

STATE OF ALASKA
DEPARTMENT OF HEALTH



Alaska EMS
Psychomotor Portfolio
for
Emergency Medical Technicians
(EMT-1, EMT-2, EMT-3, AK AEMT)



Office of Emergency Medical Services
Section of Rural and Community Health Systems
Division of Public Health
Revised July 2025

INTRODUCTION

Acknowledgements

The updated 2025 Alaska EMS Psychomotor Portfolio was developed through the collaborative efforts of the Alaska Office of EMS, the State EMS Medical Direction Committee, and the EMS Training Committee. This partnership ensures a comprehensive review of EMS training trends, evidence-based guidelines (EBGs), and committee consensus for updates. Special thanks are extended to the individuals who voluntarily contributed their time, energy, and expertise to the continued review of Alaska EMS training and the development of this portfolio.

Purpose

The Alaska EMS Psychomotor Portfolio aims to ensure a consistent and portable baseline competency across the state during all initial EMT-level training courses. The portfolio process empowers Alaska EMS instructors to validate their students' individual skill performance throughout the initial course, rather than during outdated, state-sponsored, single-skill station testing.

To ensure this consistency and portability across Alaska's EMS system, all EMT instruction must be based on the full scope of skills outlined in the Alaska EMS Psychomotor Portfolio, regardless of whether an individual EMS medical director currently authorizes the use of specific skills within a service. EMT training programs must prepare students to function anywhere in the state, which requires a standardized instructional approach. This consistency ensures that all EMTs are trained to have the same baseline competency, allowing for seamless integration into any EMS agency statewide and supporting the overall quality and reliability of emergency medical care in Alaska.

INSTRUCTIONS

The portfolio document is designed to serve as a comprehensive tool to be used throughout the course. Instructors should create a portfolio for each EMT student to track and evaluate performance. Each individual skill set should be practiced as many times as possible during the course.

The lead instructor will use the Alaska EMS Psychomotor Portfolio Sign-Off page to confirm that the student can successfully perform a given skill. The sign-off page serves as a tool to monitor student progress throughout the course. It includes space for three evaluations, each denoted by initials and the date of evaluation. The first two columns may be used for peer-to-peer evaluations. The third column must be signed off by the lead instructor, assistant EMS instructor, or an authorized guest instructor, signifying that the student has demonstrated competency in the skill. Students should have ample opportunities to practice skills before evaluations begin. An example of the skill validation process is outlined below:

1. **Introduction and Practice:** The instructor introduces and demonstrates the skill. Students familiarize themselves with the equipment and practice using skill sheets or guided steps. **No signoffs occur at this stage.**
2. **Peer Sign-Off:** On a subsequent class day, students may attempt the skill for a peer sign-off. The skill must be performed correctly without referencing the skill sheet. Students providing signoffs affirm the skill competency of their peers.
3. **Final Instructor Validation:** The lead instructor, assistant instructor, or authorized guest instructor conducts the final check-off, verifying mastery of the skill.

The skill sheets include an established point system and critical criteria. Students must avoid critical failures and achieve at least 70% of the available points. Some skills may include items labeled "if applicable" or "if used," which should not penalize students if irrelevant to their training context. Instructors or peer reviewers are expected to adjust the total possible points accordingly.

In some cases, instructors may bypass the recommended three-step validation process and proceed directly to final validation (column 3). For example:

1. EMT-1 students who are certified Health Aides and have demonstrated competence in specific skills, such as 12-lead placement or vital sign measurement, may be signed off immediately in column 3.
 - a. These students may also assist in evaluating their peers, providing initial validations in columns 1 or 2.

Upon course completion, the EMS instructor must upload the Alaska EMS Psychomotor Portfolio Sign-Off page to the State License Management System under the appropriate course. A copy of this form should be given to the student and retained by the lead instructor for their records.

In addition to the portfolio sign-off, EMT-2 and AK AEMT students must upload a Venipuncture Validation form to their application in the State License Management System as specified.

Summary of Changes

This edition largely cleans up grammatical issues, standardizes the trauma skill sheets, and moves some skills to an "optional" status based on current evidence-based guidelines and input from the State EMS Medical Direction Committee.

CLOSING

As the EMS profession continues to evolve, its systems and processes are refined and improved. Instructors are encouraged to document what works well and suggest improvements for future use. For questions or suggestions, EMS instructors can contact the Alaska Office of EMS, State EMS Training Coordinator at EMStraining@alaska.gov.

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ALASKA EMS PSYCHOMOTOR PORTFOLIO SIGN OFF: EMT-1

Student Name: _____

Skill Performed	Initials/Date	Initials/Date	Instructor Initials/Date
OPA insertion- adult			
OPA insertion – infant/child			
NPA airway insertion			
Mouth-to-mask ventilation			
BVM ventilation of an apneic patient			
Oral suction			
Oxygen administration by NRB			
Supraglottic airway device			
CPAP			
Blood pressure, pulse, respirations, & skin			
Patient assessment-Trauma			
Patient assessment- Medical			
Glucometer			
Neurological Assessment			
Cardiac arrest management/AED			
12-Lead Placement			
Emergency childbirth/ Newborn Management			
Drawing up medications - Vials			
Drawing up medications - Preloads			
Med Admin – Oral			
Med Admin – Sublingual: Nitroglycerine			
Med Admin – Metered Dose Inhaler			
Med Admin – Auto-Injector			



Training Skill Sheet EMT-1

STUDENT NAME: _____

Med Admin – Nebulized			
Med Admin – Intranasal (MAD)			
Med Admin – Intramuscular			
Bleeding control/shock management/ Tourniquet application			
Wound packing / Pressure Dressing			
Spinal motion restriction- supine patient vacuum mattress or spine board			
Long Bone Immobilization			
Joint Immobilization			
Optional: Spinal motion restriction- seated patient			
Optional: Rapid extrication			
Optional: Traction Splint			
Optional: Drawing up medications – Ampules			
Optional: Med Admin – Intranasal (Prepared)			

Instructor Name: _____

Course #: _____

Instructor Signature: _____

Date: _____



Training Skill Sheet EMT-1

STUDENT NAME: _____

OROPHARYNGEAL AIRWAY INSERTION – ADULT

OBJECTIVE: The student will demonstrate the ability to correctly measure and insert an oropharyngeal airway (OPA). Student is prepared for suctioning the airway should the patient vomit.

EQUIPMENT: PPE (Eye Protection/Gloves), airway manikin, tongue depressor, suction device and selection of oropharyngeal airway sizes.

COMPETENCY: The student will be able to correctly size and insert an oropharyngeal airway in an adult.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Maintains the head in a neutral position if cervical spine injury is suspected. Make sure patient has no gag reflex.	1	
Determines the proper size airway by measuring it from the corner of the mouth to the tip of the ear lobe, or by measuring from the center of the mouth to the angle of the jaw.	1	
Opens the patient's mouth in a manner that prevents the student from being bitten.	1	
Inserts the airway by: <ul style="list-style-type: none"> • Inserting with the tip towards the hard palate and rotating 180° as the tip passes the soft palate into the pharynx; or • Inserting sideways and rotating 90° as the tip passes the soft palate into the pharynx; or • Inserting after the tongue is displaced anteriorly with a tongue blade. 	1	
Inserts the airway so that the flange is resting on the lips, gums, or teeth.	1	
Total:	6	

Critical Criteria:

- Failure to use appropriate body substance isolation precautions.
- Failure to determine proper size airway.
- Failure to insert airway using appropriate method.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

OROPHARYNGEAL AIRWAY INSERTION – INFANT/CHILD

OBJECTIVE: The student will demonstrate the ability to correctly measure and insert an oropharyngeal airway (OPA) in an infant or child. Student is prepared to suction the airway should the patient vomit.

