage Soft Tissue Injury and Burns)	PC2. Recognise the layers of the skin
	PC3. Establish the relationship between body substance isolation (BSI) and soft tissue injuries
	PC4. Recognise the types of closed soft tissue injuries
	PC5. Perform the emergency medical care of the patient with a closed soft tissue injury
	PC6. State the types of open soft tissue injuries
	PC7. Recognise the emergency medical care of the patient with an open soft tissue injury
	PC8. Recognise the emergency medical care considerations for a patient with a penetrating chest injury
	PC9. Perform the emergency medical care considerations for a patient with an open wound to the abdomen
	PC10. Differentiate the care of an open wound to the chest from an open wound to the abdomen
	PC11. Classify burns
	PC12. Recognise superficial burn
	PC13. Recognise the characteristics of a superficial burn
	PC14. Recognise partial thickness burn
	PC15. Recognise the characteristics of a partial thickness burn
	PC16. Recognise full thickness burn
	PC17. Recognise the characteristics of a full thickness burn
	PC18. Perform the emergency medical care of the patient with a superficial burn
	PC19. Perform the emergency medical care of the patient with a partial thickness burn
	PC20. Perform the emergency medical care of the patient with a full thickness burn
	PC21. Recognise the functions of dressing and bandaging
	PC22. Describe the purpose of a bandage
	PC23. Perform the steps in applying a pressure dressing
	PC24. Establish the relationship between airway management and the patient with chest injury, burns, blunt and penetrating injuries

	<p>PC25. Know the ramification of improperly applied dressings, splints and tourniquets</p> <p>PC26. Perform the emergency medical care of a patient with an impaled object</p> <p>PC27. Perform the emergency medical care of a patient with an amputation</p> <p>PC28. Perform the emergency care for a chemical burn</p> <p>PC29. Perform the emergency care for an electrical burn</p> <p>PC30. Recognise inhalation injury and perform emergency care</p>	
13.HSS/ N 2315 (Manage Musculoskeletal injuries)	<p>PC1. Recognise the function of the muscular system</p> <p>PC2. Recognise the function of the skeletal system</p> <p>PC3. Recognise the major bones or bone groupings of the spinal column; the thorax; the upper extremities; the lower extremities</p> <p>PC4. Differentiate between an open and a closed painful, swollen, deformed extremity</p> <p>PC5. Manage musculoskeletal injuries including thoracic and abdominal injuries</p> <p>PC6. State the reasons for splinting</p> <p>PC7. List the general rules of splinting</p> <p>PC8. Ramification &amp; complications of splinting</p> <p>PC9. Perform the emergency medical care for a patient with a painful, swollen, deformed extremity</p> <p>PC10. How to apply pelvic binder techniques for fracture of pelvis</p>	4
14.HSS/ N 2316 (Manage Injuries to head and spine Description)	<p>PC1. State the components of the nervous system</p> <p>PC2. List the functions of the central nervous system</p> <p>PC3. Recognise the structure of the skeletal system as it relates to the nervous system</p> <p>PC4. Relate mechanism of injury to potential injuries of the head and spine</p> <p>PC5. Recognise the implications of not properly caring for potential spine injuries</p> <p>PC6. State the signs and symptoms of a potential spine injury</p> <p>PC7. Recognise the method of determining if a responsive patient may have a spine injury</p>	4



	PC8. Relate the airway emergency medical care techniques to the patient with a suspected spine injury	
	PC9. Identify how to stabilise the cervical spine	
	PC10. Indications for sizing and using a cervical spine immobilisation device	
	PC11. Establish the relationship between airway management and the patient with head and spine injuries	
	PC12. Recognise a method for sizing a cervical spine immobilisation device	
	PC13. Log roll a patient with a suspected spine injury	
	PC14. Secure a patient to a long spine board	
	PC15. List instances when a short spine board should be used	
	PC16. Immobilise a patient using a short spine board	
	PC17. Recognise the indications for the use of rapid extrication	
	PC18. Understand the steps in performing rapid extrication	
	PC19. Identify the circumstances when a helmet should be left on the patient	
	PC20. Identify the circumstances when a helmet should be removed	
	PC21. Identify alternative methods for removal of a helmet	
	PC22. Stabilise patient's head to remove the helmet	
	PC23. Differentiate how the head is stabilised with a helmet compared to without a helmet	
	PC24. Immobilise paediatric and geriatric victims	
	PC25. Manage scalp bleeding	
	PC26. Manage eye injury	
15.HSS/ N 2317 (Manage Infants, Neonates and Children)	PC1. Identify the developmental considerations for the age groups of infants, toddlers, pre-school, school age and adolescent	2
	PC2. Identify differences in anatomy and physiology of the infant, child and adult patient	
	PC3. Differentiate the response of the ill or injured infant or child (age specific) from that of an adult	
	PC4. Understand various causes of respiratory	

