

# Minnesota

## Articulated College Credit Agreement

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### Articulated College Credit Agreement

Through Articulated College Credit (ACC), specific college curriculum learning outcomes and assessments are embedded in participating high school career and technical education (CTE) programs as specified in this agreement. Relevant knowledge, skills, and standards are taught by qualified CTE high school instructor(s) in one or more high school courses. ACC is awarded if the student meets the college equivalency standards and later enrolls in the college(s) listed below requiring the course in a specific program.

**Agreement Name**                      **MN Emergency Medical Technician**

**Agreement Reviewed**              **2024-25**

**These credits are valid for students registering for college programs listed below 2 years after graduation from high school.**

Colleges	College Courses	College Programs	Articulated College Credit
Anoka Technical College	EMED 1113 – Emergency Medical Technician I	*Emergency Medical Services (Cert. – 19 cr.) *Emergency Medical Technician (Cert. – 9 cr.)	4 credits of 4 total credits
	and		
	EMED 1114 – Emergency Medical Technician II	*Emergency Medical Services (Cert. – 19 cr.) *Emergency Medical Technician (Cert. – 9 cr.)	5 credits of 5 total credits
Hennepin Technical College	EMSV 1100 – Emergency Medical Technician Basic	*Emergency Medical Services Specialist (Cert. – 28 cr.) *Emergency Room Technician (Cert. – 24 cr.) *Emergency Medical Technician (Cert. – 9 cr.) *Fire Science Technology (A.A.S. – 60 cr.) *Fire Protection Technician (Diploma – 48 cr.) *Fire Suppression Technician (Occ. Cert. – 16 cr.)	6 credits of 6 total credits
Rochester Community & Technical College	EMT 1200 – Emergency Medical Technician Basic	*Emergency Medical Technology Certificate (16 cr.)	8 credits of 8 total credits

## **Course Description**

The Emergency Medical Technician (EMT) course follows the current EMS Education Standards, which is a core curriculum to be presented within a 150 – 175 hour training course. The EMT serves as a vital link in the healthcare chain of survival. This course will include skills and classroom information necessary to provide emergency care at the Basic Life Support (BLS) level. The EMT can be utilized in a BLS Ambulance service or other specialized rescue agency.

Modules presented include preparation of the EMT, airway, patient assessment (medical and trauma), medical/behavioral emergencies and OB/GYN, trauma, infants and children, ambulance operations, and interventions (medications and semi-automatic defibrillation).

## **Course Learning Outcomes**

The high school course(s) will be covered by qualified CTE high school instructor(s).

To complete these requirements, students will:

1. Describe the Emergency Medical Services system.
2. Describe the roles of the EMT.
3. Define medical control.
4. Determine scene safety.
5. Describe personal safety.
6. Describe body substance isolation.
7. Define critical incident stress.
8. Recognize the signs and symptoms of critical incident stress.
9. List methods of obtaining consent.
10. Discuss the implications for the EMT in patient refusal of transport.
11. State the conditions necessary for the EMT to have a duty to act.
12. Explain patient confidentiality.
13. Preserve crime scene.
14. State three situations that may require the use of an emergency move.
15. Demonstrate techniques of lifting.
16. Describe correct and safe carrying procedures on stairs.
17. Identify components of the respiratory system.
18. Determine inadequate breathing.
19. Identify airway adjuncts.
20. Describe the steps in performing the jaw thrust.
21. Describe how to artificially ventilate a patient with a pocket mask.
22. Describe how to measure and insert an oropharyngeal (oral) airway.
23. Describe how to artificially ventilate a patient with a pocket mask.
24. Describe how to measure and insert an oropharyngeal (oral) airway.
25. Describe how to measure and insert a nasopharyngeal (nasal) airway.
26. Demonstrate suctioning techniques.
27. Demonstrate operation of oxygen delivery devices.
28. Describe artificial ventilation.
29. Describe the use of a non-rebreather facemask.
30. Perform oxygen administration for an infant/child.
31. Identify mechanisms of injury.
32. Explain the nature of illness.
33. Prioritize patients.
34. Describe the needs for assessing an individual who is unresponsive.
35. Demonstrate obtaining vital signs.