EQUIPMENT: PPE (Eye Protection/Gloves), pediatric airway manikin, tongue depressor, suction device and selection of oropharyngeal airways sizes.

COMPETENCY: The student will be able to correctly size and insert an oropharyngeal airway in an infant/child.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Maintains the head in a neutral position if cervical spine injury is suspected. Make sure patient has no gag reflex.	1	
Determines the proper size airway by measuring it from the corner of the mouth to the tip of the ear lobe, or by measuring from the center of the mouth to the angle of the jaw.	1	
Opens the patient's mouth in a manner that prevents the student from being bitten.	1	
Inserts the OPA by displacing the tongue anteriorly with a tongue blade, then bringing the OPA over and past the tongue blade. (Preferred procedure) If you do not have a tongue blade, inserting sideways and rotating 90° as the tip passes the soft palate into the pharynx.	1	
Inserts the airway so that the flange is resting on the lips, gums, or teeth.	1	
Total:	6	

Critical Criteria:

- Failure to use appropriate body substance isolation precautions.
- Failure to determine proper size airway.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

NASOPHARYNGEAL AIRWAY INSERTION

OBJECTIVE: The student will demonstrate the ability to correctly measure and insert a nasopharyngeal airway (NPA).

EQUIPMENT: PPE (Eye Protection/Gloves), airway manikin, selection of nasopharyngeal airways, lubricant appropriate for manikin (to represent the need for adequate lubricant).

COMPETENCY: The student will be able to correctly size and insert a nasopharyngeal airway.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Maintains the head in a neutral position if a cervical spine injury is suspected.	1	
Choose appropriate size NPA: <ul style="list-style-type: none"> • Measure from the tip of the nose to tip of the earlobe (length), or • From the tip of the nose to the angle of the jaw (length), and • Outside diameter of tube equal to patient's little finger (diameter) 	1	
The adjunct is lubricated with the appropriate lubricant.	1	
If placing airway in right Nare: <ul style="list-style-type: none"> • Insert with bevel towards septum • Advance tip directed along floor of nasal cavity • Continue until flange is seated against outside of nostril or until resistance is met If placing airway in left Nare: <ul style="list-style-type: none"> • Insert airway with bevel towards septum • Advance tip directed along floor of nasal cavity • Rotate tube 180° after inserting approximately 1" and continue to advance until flange is seated against outside of nostril or until resistance is met 	1	
Inserts the airway until the flange rests on the nostril.	1	
Total:	6	

Critical Criteria:

- Failure to use appropriate body substance isolation precautions.
- Failure to insert the NPA with bevel toward septum.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

MOUTH-TO-MASK VENTILATION

OBJECTIVE: The student will demonstrate the ability to adequately ventilate a patient using a pocket mask with a one-way valve. **Note:** The assembly of the oxygen tank and regulator is not a part of this evaluation.

EQUIPMENT: PPE (Eye Protection/Gloves), pocket mask with one-way valve (with/without an oxygen port), airway manikin, the correct size of oropharyngeal and/or nasopharyngeal airway, oxygen tank with regulator, suction device and oxygen supplies.

COMPETENCY: Rescue breathing is in progress and is being performed by a citizen responder. The student will correctly perform mouth-to-mask ventilation for at least two minutes.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Maintains the head in a neutral position if a cervical spine injury is suspected.	1	
Assembles the pocket mask correctly.	1	
Connects the pocket mask to an oxygen source and sets flow of oxygen to 10 to 15 LPM (if available).	1	
Effectively opens the patient's airway.	1	
Correctly inserts the oropharyngeal airway (OPA) or nasopharyngeal airway (NPA).	1	
Places the pocket mask over the patient's mouth and nose and ensures a proper seal.	1	
Effectively ventilates the patient, as evidenced by rise and fall of chest, at a rate of 10 times per minute (1 breath every 6 seconds) (Use caution to not over inflate).	1	
Allows for adequate exhalation between ventilations.	1	
Total:	9	

Critical Criteria:

- Failure to use appropriate body substance isolation precautions.
- Failure to ensure proper seal of pocket mask.
- Failure to effectively ventilate patient.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

BVM VENTILATIONS OF AN APNEIC PATIENT

OBJECTIVE: The student will demonstrate the ability to correctly insert an OPA, and adequately ventilate a patient with a BVM and oxygen.

NOTE: The assembly of the oxygen tank and regulator is not a part of this evaluation.

EQUIPMENT: PPE (Eye Protection/Gloves), suction unit, correctly sized OPA, airway manikin, Bag-Valve-Mask (BVM), oxygen tank, regulator, oxygen tubing.

COMPETENCY: The student will be able to correctly ventilate a patient using a BVM.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes or appropriate body substance isolation precautions.	1	
Checks responsiveness.	1	
Checks breathing and pulse simultaneously for 5 seconds but no longer than 10.	1	
Requests additional EMS assistance.	1	
Opens airway properly. (Head Tilt/Chin Lift or Jaw Thrust)	1	
Checks mouth for secretions and vomitus	1	
Suctions the mouth and oropharynx if needed	1	
Inserts oropharyngeal airway.	1	
Ventilates the patient using a BVM Note: Must ventilate within 30 seconds of finishing suctioning device, if suction was necessary.	1	
Re-checks pulse for at least 5 but no more than 10 seconds.	1	
Attaches the BVM to oxygen correctly [Set to 10-15 L/minute].	1	
Ventilates the patient adequately: <ul style="list-style-type: none"> • Proper volume – just enough to make chest rise, avoiding over-inflation. (1 point). • Adult: Proper rate [10/minute or 1 every 6 seconds] (1 point). • Pediatrics: Ventilate every 2-3 seconds , 20-30 breaths per minute 	2	
Total:	13	



Training Skill Sheet EMT-1

STUDENT NAME: _____

Critical Criteria:

- Failure to use appropriate body substance isolation precautions.
- After suctioning the patient, if applicable, failure to initiate ventilations within 30 seconds or interrupts ventilations for greater than 30 seconds at any time.
- Failure to suction airway **before** ventilating the patient if applicable.
- Suctions the patient for an excessive and prolonged time.
- Failure to check responsiveness and breathing for at least 5 seconds but no more than 10 seconds.
- Failure to check and recheck pulse for at least 5 seconds but no more than 10 seconds.
- Failure provide high oxygen concentration [10-15 LBP].
- Failure to ventilate the patient at a rate of at least 10/ minute.
- Failure to provide adequate volumes per breath.
- Insertion or use of any adjunct in a manner dangerous to the patient.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

ORAL SUCTIONING

OBJECTIVE: The student will demonstrate the ability to adequately suction a patient’s airway when secretions are present.

EQUIPMENT: PPE (Eye Protection/Gloves), suction unit, rigid suction tip, airway manikin.