	emergencies	
	PC5. Differentiate between respiratory distress and respiratory failure	
	PC6. Perform the steps in the management of foreign body airway obstruction	
	PC7. Implement emergency medical care strategies for respiratory distress and respiratory failure	
	PC8. Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient	
	PC9. Recognise the methods of determining end organ perfusion in the infant and child patient	
	PC10. Identify the usual cause of cardiac arrest in infants and children versus adults	
	PC11. Recognise the common causes of seizures in the infant and child patient	
	PC12. Perform the management of seizures in the infant and child patient	
	PC13. Differentiate between the injury patterns in adults, infants, and children	
	PC14. Perform the field management of the infant and child trauma patient	
	PC15. Summarise the indicators of possible child abuse and neglect	
	PC16. Recognise the medical legal responsibilities in suspected child abuse	
	PC17. Recognise need for EMT debriefing following a difficult infant or child transport	
16.HSS/ N 2318 (Manage respiratory emergency)	PC1. Recognise the anatomical components of the upper airway including:	4
	a. Nasopharynx	
	b. Nasal air passage	
	c. Pharynx	
	d. Mouth	
	e. Oropharynx	
	f. Epiglottis	
	PC2. Recognise the anatomical components of the lower airway including:	
	a. Larynx	
	b. Trachea	
	c. Alveoli	

d. Bronchi
e. Carina
f. Diaphragm
PC3. Recognise the characteristics of normal breathing
PC4. Recognise the signs of abnormal breathing including:
a. Dyspnoea
b. Upper airway obstruction
c. Acute pulmonary oedema
d. Chronic obstructive pulmonary disease
e. Bronchitis
f. Emphysema
g. Pneumothorax
h. Asthma
i. Pneumonia
j. Pleural effusion
k. Pulmonary embolism
l. Hyperventilation
PC5. Recognise the characteristics of abnormal breath sounds
PC6. Recognise the characteristics of irregular breathing patterns
PC7. Complete a focused history and physical exam of the patient
PC8. Establish airway in patient with respiratory difficulties
PC9. Contact Dispatch and Medical Control for choosing nebulizer therapy
PC10. Understand the various types of Metered Dose Inhalers including:
a. Preventil
b. Ventoiln
c. Alupent
d. Metaprel
e. Brethine
f. Albuterol
g. Metaproterenol
h. Terbutaline
PC11. Understand the contraindications and side effects for various types of Metered Dose Inhalers

17.HSS/ N 2319  
(Manage severe  
abdominal pain)

PC1. Recognise the anatomical components of the abdomen and their functions including:

**a. Left Upper Quadrant**

- o Most of the stomach
- o Spleen
- o Pancreas
- o Large intestine
- o Small intestine
- o Left kidney (upper portion)

**b. Right Upper Quadrant**

- o Liver
- o Gallbladder
- o Part of the large intestine
- o Right kidney (upper portion)
- o Small intestine

**c. Right Lower Quadrant**

- o Appendix
- o Large intestine
- o Female reproductive organs
- o Small intestine
- o Right kidney (lower portion)
- o Right ureter
- o Right ovary & fallopian tube

**d. Left Lower Quadrant**

- o Large intestine
- o Small intestine
- o Left kidney (lower portion)
- o Left ureter
- o Left ovary
- o Left fallopian tube

**e. Midline structures**

- o Small intestine
- o Urinary bladder
- o Uterus

PC2. Recognise the symptoms and cause of visceral pain

PC3. Recognise the symptoms and causes of parietal pain

PC4. Recognise the symptoms and possible causes of referred pain including:

