Operations

Operations is sort of a catchall for the NREMT exam. It covers things not covered in the first four sessions. It not only covers the material traditionally in the back of your textbook (hazardous materials, driving, extrication, MCI), it also covers material from the front of the book including lifting and moving, medical-legal and more. In this week we will provide focused study in a variety of operations areas.

Here is your study plan for the next 7 days. You should do part 1 before part 2 and part 2 before part 3, but you can do the items in each part in any order you choose. Cross the item off the list as you complete it to stay focused.

When you create note cards, you can make them verbal, pictures or both.

Come by EMTReview.com office hours with questions that arise as a result of this exercise.

Part 1 - Knowledge/Review

In your EMT textbook:

- Review the key terms in the following chapters:
  - All chapters in the operations section of your textbook (EMS Ops, Haz Mat, MCI, Incident Command)
  - Lifting and Moving
  - Medical/Legal
  Make a study card for anything you don’t know. This includes anything you read or listen to and don’t know the word or concept.
- Complete any critical thinking or decision making exercises in these textbook chapters.
- Use the book to review anything you don’t feel comfortable with in the first two points.
- Make notes or study cards for anything you aren’t familiar with.

In the EMT Review Audio Program

- Listen to the EMS Operations and the Incident Command/MCI/HazMat audios
- Take notes as necessary for words or concepts you aren’t familiar with.
5-Week Study Plan
Week #5

Part 1 - Knowledge/Review (cont’d)

In the EMT Review Plus App (optional)

• Review all study cards in the Operations section.

Part 2 - Test Your Knowledge

At this point you have thoroughly reviewed the material. It is now time to test that knowledge.

• In EMTReview.com take the diagnostic exam for Operations
• Complete the Moving Out exercise (below)
• Complete the Triage exercise (below)
• Complete the EMS Operations exercise (below)
• Complete the Child Development exercise (below)
• In the EMT Review App take the Operations quiz in the “Review” section (optional)

Continue to take notes and/or study cards for anything you don’t know or if something seems unfamiliar.

Part 3 - Self-Assessment

How prepared do you feel? If you were to take the NREMT exam right now, how would you do on the Operations section?

Be sure to stop by Dan Limmer’s office hours to ask questions and talk about what you learned.
This lesson involves a basic introduction to lifting and moving. You will match patients to appropriate devices and think about how to lift and move safely.

For each of the following patients on the left, choose the most appropriate moving device from the right. You may use your book for this exercise. One of the items will be used twice.

| ____ A conscious patient with difficulty breathing in a second floor bedroom. | A. Wheeled ambulance stretcher |
| ____ A patient who was ejected from an ATV and is 300 – 400 feet into a field. | B. Stair chair |
| ____ A patient on the street who is in cardiac arrest with CPR being performed. | C. Portable stretcher |
| ____ A patient who fell down a flight of stairs and complains of neck and back pain. | D. Basket stretcher (Stokes) |
| ____ An elderly patient on the floor who fell and may have fractured her hip. | E. Long spine board |
| ____ A patient who broke their arm skateboarding and you find them on the street. | F. Orthopedic or “scoop” stretcher |
| ____ One of dozens of patients in a multiple casualty incident. | |

You are about to begin practice of lifting and moving things and patients. List four rules you must follow to be safe and injury-free.

1.
2.
3.
4.
Using the START triage system, assign each of the following patients the correct color tag (green, yellow, red, or black).

14 year-old male with a possible broken arm; walking around the scene.

36 year-old man is unresponsive, with brain matter showing.

A 34 year-old female has pale, moist skin and respirations of 32/minute.

An unresponsive male patient has snoring respirations. His breathing improves when you open his airway.

A 66 year-old male patient is sitting on the ground. His eyes are open but he cannot answer or follow directions.

A 50 year-old male patient has two fractured femurs. His pulse is 104, R 24 and capillary refill is 3 – 4 seconds.

A 57-year-old female has a fractured tib/fib. Her pulse is 98, R 20 and she is oriented.

A 16-year-old female patient who is ambulatory and tells you she is “ok.”

A 42-year-old woman has no outward signs of injury and no carotid pulse.

A 19-year-old male patient has 2nd and 3rd degree burns over about 80% of his body, with R 28, P 132.
EMS Operations Exercise

1. An EMT drives an ambulance to a call for a child drowning. Another EMT drives an ambulance to a call for an elderly woman with general weakness. Is there any difference in the way the ambulance would be operated between the two calls? Why or why not?

2. You are called to a construction site where a patient became unresponsive in a deep ditch that was being dug for utility work. Another worker went in and also became unresponsive. You arrive first and before the fire department. You can almost reach the second worker but it would entail you leaning several feet into the ditch. Should you attempt the rescue? Why or why not?

3. List all the information you can determine from the following hazmat placard and 704 signs: http://en.wikipedia.org/wiki/NFPA_704
Child Development Exercise

The age of a patient has a great deal to do with how you will assess them and help place them at ease. These exercises will explore these developmental issues.

1. You are treating a conscious patient who was a passenger in a vehicle involved in a low speed crash. The patient appears to have minor injuries but requires evaluation. How would your assessment differ between a 4 year old and a 14 year old?

2. You are called to a car vs. pedestrian crash with a seriously injured child. You again have two patients to compare your assessment: a 4 year old and a 14 year old. How would you assess each patient? Does this differ if the child is seriously injured?

3. In the scenario with the seriously injured child, a parent comes on scene just as you are about to close the ambulance doors. They ask you how their child is. What do you tell them?

4. The parent wants to ride in back of the ambulance with the child. Do you let him/her? What are the benefits vs. risks?