COMPETENCY: The student will be able to correctly suction a patient’s airway.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Assess airway for secretions.	1	
Prepares rigid suction catheter.	1	
Turns on power to suction device or manual suction device.	1	
Tests the suction device to ensure suction is being provided.	1	
Inserts rigid suction catheter without applying suction.	1	
Suctions the mouth and oropharynx in an efficient and effective manner until clear.	1	
Reassess airway and ventilations.	1	
Total:	8	

Critical Criteria:

- Failure to take or appropriate body substance isolation precautions.
- Failure to suction patient’s airway effectively.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

OXYGEN ADMINISTRATION BY NON-REBREATHER MASK AND NASAL CANNULA

OBJECTIVE: The student will demonstrate the ability to correctly assemble an oxygen tank with regulator and apply and deliver oxygen with a non-rebreather or nasal cannula mask.

EQUIPMENT: PPE (Eye Protection/Gloves), oxygen tank, regulator, non-rebreather mask with tubing, nasal cannula, and airway manikin.

COMPETENCY: The student will be able to correctly deliver oxygen to a patient with a non-rebreather mask or a nasal cannula.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Gathers appropriate equipment.	1	
Cracks valve on the oxygen tank.	1	
Assembles the regulator to the oxygen tank.	1	
Opens the oxygen tank valve.	1	
Checks oxygen tank pressure.	1	
Checks for leaks.	1	
Non-Rebreather (NRB) <ul style="list-style-type: none"> • Attach to regulator and flow at 10-15 LPM • Occlude vent to inflate reservoir bag with oxygen • Place mask on patient's face, placing elastic around head • Secure to face by gently pulling elastic to tighten 	4	
Nasal Cannula <ul style="list-style-type: none"> • Attach to regulator and flow at 1-6 LPM • Place prongs in patient's nares (if curved, prongs should follow the natural curve of the nasal passages) • Place tubing behind patient's ears • Gently cinch tubing under chin to keep it in place 		
Total:	11	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Failure to assemble the oxygen tank and regulator without leaks.
- Failure to prefill the reservoir bag.
- Failure to adjust the oxygen flow rate to the appropriate setting.
- Failure to assure a tight mask seal to patient's face.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

SUPRAGLOTTIC AIRWAY DEVICE

OBJECTIVE: The student will demonstrate the ability to insert a supraglottic airway and ventilate an apneic patient.

EQUIPMENT: PPE (Eye Protection/Gloves), assorted OPAs, assorted supraglottic airways, BVM, oxygen tank with regulator and tubing, airway manikin, lube appropriate for the manikin, stethoscope, SpO2 monitor, colorimetric device, or capnography.

COMPETENCY: The student will be able to correctly insert a supraglottic airway and effectively ventilate an apneic patient.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate PPE precautions.	1	
Opens the airway manually.	1	
Inserts simple adjunct (oropharyngeal or nasopharyngeal airway).	1	
Ventilates patient immediately with bag-valve-mask device unattached to oxygen. Attach oxygen as needed (15 L/Minute).	1	
Ventilates patient at a rate of 10/minute (1 ventilation every 6 seconds) with appropriate volumes.	1	
Checks/prepares appropriately sized supraglottic airway device per manufacturer's recommendations	1	
Lubricates distal tip of the device.	1	
Positions head properly.	1	
Performs a safe maneuver that repositions tongue and jaw for device insertion.	1	
Inserts device to proper depth and adjusts as needed to optimize chest rise.	1	
Ventilates patient and confirms proper ventilation by auscultation bilaterally over lungs and over epigastrium.	1	
Adjusts ventilation rate or volume as necessary.	1	
Verifies proper tube placement by a secondary confirmation device (device selection may be dictated by scope of practice).	1	
Secures device or confirms that the device remains properly secured.	1	
Ventilates patient at proper rate (10 per minute – every 6 seconds) and volume while regularly verifying proper position of supraglottic airway with the appropriate method depending on EMT level.	1	
Total:	15	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Failure to provide high oxygen concentration [15 L/Min].
- Failure to ventilate the patient at a rate of 10/minute.
- Failure to provide adequate volumes per breath
- Failure to pre-oxygenate patient prior to insertion of the supraglottic airway device.



Training Skill Sheet ***EMT-1***

STUDENT NAME: _____

- Failure to insert the supraglottic airway device at a proper depth or location.
- Failure to inflate cuffs properly and immediately remove the syringe (if indicated).
- Failure to confirm that patient is being ventilated properly (correct lumen and proper insertion depth) by auscultation bilaterally over lungs and over epigastrium.
- Insertion or use of any adjunct in a manner dangerous to the patient.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

CONTINUOUS POSITIVE AIRWAY PRESSURE (CPAP)

OBJECTIVE: The student will demonstrate the ability to safely apply CPAP and initiate therapy.

EQUIPMENT: PPE (Eye Protection/Gloves), blood pressure cuff and stethoscope, CPAP delivery device (may be integrated or separate unit), oxygen cylinder and flowmeter, model or manikin, cannula with capnography attachment if used by agency (EMT II or higher).

COMPETENCY: The candidate will be able to verbalize indications and contraindications for CPAP therapy, exhibit therapeutic coaching manner, and properly apply and initiate CPAP therapy with the device used by their agency.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Explain procedure to the patient.	1	
Assures adequate blood pressure.	1	
Place's patient in a Fowler's Position.	1	
Assesses patient to identify indications for CPAP: <ul style="list-style-type: none"> • Congestive Heart Failure • Chronic Obstructive Pulmonary Disease • Pulmonary edema • Asthma • Pneumonia 	5	
Assesses patient to identify contraindications for CPAP: <ul style="list-style-type: none"> • Unconscious, unresponsive, inability to protect airway, or inability to speak • Inability to sit up • Respiratory arrest or agonal respirations • Nausea/ vomiting • Hypotension (systolic blood pressure <90mmHg) • Suspected pneumothorax • Penetrating chest trauma • Facial anomalies/trauma/burns • Closed head injury • Active upper GI bleed or history of recent gastric surgery 	10	
Selects, checks, and assembles equipment.	1	
Coaches patient how to breathe through mask.	1	
Connects CPAP mask assembly to suitable oxygen supply and additional deliver device (if separate unit used).	1	
Turns on oxygen.	1	
Turns on unit power and sets tidal volume per local protocols (if a separate unit is used).	1	
Titrates oxygen to achieve SpO ₂ >94%.	1	
Sets pressure relief valve at 4cm/H ₂ O (if used or based on local protocols).	1	
Occludes tubing to test for peak pressure required to activate pressure relief valve and adjusts	1	



Training Skill Sheet EMT-1

STUDENT NAME: _____

as necessary (if used).		
Places mask over mouth and nose (leaves EtCO ₂ nasal cannula in place).	1	
Titrates CPAP pressure (based on local protocols/ device dependent): <ul style="list-style-type: none"> • Max 5cmH₂O for bronchospasm • Max 10cmH₂O for CHF, pulmonary edema, and pneumonia • Max 5cmH₂O for pediatric patients 	1	
Coaches' patient to breathe normally and adjust to air pressure.	1	
Frequently assesses patient for desired effects: <ul style="list-style-type: none"> • Decreased ventilatory distress • SpO₂ >94% • Decreased adventitious lung sounds • Absence of complications (barotrauma and pneumothorax) 	1	
Records settings, readings, and documents appropriately.	1	
Total:	32	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Failure to identify 2 indications.
- Failure to identify 5 potential contraindications
- Failure to frequently reassess the patient after application of the CPAP device.
- Failure to ensure that the patient understands the procedure.
- Failure to set the proper parameters for the device (pressure relief, oxygen concentration, rate, etc.).
- Failure to test the pressure relief valve **prior to** application (if included in device).
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

BLOOD PRESSURE, PULSE, RESPIRATIONS, & SKIN

OBJECTIVE: The student will demonstrate the ability to correctly obtain a blood pressure (BP), and assess a pulse, respirations, and the skin.