a. Right shoulder (or neck, jaw, scapula) – possible irritation of the diaphragm (usually on the right); gallstone; subphrenic abscess; free abdominal blood
b. Left shoulder (or neck, jaw, scapula) – possible irritation of the diaphragm (usually on the left); ruptured spleen; pancreatic disease or cancer; subphrenic abscess; abdominal blood
c. Midline, back pain – aortic aneurysm or dissection; pancreatitis, pancreatic cancer, kidney stone
d. Mid-abdominal pain – small bowel irritation, gastroenteritis, early appendicitis
e. Lower abdominal pain – diverticular disease (herniations of the mucosa and submucosa of the intestines), Crohn’s disease (a type of inflammatory bowel disease), ulcerative colitis
f. Sacrum pain – perirectal abscess, rectal disease
g. Epigastrium pain – peptic, duodenal ulcer; gallstone, hepatitis, pancreatitis, angina pectoris
h. Testicular pain – renal colic; appendicitis
PC5. Complete a focused history and physical exam of the patient including:
a. Visual inspection
b. Auscultating the abdomen
c. Palpating the abdomen
PC6. Establish airway in patient
PC7. Place patient in position of comfort
PC8. Calm and reassure the patient
PC9. Look for signs of hypoperfusion
PC10. Recognise possible diagnoses for abdominal pain
PC11. State the treatment for managing various causes of abdominal pain
PC12. Recognise potential diagnoses which imply the condition of the patient may deteriorate and highlight the need for frequent reassessment and advanced life support interventions
PC13. Alert the Emergency Centre/ Healthcare provider in advance of a priority case (when required)

18.HSS/ N 2320 (Manage Mass Casualty Incident)	PC1. Establish an Incident Management Structure on arrival at the scene including:	4
	a. Designating an Incident Commander to manage the incident	
	b. As Incident Commander, designating Triage Team(s), Treatment Team(s), and a Transport Officer	
	PC2. Set up separate areas for treatment, triage and transport	
	PC3. Conduct an initial triage of patients by using the START triage model for adult patients, JumpSTART Triage for paediatric patients and the SMART triage tagging system	
	PC4. Use appropriate personal protective equipment while conducting initial triage	
	PC5. Tag severity/ criticality of patient using colour coded tags	
	PC6. Direct non-injured and/or slightly injured victims to the triage area set up for those with minor injuries	
	PC7. Monitor patients with minor injuries for changes in their condition	
	PC8. Maintain an open airway and stop uncontrolled bleeding	
	PC9. Extract patients from the casualty area based on initial triage to designated triage and treatment areas	
	PC10. Use equipment like cots and litters for extraction where required	
	PC11. Re-triage patients extracted to the triage and treatment areas	
	PC12. Provide treatment and deliver patients to transport area	
PC13. Transport patients to healthcare facility		
PC14. Alert healthcare facilities in advance of possible arrival of multiple patients		
19.HSS/ N 2324 (Manage diabetes emergency)	PC1. Identify the patient taking diabetic medications and the implications of a diabetes history	4
	PC2. Perform the steps in the emergency medical care of the patient taking diabetic medicine with a history of diabetes	
	PC3. Establish the relationship between airway management and the patient with altered mental	

	status	
	PC4. Recognize the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose	
	PC5. Evaluate the need for medical direction in the emergency medical care of the diabetic patient	
20. HSS/ N 2325: Manage advanced venous access and administration of medications	PC1. Recognise the specific anatomy and physiology pertinent to medication administration	4
	PC2. Differentiate temperature readings between the Centigrade and Fahrenheit scales	
	PC3. Discuss formulas as a basis for performing drug calculations	
	PC4. Calculate oral and parenteral drug dosages for all emergency medications administered to adults, infants and children	
	PC5. Calculate intravenous infusion rates for adults, infants, and children	
	PC6. Discuss legal aspects affecting medication administration	
	PC7. Discuss medical asepsis and the differences between clean and sterile techniques	
	PC8. Describe use of antiseptics and disinfectants	
	PC9. Describe the use of universal precautions and body substance isolation (BSI) procedures when administering a medication	
	PC10. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of peripheral venous cannulation	
	PC11. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of intraosseous needle placement and infusion	
	PC12. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of administering medications by the inhalation route	
	PC13. Differentiate among the different dosage forms of oral medications	
	PC14. Describe the equipment needed and general principles of administering oral	