## **Course Learning Outcomes (Cont.)**

36. Assess skin color and temperature
37. Identify components of SAMPLE history.
38. State reasons for performing a rapid trauma assessment.
39. Describe how to stabilize the cervical spine.
40. Perform rapid trauma assessment.
41. Demonstrate detailed trauma assessment.
42. Discuss the reason for performing a focused history and physical exam.
43. Demonstrate detailed medical assessment.
44. Perform ongoing assessment.
45. Describe trending.
46. Discuss the reasons for repeating the initial assessment as part of the ongoing assessment.
47. Demonstrate radio communication skills.
48. Identify the essential components of the verbal report.
49. List the proper methods of initiating and terminating a radio call.
50. Complete pre-hospital care report.
51. Identify the various sections of the written report.
52. Identify the medications that the EMT may assist the patient with administering.
53. Assist patient with self-administration of medication.
54. List four rights of medication administration.
55. Identify the cardiovascular system.
56. List cardiovascular disease causes.
57. List nitroglycerine indications.
58. Demonstrate automatic external defibrillator (AED).
59. List contradictions for the AED.
60. Describe care of allergic reaction.
61. Demonstrate use of auto-injector.
62. List signs/symptoms of poisoning.
63. Demonstrate steps in emergency care for cases of suspected poisoning.
64. Describe assessment and care for alcohol abuse patients.
65. Describe assessment and care for substance abuse patients.
66. List signs, symptoms, and care of exposure to cold.
67. List signs, symptoms, and care of exposure to heat.
68. Describe the care of the near-drowning patient.
69. Describe assessment and care for bites and stings.
70. State indications of imminent delivery.
71. Describe the care of the near-drowning patient.
72. Describe assessment and care for bites and stings.
73. State indications of imminent delivery.
74. Describe assessment and care for pre-delivery emergencies.
75. State the steps in the pre-delivery preparation of the mother.
76. State the steps to assist with normal cephalic delivery.
77. Demonstrate post-delivery care of the infant and mother.
78. List signs, symptoms, and care of internal and external bleeding.
79. Demonstrate steps in the care of open and closed wounds.
80. List signs, symptoms, and care of burns.
81. Identify the signs and symptoms of shock (hypoperfusion) in the infant and child patient.

## Course Learning Outcomes (Cont.)

82. List the major bones of the skeleton.
83. List the general rules and complications of splinting.
84. Differentiate between an open and a closed painful, swollen, deformed extremity.
85. Explain the rationale for splinting at the scene versus load and go.
86. List the components and functions of the nervous system.
87. List assessment and care of the spinal injured patient.
88. Describe how to secure a patient to a long spine board.
89. Demonstrate securing a patient to a short and long spine board.
90. Demonstrate helmet removal techniques.
91. Describe differences in anatomy and physiology of the infant and child patient.
92. List assessment and care of respiratory emergencies in infants and children.
93. List the steps in the management of foreign body airway obstruction in the child.
94. State the usual cause of cardiac arrest in infants and children versus adults.
95. Describe assessment and care of seizures in infants and children.
96. Explain field management of the traumatized pediatric patient.
97. Summarize the indicators of possible child abuse.
98. List phrases of an ambulance call.
99. Describe how to clean/disinfect items following patient care.
100. Describe the purpose of extrication.
101. State the steps that should be taken to protect the patient during extrication.
102. Explain the EMT role during a call involving hazardous material.
103. Describe the criteria for multiple casualty situations.
104. Define the role of the EMT in a disaster operation.

## Reference Texts

Must meet or exceed the EMSRB accepted standards for EMT.

## Course Assessments

Passing the EMT course requires that the students pass with 70% or higher including quizzes and final. Also, skills are pass-fail. Students need to pass all skills.

Upon successful completion of the EMT course, the learner will be eligible to take the National Registry of EMT's cognitive and psychomotor examinations. (Prerequisite: Healthcare-provided CPR completion card from either the **American Heart Association (Preferred)** or the American Red Cross). Reference the following website: [www.emsrb.state.mn.us](http://www.emsrb.state.mn.us)

## Recommended Industry-Recognized Certificate Or Comprehensive Assessment – College/High School

Certificate/Assessment	Vendor	Other Information
Emergency Medical Technician (EMT) Certificate	National Registry of Emergency Medical Technicians	<a href="http://www.nremt.org">www.nremt.org</a>