EQUIPMENT: PPE (Eye Protection/Gloves), BP cuff, stethoscope, timekeeping device that displays seconds and a patient.

COMPETENCY: Skills may be performed in any order. The student will be able to measure a blood pressure, pulse, respirations, and skin signs within the degree of accuracy as specified within the applicable section.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
<i>For all Vital Signs</i>		
Takes appropriate body substance isolation precautions.	1	
Seeks permission to perform an assessment and explains procedure to the patient.	1	
<i>Blood Pressure - Auscultation – Steps</i>		
Places a correctly sized BP cuff around the patient's upper arm for the most accurate BP.	1	
Locates the brachial/radial artery by palpation.	1	
Places the diaphragm of the stethoscope over the brachial artery.	1	
Inflates the cuff to approximately 30 mmHg above last pulse heard.	1	
Deflates the cuff slowly noting initial sound and last sound heard.	1	
Reports the obtained measurement (accuracy within 6 mmHg of the measurement obtained by evaluator required).	1	
<i>Blood Pressure – Palpation – Steps</i>		
Places a correctly sized BP cuff around the patient's upper arm for the most accurate BP.	1	
Locates the radial or brachial artery.	1	
Palpates the artery.	1	
Inflates the cuff to approximately 30 mmHg above last pulse felt.	1	
Deflates the cuff slowly, feeling for return of pulse.	1	
Reports the obtained systolic measurement (accuracy within 6 mmHg of the measurement obtained by evaluator required).	1	



Training Skill Sheet EMT-1

STUDENT NAME: _____

Pulse Rate – Steps		
Locates a peripheral pulse with at least two fingers.	1	
Counts pulse for at least 15 seconds (times 4 to obtain a pulse per minute number).	1	
Calculates and reports rate per minute (accuracy within 4 beats/minute of rate obtained by evaluator required).	1	
Reports quality (strength) and rhythm (regular, irregular) of pulse.	1	
Respiratory Rate - Steps		
Places hand lightly over patient's diaphragm, observes chest rise or uses other technique to identify a respiration. Or take your stethoscope and place over patient's heart and tell your patient that you are taking their heart sounds and to breath normally.	1	
Count respirations for at least 30 seconds (double it to obtain breaths per minute).	1	
Calculate the rate per minute appropriately and state within 4 of rate observed by evaluator.	1	
Reports quality (normal, shallow, labored, breathing noisy) and rhythm (regular, irregular) of respirations.	1	
Skin Assessment - Steps		
Observes skin color (normal, pale, cyanotic, jaundiced, flushed) appropriately. Student knows where to look.	1	
Feels skin temperature (normal, warm, cool, cold, hot).	1	
Feels for condition of skin (normal, dry, moist, tenting).	1	
Assesses and reports capillary refill; communicates the value in infants and children.	1	
Reports skin color, temperature, and condition.	1	
Total:	27	

Critical Criteria:

- Failure to take standard precautions when indicated.
- Failure to report obtained measurement within 6 mmHg of that measured by evaluator (BP), 4 beats per minute of that measured by evaluator (HR), 4 breaths per minute of that measured by evaluator (breathing rate) or appropriate skin color, temperature and condition (skin).
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

PATIENT ASSESSMENT - TRAUMA

OBJECTIVE: The student will demonstrate the ability to adequately assess and transport a trauma patient in a timely manner.

Note: The primary survey must be completed, and transport/treatment decision made within 10 minutes.

EQUIPMENT: PPE (Eye Protection/Gloves), patient or manikin

COMPETENCY: The student will be able to correctly assess and treat a trauma patient within a timely manner.

REVISED DATE: Jan 2025

Actual Time Started: _____	Possible Points	Awarded
Takes appropriate body substance isolation precautions.	1	
Dispatch and SCENE SIZE-UP		
Determines the scene/situation is safe and consider dispatch information. "What does my scene look like?"	1	
Determines the mechanism of injury/nature of illness.	1	
Determines the number of patients.	1	
Requests additional EMS assistance if necessary (ex: ALS, Hazmat, Heavy Rescue, Air Medical, power company, bystanders).	1	
Considers Spinal Motion Restriction.	1	
PRIMARY SURVEY/RESUSCITATION (Must be performed before secondary assessment)		
Verbalizes general impression of the patient. <ul style="list-style-type: none"> • Assesses patient's overall appearance • Work of breathing (1 point) • Note patient's skin appearance (1 point) • Note patient's LOC (AVPU) (1 point) 	3	
While approaching patient: <ul style="list-style-type: none"> • Visualize any major bleeding (1 point) • Greets patient, confirms MOI (1 point) • Determines chief complaint (1 point) 	3	
Airway <ul style="list-style-type: none"> • Opens and assesses airway, suction as needed (1 point) • Inserts adjunct as indicated (1 point) 	2	
Breathing <ul style="list-style-type: none"> • Assess breathing (1 point) • Assures adequate ventilation (1 point) • Listens to lung sounds (1 point) • Initiates appropriate oxygen therapy (1 point) • Manages any injury which may compromise breathing or ventilation (1 point) 	5	



Training Skill Sheet EMT-1

STUDENT NAME: _____

Circulation <ul style="list-style-type: none"> • Checks pulse (1point) • Assesses for and controls major bleeding if present (1 point) • Assess skin [skin color, temperature, or condition] (1 point) • Consider shock management and initiate as appropriate [positions patient properly, conserves body heat] (1 point) 	4	
Identifies patient priority based off ABC's (Critical or Stable) and activates trauma alert if needed. (If critical, transport immediately if possible)	1	
SECONDARY ASSESSMENT		
Head <ul style="list-style-type: none"> • Inspects and palpates scalp and ears (1 point) • Assesses eyes (1 point) • Inspects mouth, nose and assesses facial area (1 point) • Manage any wounds not previously treated (1 point) 	4	
Neck <ul style="list-style-type: none"> • Checks position of trachea (1 point) • Checks jugular veins (1 point) • Palpates cervical spine (1 point) • Manage any wounds not previously treated (1 point) 	4	
Chest <ul style="list-style-type: none"> • Inspects chest (1 point) • Palpates chest (1 point) • Auscultates lung sounds (1 point) • Manage any wounds not previously treated (1 point) 	4	
Abdomen/pelvis <ul style="list-style-type: none"> • Inspects and palpates abdomen (1 point) • Assesses pelvis (1 point) • Verbalizes assessment of genitalia/perineum as needed (1 point) • Manage any wounds not previously treated (1 point) 	4	
Lower extremities <ul style="list-style-type: none"> • Inspects, palpates, and assesses motor, sensory and distal circulatory functions (1 point/leg) • Manage any wounds not previously treated (1 point) 	3	
Upper extremities <ul style="list-style-type: none"> • Inspects, palpates, and assesses motor, sensory and distal circulatory functions (1 point/arm) • Manage any wounds not previously treated (1 point) 	3	
Assesses posterior thorax, lumbar and sacral spine, and buttocks. (1 point)	2	