	<p>medicationsy</p> <p>PC15. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of rectal medication administration</p> <p>PC16. Describe the equipment needed, techniques utilized, complications, and general principles for the preparation and administration of parenteral medication</p> <p>PC17. Differentiate among the different percutaneous routes of medication administration</p> <p>PC18. Differentiate among the different parenteral routes of medication administration</p> <p>PC19. Describe the purpose, equipment needed, techniques utilized, complications, and general principles for obtaining a blood sample</p> <p>PC20. Describe disposal of contaminated items and sharps</p> <p>PC21. Synthesize a pharmacologic management plan including medication administration</p> <p>PC22. Integrate pathophysiological principles of medication administration with patient management</p> <p>PC23. Comply with universal precautions and body substance isolation</p>	
21. HSS/ N 2326: Manage critical care aeromedical and inter-facility transport	<p>PC1. Understand the role of the critical care inter-facility transport teams in the patient care continuum</p> <p>PC2. Understand the importance of providing the highest quality of care in a timely and safe manner</p> <p>PC3. Understand how the needs and characteristics of patients influence and drive the competencies of critical care inter-facility transport professionals</p> <p>PC4. Define and differentiate between the following</p> <p>a. Pre-hospital Emergency Medical Services</p> <p>b. Inter-facility EMS transport</p> <p>c. Critical Care</p> <p>d. Critical Care Transport</p>	4



	PC5. Compare and contrast the role of critical care inter-facility transport with the Emergency Medical Services pre-hospital system	
	PC6. Describe roles of team members in critical care inter-facility transport	
	PC7. Differentiate between critically ill trauma and medical patient transport theories	
	a. Scoop and run	
	b. Stay and play/resuscitate	
	PC8. Describe safe transport techniques	
	PC9. Describe appropriate transport equipment necessary for various critical care inter-facility transports	
	PC10. Describe the pertinent rules and regulations for critical care paramedics in inter-facility transports	
	PC11. Describe the components needed to provide the highest quality of care during critical care inter-facility transport	
	PC12. Describe the importance of initial stabilization of the patient prior to transport	
	PC13. Describe how disaster and mass casualty events will affect critical care interfacility transport	
	PC14. Adhere fully to the steps involved in treating and transporting the patient	
	PC15. Positively manage situations where transport is a problem	
	PC16. Allocate the means of transport keeping in mind the emergency, weather conditions and availability of transport	
	PC17. Adhere fully to procedures once the patient reaches the hospital	
	PC18. Use correct medication and equipment for treatment of immediate threats to life	
22. HSS/ N 9610 (Follow infection control policies and procedures)	PC1. Perform the standard precautions to prevent the spread of infection in accordance with organisation requirements	4
	PC2. Perform the additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection	
	PC3. Minimise contamination of materials, equipment and instruments by aerosols and splatter	

PC4. Identify infection risks and implement an appropriate response within own role and responsibility
PC5. Document and report activities and tasks that put patients and/or other workers at risk
PC6. Respond appropriately to situations that pose an infection risk in accordance with the policies and procedures of the organization
PC7. Follow procedures for risk control and risk containment for specific risks
PC8. Follow protocols for care following exposure to blood or other body fluids as required
PC9. Place appropriate signs when and where appropriate
PC10. Remove spills in accordance with the policies and procedures of the organization
PC11. Maintain hand hygiene by washing hands before and after patient contact and/or after any activity likely to cause contamination
PC12. Follow hand washing procedures
PC13. Implement hand care procedures
PC14. Cover cuts and abrasions with water-proof dressings and change as necessary
PC15. Wear personal protective clothing and equipment that complies with Indian Standards, and is appropriate for the intended use
PC16. Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each patient contact
PC17. Demarcate and maintain clean and contaminated zones in all aspects of health care work
PC18. Confine records, materials and medicaments to a well-designated clean zone
PC19. Confine contaminated instruments and equipment to a well-designated contaminated zone
PC20. Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste

	PC21. Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified	
	PC22. Store clinical or related waste in an area that is accessible only to authorised persons	
	PC23. Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release	
	PC24. Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements	
	PC25. Wear personal protective clothing and equipment during cleaning procedures	
	PC26. Remove all dust, dirt and physical debris from work surfaces	
	PC27. Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled	
	PC28. Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols	
	PC29. Dry all work surfaces before and after use	
	PC30. Replace surface covers where applicable	
	PC31. Maintain and store cleaning equipment	
23. HSS/ N 2302 (Size up the scene at the site)	PC1. Ensure that all safety precautions are taken at the scene of the emergency	4
	PC2. Introduce themselves to patient(s) and ask for their consent to any treatment	
	PC3. Understand the implications of nuclear, radioactive, biological, chemical and explosive incidents and take appropriate action	
	PC4. Collaborate effectively with other emergency response agencies and explain the situation clearly to them. This includes bomb disposal squads, fire departments, chemical, biological and nuclear agencies	
	PC5. Reassure patient(s) and bystanders by working in a confident, efficient manner	