Training Skill Sheet EMT-1

STUDENT NAME: _____

<ul style="list-style-type: none"> Manage any wounds not previously treated (1 point) 		
VITAL SIGNS and History Taking		
Obtains or delegates baseline vital signs [must include but not limited to BP, P and R]. (1 point each)	3	
Attempts to obtain SAMPLER History. <ul style="list-style-type: none"> Signs and Symptoms (1 point) Allergies (1 point) Medications (1 point) Last oral intake (1 point) Events leading up to (1 point) Risk factors (1 point) 	6	
Attempts to obtain OPQRST History. <ul style="list-style-type: none"> Onset (1 point) Provocations (1 point) Quality (1 point) Radiation/Region (1 point) Severity/Scale (1 point) Time (1 point) 	6	
MANAGEMENT OF PATIENT THROUGHOUT CALL		
Manage problems associated with airway, breathing, hemorrhage, or shock throughout call.	1	
Assess for and provide spinal motion restriction when indicated.	1	
Provides accurate radio report to receiving agency and activate trauma alert if not previously activated (if needed).	1	
Reassess the patient's ABC, LOC, Vitals, interventions every 5 (critical) or 15 minutes (stable).	1	
Treats all life threatening and secondary wounds appropriately per scope of practice.	1	
Transports patient to closest appropriate facility if not done so already.	1	
Actual Time Ended: _____		
Total:	69	



Training Skill Sheet EMT-1

STUDENT NAME: _____

Critical Criteria:

- Failure to take or appropriate body substance isolation precautions.
- Failure to initiate or call for transport of the patient within 10-minute time limit if critical.
- Failure to determine scene safety.
- Failure to assess for and provide spinal motion restriction when indicated.
- Failure to provide adequate oxygen delivery when indicated.
- Failure to assess/provide adequate ventilation.
- Failure to find or appropriately manage problems associated with airway, breathing, hemorrhage, or shock.
- Failure to differentiate patient's need for immediate transportation versus continued assessment/treatment at the scene.
- Performs other assessments before assessing/treating threats to airway, breathing and circulation.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable effect with patient or other personnel.
- Use or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

PATIENT ASSESSMENT – MEDICAL

OBJECTIVE: The student will demonstrate the ability to adequately assess and treat a medical patient within a timely manner.

Note: The student must complete the primary survey and determine transport and treatment within 15 minutes.

EQUIPMENT: PPE (Eye Protection/Gloves), patient

COMPETENCY: The student will be able to assess and treat a medical patient within a timely manner.

REVISED DATE: Jan 2025

	Possible Points	Points Awarded
Actual time Began _____		
Takes appropriate body substance isolation precautions.	1	
SCENE SIZE-UP		
Determines the scene/situation is safe.	1	
Determines the mechanism of injury/nature of illness.	1	
Determines the number of patients.	1	
Requests additional EMS assistance if necessary.	1	
Considers Spinal Motion Restriction.	1	
PRIMARY SURVEY/RESUSCITATION		
Verbalizes general impression of the patient. (1 point) While approaching patient: <ul style="list-style-type: none"> • Greets patient, confirms NOI (1 point) • Determines chief complaint/apparent life-threats (1 point) • Assesses patient’s overall appearance <ul style="list-style-type: none"> ○ Work of breathing (1 point) ○ Note patient’s skin appearance (1 point) ○ Note patient’s LOC (AVPU) (1 point) 	6	
Airway <ul style="list-style-type: none"> • Opens and assesses airway, suction as needed (1 point) • Inserts adjunct as indicated (1 point) 	2	
Breathing <ul style="list-style-type: none"> • Assess breathing (1 point) • Assures adequate ventilation (1 point) • Listens to lung sounds (1 point) • Initiates appropriate oxygen therapy (1 point) • Manages any injury which may compromise breathing/ventilation (1 point) 	5	
Circulation <ul style="list-style-type: none"> • Checks pulse (1 point) • Assess skin [either skin color, temperature, or condition] (1 point) • Assesses for and controls major bleeding if present (1 point) • Consider shock management and initiate as appropriate [positions patient properly, conserves body heat] (1 point) 	4	



Training Skill Sheet EMT-1

STUDENT NAME: _____

HISTORY TAKING			
History of the present illness <ul style="list-style-type: none"> • Onset (1 point) • Quality (1 point) • Severity (1 point) 	<ul style="list-style-type: none"> • Provocation/Palliation (1 point) • Radiation (1 point) • Time (1 point) 	6	
Clarifying questions related to history from <i>Medical Assessment Question List</i> (2 point)		2	
Past medical history – SAMPLER <ul style="list-style-type: none"> • Signs and Symptoms (1 point) • Allergies (1 point) • Medications (1 point) 	<ul style="list-style-type: none"> • Past pertinent history (1 point) • Last oral intake (1 point) • Events leading to present illness (1 point) • Risk factors (1 point) 	7	
SECONDARY ASSESSMENT and PHYSICAL EXAM			
Assesses and performs exam based on affected body part/system as necessary (inspect, auscultate, & palpate) <ul style="list-style-type: none"> -Cardiovascular: JVD, chest pain, pedal edema, orthostatic symptoms (i.e. dizziness on standing). -Neurological: stroke scale, pupils, mental status, sensation, movement, strength. -Integumentary: skin findings, temperature & color, bruising, petechiae. -Reproductive: menstrual findings, genitalia skin rashes, discharge. -Pulmonary: work of breathing, breath sounds, edema, pulse ox, weight gain. -Musculoskeletal: strength, coordination, skin findings, tingling, pain & tenderness. -GI/GU: vomiting, distention, rigidity, guarding & bowel/bladder changes. -Psychological/Social: drinking, smoking, drug use - Endocrine: breath odors, hunger/thirst, insulin pump, recent illnesses. 		1	
VITAL SIGNS (Can be delegated to a team member)			
<ul style="list-style-type: none"> • Blood pressure (1 point) • Pulse (1 point) • Respiratory rate and quality (1 point) • BGL (1 point) • Pulse ox (1 point) • Temperature (1 point) • Lung sounds (1 point) • End Tidal CO₂ (1 point) 		8	



Training Skill Sheet EMT-1

STUDENT NAME: _____

MANAGEMENT OF PATIENT THROUGHOUT		
Demonstrates how and when to reassess the patient to determine changes in condition.	1	
Interventions and treatment are appropriate to EMT's level.	1	
Manage problems associated with airway, breathing, hemorrhage, or shock.	1	
Assess for and provide spinal protection when indicated.	1	
Provides accurate radio report to receiving agency/facility.	1	
Transports patient to the closest appropriate facility or hands off to receiving agency.	1	
Actual Time Ended: _____	53	
Total:		

Medical Assessment Questions List (Numbers in parentheses relate to the number of questions which must be asked to get credit for having completed this step).			
<p>Altered Mental Status (5/8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of episode <input type="checkbox"/> Duration <input type="checkbox"/> Onset <input type="checkbox"/> Associated symptoms <input type="checkbox"/> Evidence of trauma <input type="checkbox"/> Interventions <input type="checkbox"/> Seizures <input type="checkbox"/> Fever <p>Allergic Reaction (4/6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> History of allergies <input type="checkbox"/> Exposed to what? <input type="checkbox"/> How exposed? <input type="checkbox"/> Effects <input type="checkbox"/> Progression <input type="checkbox"/> Interventions 	<p>Environmental (3/5)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Source <input type="checkbox"/> Environment <input type="checkbox"/> Duration <input type="checkbox"/> Loss of consciousness <input type="checkbox"/> Effects-general or local <p>Cardiac/Respiratory (4/6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Past History <input type="checkbox"/> Associated Symptoms <input type="checkbox"/> Quality <input type="checkbox"/> Radiation <input type="checkbox"/> Severity <input type="checkbox"/> Time <p>Acute Abdomen (3/5)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Location of pain <input type="checkbox"/> Bleeding or discharge <input type="checkbox"/> Orthostatic symptoms <input type="checkbox"/> Last menstrual period <input type="checkbox"/> Blood in feces, urine or vomit 	<p>Syncope (4/7)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Length of time unconscious <input type="checkbox"/> Position <input type="checkbox"/> History <input type="checkbox"/> Blood in vomit or stool <input type="checkbox"/> Trauma <input type="checkbox"/> Incontinence <input type="checkbox"/> Orthostatic symptoms <p>Poisoning & OD (4/6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Substance <input type="checkbox"/> When exposed/ingested <input type="checkbox"/> Amount <input type="checkbox"/> Time period <input type="checkbox"/> Interventions <input type="checkbox"/> Estimated weight 	<p>Behavioral (3/4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do you feel? <input type="checkbox"/> Determine if suicidal <ul style="list-style-type: none"> ▪ "Were you trying to hurt yourself?" ▪ "Have you been feeling that life is not worth living?" ▪ "Have you been feeling like killing yourself?" ▪ "Do you have a plan?" <input type="checkbox"/> Medical problem <input type="checkbox"/> Interventions <p>Obstetrics (4/6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are you pregnant? <input type="checkbox"/> How long? <input type="checkbox"/> Pain or contraction <input type="checkbox"/> Bleeding or discharge <input type="checkbox"/> Do you want to push? <input type="checkbox"/> Last menstrual period



Training Skill Sheet EMT-1

STUDENT NAME: _____

Critical Criteria:

- Failure to initiate or call for transport of the patient within 15-minute time limit if critical.
- Failure to take appropriate body substance isolation precautions.
- Failure to determine scene safety before approaching patient.
- Failure to voice and provide appropriate oxygen therapy if needed.
- Failure to assess/provide adequate ventilation.
- Failure to assess or appropriately manage problems associated with airway, breathing, hemorrhage, or shock.
- Failure to differentiate patient's need for immediate transportation versus continued assessment or treatment at the scene.
- Performs secondary examination before assessing and treating threats to airway, breathing and circulation.
- Failure to provide accurate report to arriving EMS unit or receiving facility.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

GLUCOMETER

OBJECTIVE: The student will demonstrate the ability to appropriately obtain and measure blood glucose using a glucometer.

EQUIPMENT: PPE (Gloves), glucometer, lancet, glucose test strips, alcohol wipes, gauze, and adhesive bandage.

COMPETENCY: The student will be able to collect and measure a patient's blood for glucose.

REVISED DATE: March 2021

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Identifies the need for obtaining a blood glucose level.	1	
Identifies the normal parameters of blood glucose level (60 dL/ml -120 dL/ml).	1	
Clearly explains the procedure to the patient.	1	
<i>Selects, checks, assembles equipment</i>		
<ul style="list-style-type: none"> • Glucometer • Test Strip • Lancet or spring-loaded puncture device • Alcohol swab • Gauze • Adhesive bandage 	1	
<i>Checks blood glucose level</i>		
Turns on the glucometer and inserts test strip.	1	
Preps fingertip with alcohol prep.	1	
Lances the prepped site with lancet or spring-loaded puncture device.	1	
Disposes lancet or spring-loaded puncture device in appropriate container.	1	
Expresses and discards first blood sample and transfers second to the test strip.	1	
Applies pressure and dresses fingertip wound.	1	
Records reading from glucometer and documents appropriately.	1	
Verbalizes understanding of "high" and "low" messages that may appear.	1	
TOTAL:	13	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Failure to assemble the equipment.
- Failure to properly dispose of lancet or spring-loaded puncture device.
- Exhibits unacceptable affect with patient or other personnel.
- Use or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

NEUROLOGICAL ASSESSMENT

OBJECTIVE: The student will demonstrate the ability to adequately complete a neurological exam within the patient assessments.

EQUIPMENT: PPE (Eye Protection/Gloves), pen light, patient.

COMPETENCY: The student will be able to correctly assess patient's neurological state.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points																																																												
Takes appropriate body substance isolation precautions.	1																																																													
Explains the procedure to the patient.	1																																																													
Assesses Level of Consciousness: Alert - awake, eyes open Verbal – responds, appropriately or not, to verbal stimulus Painful –does not respond to verbal commands, but responds to noxious/painful stimulus Unresponsive – no response to verbal or painful stimulus	1																																																													
Assesses and identifies Glasgow Coma Scale Score: <table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 30%; text-align: center;">Adult/Child</th> <th style="width: 30%; text-align: center;">Infant</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">Eye Opening</td> </tr> <tr> <td>Spontaneous</td> <td style="text-align: center;">4</td> <td>Spontaneous</td> </tr> <tr> <td>To Voice</td> <td style="text-align: center;">3</td> <td>To speech</td> </tr> <tr> <td>To Pain</td> <td style="text-align: center;">2</td> <td>To pain</td> </tr> <tr> <td>None</td> <td style="text-align: center;">1</td> <td>No response</td> </tr> <tr> <td colspan="3" style="text-align: center;">Verbal Response</td> </tr> <tr> <td>Oriented</td> <td style="text-align: center;">5</td> <td>Coos, babbles</td> </tr> <tr> <td>Confused</td> <td style="text-align: center;">4</td> <td>Irritable, cries</td> </tr> <tr> <td>Inappropriate</td> <td style="text-align: center;">3</td> <td>Cries to pain</td> </tr> <tr> <td>Incomprehensible</td> <td style="text-align: center;">2</td> <td>Moans, grunts</td> </tr> <tr> <td>No response</td> <td style="text-align: center;">1</td> <td>No response</td> </tr> <tr> <td colspan="3" style="text-align: center;">Motor Response</td> </tr> <tr> <td>Obey commands</td> <td style="text-align: center;">6</td> <td>Spontaneous</td> </tr> <tr> <td>Localized pain</td> <td style="text-align: center;">5</td> <td>Localizes pain</td> </tr> <tr> <td>Withdraws</td> <td style="text-align: center;">4</td> <td>Withdraws</td> </tr> <tr> <td>Flexion</td> <td style="text-align: center;">3</td> <td>Flexion</td> </tr> <tr> <td>Extension</td> <td style="text-align: center;">2</td> <td>Extension</td> </tr> <tr> <td>No response</td> <td style="text-align: center;">1</td> <td>No response</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total Points: 3 to 15</td> </tr> </tbody> </table>		Adult/Child	Infant	Eye Opening			Spontaneous	4	Spontaneous	To Voice	3	To speech	To Pain	2	To pain	None	1	No response	Verbal Response			Oriented	5	Coos, babbles	Confused	4	Irritable, cries	Inappropriate	3	Cries to pain	Incomprehensible	2	Moans, grunts	No response	1	No response	Motor Response			Obey commands	6	Spontaneous	Localized pain	5	Localizes pain	Withdraws	4	Withdraws	Flexion	3	Flexion	Extension	2	Extension	No response	1	No response	Total Points: 3 to 15			3	
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Total Points: 3 to 15																																																														
Assesses pupil equality, size, and reaction to light.	1																																																													
Assesses motor and sensory function in all four extremities.	1																																																													
Total:	8																																																													



Training Skill Sheet ***EMT-1***

STUDENT NAME: _____

Critical Criteria:

- Failure to complete neurological assessment as shown above.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

CARDIAC ARREST MANAGEMENT/AED

OBJECTIVE: The student will demonstrate the ability to adequately determine the need for and perform CPR and use an AED on a patient.