	PC6. Work expeditiously while avoiding mishandling of patient(s) and undue haste	
	PC7. Recognise and react appropriately to persons exhibiting emotional reactions	
	PC8. Interact effectively with the patient(s), relatives and bystanders who are in stressful situations	
	PC9. Obtain information regarding the incident through accurate and complete scene assessment and document it accordingly	
	PC10. Evaluate the scene and call for backup if required	
	PC11. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority	
	PC12. Maintain competence within one's role and field of practice	
	PC13. Collaborate with the law agencies at a crime scene	
	PC14. Promote and demonstrate good practice as an individual and as a team member at all times	
	PC15. Identify and manage potential and actual risks to the quality and safety of work done	
	PC16. Evaluate and reflect on the quality of one's work and make continuing improvements	
	PC17. Understand relevant medico-legal principles	
	PC18. Function within the scope of care defined by state, regional and local regulatory	
<b>Grand Total-1 (Subject Domain)</b>		<b>80</b>
<b>Soft Skills and Communication</b>		<b>Pick all NOS compulsorily totaling 80 marks</b>
<b>Assessable Outcomes</b>	<b>Assessment Criteria for the Assessable Outcomes</b>	<b>Out Of</b>
<b>1. Decision making and leadership quality</b>		
HSS/ N 2321 (Select the proper provider institute for transfer)	PC1. Explain to the patient about his role and the reason for selecting a particular health provider	<b>2</b>
	PC2. Consolidate complete medical history of the patient with the severity of the damage and impending risk in terms of time and the kind of treatment required	

	<p>PC3. Allocate patient to the nearest provider institute</p> <p>PC4. Base the allocation on the kind of care required namely primary, secondary or tertiary care centres</p> <p>PC5. Make sure that the selection of the institute is in adherence with the legal regulation</p> <p>PC6. Obtain guidance from medical officer for selection of proper provider institute</p> <p>PC7. Provide pre-arrival information to the receiving hospital</p> <p>PC8. Obtain guidance of medical officer when ambulance needed to be stopped en-route (e.g. during emergency child birth)</p>	
HSS/ N 2322 (Transport patient to the provider institute)	<p>PC1. Adhere fully to the rules and regulations related to the usage of ground and air transport</p> <p>PC2. Adhere fully to the steps involved in treating and transporting the patient</p> <p>PC3. Positively manage situations where transport is a problem</p> <p>PC4. Allocate the means of transport keeping in mind the emergency, weather conditions and availability of transport</p> <p>PC5. Adhere fully to procedures once the patient reaches the hospital</p> <p>PC6. Use correct medication and equipment for treatment of immediate threats to life</p>	2
HSS/ N 2323 (Manage Patient Handover to the provider institute)	<p>PC1. Provide a verbal report to the medical staff on the condition of the patient and initial findings</p> <p>PC2. Complete the Patient Care Report (PCR) and hand it over to the medical staff</p> <p>PC3. Hand over the consent form signed by the patient or a relative</p>	2
<b>2. Attitude</b>		
HSS/ N 9603 (Act within the limits of one's competence and authority)	<p>PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice</p> <p>PC2. Work within organisational systems and requirements as appropriate to one's role</p> <p>PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority</p>	2

	PC4. Maintain competence within one's role and field of practice	
	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice	
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times	
	PC7. Identify and manage potential and actual risks to the quality and safety of practice	
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements	
HSS/ N 9607 (Practice Code of conduct while performing duties)	PC1. Adhere to protocols and guidelines relevant to the role and field of practice	
	PC2. Work within organisational systems and requirements as appropriate to the role	
	PC3. Recognise the boundary of the role and responsibility and seek supervision when situations are beyond the competence and authority	
	PC4. Maintain competence within the role and field of practice	
	PC5. Use protocols and guidelines relevant to the field of practice	
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times	
	PC7. Identify and manage potential and actual risks to the quality and patient safety	
	PC8. Maintain personal hygiene and contribute actively to the healthcare ecosystem	
<b>3. Attiquete</b>		
HSS/ N 9605 (Manage work to meet requirements)	PC1. Clearly establish, agree, and record the work requirements	2
	PC2. Utilise time effectively	
	PC3. Ensure his/her work meets the agreed requirements	
	PC4. Treat confidential information correctly	
	PC5. Work in line with the organisation's procedures and policies and within the limits of his/her job role	
HSS/ N 9601 (Collate and Communicate Health Information)	PC1. Respond to queries and information needs of all individuals	
	PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics	