EQUIPMENT: PPE (Gloves), AED, CPR manikin, pocket mask

COMPETENCY: The student will be able to correctly perform CPR and use an AED on an apneic and pulseless patient.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Determines the scene/situation is safe.	1	
Checks for responsiveness and absence of breathing.	1	
Checks for a pulse and/or signs of life for no more than 10 seconds.	1	
NOTE: The examiner must now inform the candidate, "The patient is pulseless."		
Immediately begins chest compressions [adequate depth and rate; allows the chest to recoil completely].	1	
Requests additional EMS response if needed.	1	
Performs high quality, 1-rescuer adult CPR <ul style="list-style-type: none"> • Adequate depth and rate (1 point) • Correct compression-to ventilation ratio (1 point) • Allows full chest recoil (1 point) • Adequate volumes for each breath (1 point) • Minimal interruptions of less than 10 seconds throughout (1 point) 	5	
NOTE: When AED arrives, patient is assessed, and second rescuer resumes compressions while candidate operates AED.		
Turns on power to AED.	1	
Follows prompts and correctly attaches AED pads to patient.	1	
Stops CPR and ensures all individuals are clear of the patient during rhythm analysis.	1	
Follows AED prompts.	1	
If shock is indicated: <ul style="list-style-type: none"> • Ensures defibrillator is charged <ul style="list-style-type: none"> ○ Compressions may continue during defibrillator charging • States "CLEAR," and visually checks that other rescuers are clear of patient • Delivers shock to patient with minimal interruption of CPR • Immediately directs assistant to resume compressions 	1	
If no shock is indicated - Immediately directs assistant to resume compressions.	1	
Assesses and ensures the adequacy of compressions and ventilations (to include rotating compressors at least every two minutes).	1	
Uses or directs use of appropriate airway adjunct or device as needed.	1	



Training Skill Sheet EMT-1

STUDENT NAME: _____

Every two minutes (or 5 cycles of CPR), repeats rhythm analysis and follows AED prompts (management of AED may be delegated after first AED analysis).	1	
Immediately directs assistants to resume CPR.	1	
Inserts and secures supraglottic airway (confirms placement via ETCO2 and lung sounds) with no interruption in compressions (this may happen any time after the first AED analysis and shock delivery if indicated).	1	
Performs continuous CPR throughout with no breaks exceeding 10 seconds.	1	
TOTAL:	23	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Failure to immediately begin chest compressions as soon as pulselessness is confirmed.
- Interrupts CPR for more than 10 seconds at any point.
- Failure to correctly attach the AED to the patient.
- Failure to operate the AED properly.
- Failure to deliver shock in a timely manner.
- Failure to assure that all individuals are clear of patient during rhythm analysis **and** before delivering shock [verbalizes “All clear” and observes].
- Failure to immediately resume compressions after shock delivered.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

12-LEAD PLACEMENT

OBJECTIVE: The student will demonstrate the ability to set up, apply, monitor, and interpret tracing quality of a 12-lead ECG to give appropriate treatment to a patient.

EQUIPMENT: PPE (Eye Protection/Gloves), monitor with four and 12-lead capabilities, razor, manikin,

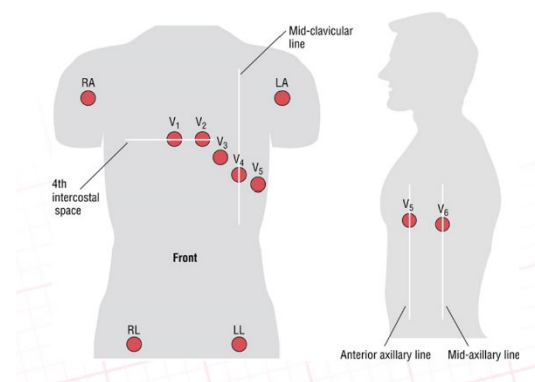
COMPETENCY: The candidate will be able to correctly set up, apply, and interpret tracing quality of a 12-lead ECG on a simulated patient.

REVISED DATE: January 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Explains procedure to the patient.	1	
Prepares the patient (shaving and cleansing as needed).	1	
Places limb and precordial leads in the proper positions		
Limb leads (placement may vary by device manufacturer).	1	
V1 – attaches positive electrode to the right of the sternum at the 4 th intercostal space.	1	
V2 – attaches positive electrode to the left of the sternum at the 4 th intercostal space.	1	
V4 – attaches positive electrode at the midclavicular line 5 th intercostal space.	1	
V6-- attaches positive electrode to the midaxillary line 5 th intercostal space.	1	
V3 – attaches positive electrode in line between V2 & V4.	1	
V5 – attaches positive electrode at the anterior axillary line 5 th intercostal space.	1	
Places patient in the appropriate semi-fowler position.	1	
Instructs patient to breathe normally, lay still, and not talk.	1	
Turns on ECG machine.	1	
Obtains the 12-Lead ECG recording.	1	
Examines the tracing for acceptable quality.	1	
Verbalize transmitting 12-Lead to the receiving facility.	1	
TOTAL:	16	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Failure to obtain a legible 12-lead ECG recording.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.





Training Skill Sheet EMT-1

STUDENT NAME: _____

CHILDBIRTH AND NEWBORN MANAGEMENT

OBJECTIVE: The student will demonstrate the ability to correctly assist the mother in a spontaneous uncomplicated birth and provide appropriate postnatal care.

EQUIPMENT: PPE: (Eye Protection/Gloves); gown, OB manikin with neonate, OB kit (complete with towels, drapes, cord clamps or umbilical ties, scissors, or scalpel, receiving blanket, bulb syringe, plastic bags, and OB pad), and one trained assistant.