	<p>PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them</p> <p>PC4. Utilise all training and information at one's disposal to provide relevant information to the individual</p> <p>PC5. Confirm that the needs of the individual have been met</p> <p>PC6. Adhere to guidelines provided by one's organisation or regulatory body relating to confidentiality</p> <p>PC7. Respect the individual's need for privacy</p> <p>PC8. Maintain any records required at the end of the interaction</p>	
<b>4. Safety management</b>		
HSS/ N 9606 (Maintain a safe, healthy, and secure working environment)	<p>PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements</p> <p>PC2. Comply with health, safety and security procedures for the workplace</p> <p>PC3. Report any identified breaches in health, safety, and security procedures to the designated person</p> <p>PC4. Identify potential hazards and breaches of safe work practices</p> <p>PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority</p> <p>PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected</p> <p>PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently</p> <p>PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person</p> <p>PC9. Complete any health and safety records legibly and accurately</p>	<b>2</b>
<b>5. Waste Management</b>		
HSS/ N 9609 (Follow biomedical waste disposal protocols)	<p>PC1. Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type</p>	<b>2</b>

	<p>PC2. Apply appropriate health and safety measures and standard precautions for infection prevention and control and personal protective equipment relevant to the type and category of waste</p> <p>PC3. Segregate the waste material from work areas in line with current legislation and organisational requirements</p> <p>PC4. Segregation should happen at source with proper containment, by using different colour coded bins for different categories of waste</p> <p>PC5. Check the accuracy of the labelling that identifies the type and content of waste</p> <p>PC6. Confirm suitability of containers for any required course of action appropriate to the type of waste disposal</p> <p>PC7. Check the waste has undergone the required processes to make it safe for transport and disposal</p> <p>PC8. Transport the waste to the disposal site, taking into consideration its associated risks</p> <p>PC9. Report and deal with spillages and contamination in accordance with current legislation and procedures</p> <p>PC10. Maintain full, accurate and legible records of information and store in correct location in line with current legislation, guidelines, local policies and protocols</p>	
<b>6. Team Work</b>		
HSS/ N 9604 (Work effectively with others)	<p>PC1. Communicate with other people clearly and effectively</p> <p>PC2. Integrate one's work with other people's work effectively</p> <p>PC3. Pass on essential information to other people on timely basis</p> <p>PC4. Work in a way that shows respect for other people</p> <p>PC5. Carry out any commitments made to other people</p> <p>PC6. Reason out the failure to fulfil commitment</p> <p>PC7. Identify any problems with team members and other people and take the initiative to solve these problems</p> <p>PC8. Follow the organisation's policies and</p>	2



	procedures	
<b>7. Ethics</b>		
HSS/ N 2303 (Follow evidence based Protocol while managing patients)	PC1. Understand the appropriate and permissible medical service procedures which may be rendered by an EMT to a patient not in a hospital. For example, steps to be followed for cardiovascular emergencies or emergency of an environmental nature like burns, hypothermia	2
	PC2. Understand the communication protocols for medical situations that require direct voice communication between the EMT and the Medical officer prior to the EMT rendering medical services to the patients outside the hospital	
	PC3. Adhere to laws, regulations and procedures relating to the work of an EMT	
	PC4. Demonstrate professional judgement in determining treatment modalities within the parameters of relevant protocols	
	PC5. Understand the universal approach to critical patient care and package-up-patient-algorithm(transport protocol)	
<b>5. Quality</b>		
HSS/ N 9611: Monitor and assure quality	PC1. Conduct appropriate research and analysis	2
	PC2. Evaluate potential solutions thoroughly	
	PC3. Participate in education programs which include current techniques, technology and trends pertaining to the dental industry	
	PC4. Read Dental hygiene, dental and medical publications related to quality consistently and thoroughly	
	PC5. Report any identified breaches in health, safety, and security procedures to the designated person	
	PC6. Identify and correct any hazards that he/she can deal with safely, competently and within the limits of his/her authority	
	PC7. Promptly and accurately report any hazards that he/she is not allowed to deal with to the relevant person and warn other people who may be affected	
	PC8. Follow the organisation's emergency procedures promptly, calmly, and efficiently	

	PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person	
	PC10. Complete any health and safety records legibly and accurately	
<b>Grand Total-2 (Soft Skills and Communication)</b>		<b>20</b>