COMPETENCY: The student will be presented with a patient in the second stage of labor. The student will demonstrate the proper delivery of the infant and appropriate care for the mother and infant.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Obtains and records the following information during patient history (1 point each question):		
<input type="checkbox"/> Due date? _____ <input type="checkbox"/> How many times have you been pregnant?		
<input type="checkbox"/> Are you expecting twins? <input type="checkbox"/> How many times have you given birth?		
<input type="checkbox"/> Last menstrual period? <input type="checkbox"/> Any pregnancy complications?		
<input type="checkbox"/> Bleeding or discharge? <input type="checkbox"/> Any drug use within the last 12 hours?	12	
<input type="checkbox"/> Has the bag of waters broken? [Stained water?] <input type="checkbox"/> Do you feel a need to push or move your bowels?		
<input type="checkbox"/> Having pain or contractions? How far apart and how long? <input type="checkbox"/> Have you been seen by a healthcare Provider?		
Explains the necessity of examining the patient for crowning.	1	
Drapes the patient for examination; unless birth is imminent.	1	
Places patient in a position that facilitates ease of delivery.	1	
Observes for crowning or any presenting part.	1	
Places a hand on the infant's head to prevent explosive delivery.	1	
Inspects for umbilical cord wrapped around infant's neck. Slips cord over the head if found.	1	
Clears the infant's airway by wiping with a clean cloth. Suctions mouth and then nose with a bulb syringe only if obvious obstruction is observed (1 point). Expels air from the bulb syringe prior to insertion. (1 point)	2	
Holds infant securely, supporting the head and body. Upon delivery, may place infant on mom's belly while waiting for the cord to cease pulsation.	1	
Stimulates infant by drying and wrapping in clean, dry, warm blanket as soon as possible.	1	
After cord pulsation ceases, places clamps on the cord at approximately 7 inches and approximately 10 inches from the infant.	1	
Cuts the cord between the clamps with a sterile scalpel or scissors.	1	
Provides additional tactile stimulation if infant is blue, limp, or not breathing.	1	



Training Skill Sheet EMT-1

STUDENT NAME: _____

(if not required for the scenario, give the student 1 point here)		
<p>Evaluates respirations, heart rate and color (1 point each):</p> <ol style="list-style-type: none"> If HR is greater than 100 and baby is pink, gives supportive care. If apneic or heart rate is less than 100, provides bag-valve-mask ventilations with room air at the rate of 30 breaths per minute. After one minute of ventilations, assesses heart rate. If heart rate is less than 60, provides chest compressions and bag-valve-mask ventilations. Give one breath after every three compressions. After all other measures, if signs of hypoxia present (cyanosis, flaccidity, lethargy, etc.) or if pulse oximetry* indicates, administers supplemental oxygen by connecting oxygen to BVM. 	3	
<p>APGAR (Activity, Pulse, Grimace, Appearance, Respiration): 1 point for each item correctly assessed. For infants not requiring life support interventions, assesses an APGAR score at one minute and five minutes post-delivery, if possible.</p> <ol style="list-style-type: none"> Appearance: (skin color): Cyanotic, pale = 0; Normal trunk color = 1; Normal extremities = 2 Pulse: Absent = 0; If HR is less than 100/min = 1; If HR is greater than 100/min = 2 Grimace: (irritability) No Response = 0; Grimace = 1; sneezing, coughing, moves = 2 Activity: (muscle tone): Absent = 0; Arm and Legs Flexed = 1; Active Movement = 2 Respirations: Apneic (absent) = 0; Slow or irregular = 1; Good Crying = 2 	5	
Delivers the placenta without pulling the cord. States would transport all placental tissue with the mother and baby.	1	
<p>Massages the abdomen over the mother's uterus until it shrinks to a firm, hard consistency, or assists the mother with uterine massage. The mother should be encouraged to attempt to breastfeed at this time.</p> <p>Note: If delivery of the placenta is delayed and mother continues to bleed, massage the abdomen as noted above before the placenta is delivered.</p>	1	
Applies OB pad and instructs mother to hold her legs together. Provides assistance to the mother as needed.	1	
Records time of delivery and APGAR scores.	1	
Total:	38	

Note: *If using pulse oximetry, see Neonatal Resuscitation Program (NRP) Guidelines on probe placement and oxygen saturation targets.



Training Skill Sheet EMT-1

STUDENT NAME: _____

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Failure to attempt removal of umbilical cord from around infant's neck.
- Cuts cord in location not between clamps.
- Failure to state evaluation of newborn (APGAR).
- Failure to correctly evaluate respirations, heart rate, and color.
- Failure to perform appropriate resuscitative measures.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

DRAWING UP MEDICATIONS - VIALS

OBJECTIVE: The student will demonstrate the ability to adequately draw up a medication from a vial.

EQUIPMENT: PPE (Eye Protection/Gloves), vial of medication, assorted gauge needles, syringe appropriate to volume needed, SHARPS container.

COMPETENCY: The student will be able to correctly draw up a medication from a vial.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Assembles necessary equipment.	1	
Checks the name and concentration of the medication.	1	
Checks medication for clarity.	1	
Checks medication for expiration date.	1	
Confirms the correct dose.	1	
Checks for relevant contraindications- if applicable.	1	
Opens vial, maintaining sterility of the top or cleanses top with alcohol prep if vial already open.	1	
Uses syringe size that allows filling with more than the dose so that dose will be correct when air is expelled.	1	
Injects same amount of air into vial as fluid to be drawn out.	1	
Draws up desired dose or slightly more than desired dose.	1	
Expels air from syringe and confirms desired dose.	1	
Disposes of sharps properly.	1	
Total:	13	

Critical Criteria

- Failure to take appropriate body substance isolation precautions.
- Failure to check medication for expiration date.
- Failure to check the name and concentration of the medication.
- Failure to confirm the correct dose.



Training Skill Sheet EMT-1

STUDENT NAME: _____

MEDICATION ADMINISTRATION - PRELOADS

OBJECTIVE: The student will demonstrate the ability to adequately prepare and administer a medication from a preloaded syringe.

EQUIPMENT: PPE (Eye Protection/Gloves), medication in preloaded syringe.

COMPETENCY: The student will be able to correctly assemble and administer a medication from a preloaded syringe.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Determines patient is not allergic to medication.	1	
Assembles necessary equipment.	1	
Checks the name and concentration of the medication.	1	
Checks medication for clarity.	1	
Checks medication for expiration date.	1	
Confirms the correct dose.	1	
Explains procedure to the patient and possible side effects.	1	
Checks for relevant contraindications- if applicable.	1	
Assembles prefilled syringe and expels air. Some preloaded systems require the needle cover be removed or the needle depressed before air can be expelled.	1	
Disposes of sharps properly after use or administration.	1	
Reassesses the patient for desired effects, possible side effects, and adverse reactions.	1	
Records administration of medication.	1	
Total:	13	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Failure to check medication for expiration date.
- Failure to check the name and concentration of the medication.
- Failure to confirm the correct dose.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

MEDICATION ADMINISTRATION - ORAL

OBJECTIVE: The student will demonstrate the ability to adequately determine and administer an oral medication in accordance with scope of practice.

EQUIPMENT: PPE (Eye Protection/Gloves), simulated medication, stethoscope, BP cuff, patient, or manikin.

COMPETENCY: The candidate will correctly administer the appropriate oral medication to the patient.

REVISED DATE: Jan 2025

		Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.		1	
Determines patient is not allergic to medication.		1	
Assembles necessary equipment.		1	
Selects the appropriate medication, as indicated for the patient.		1	
Contacts medical direction for authorization if medication is not covered in standing orders.		1	
Checks the name and concentration of the medication.		1	
Checks medication for expiration date.		1	
Confirms the correct dose.		1	
Explains procedure to the patient and possible side effects.		1	
Checks for relevant contraindications.		1	
Confirms medication has not been administered to patient within dosing window.		1	
Ensures patient can safely swallow.		1	
Oral Medications other than Glucose	Oral Glucose		
Administers medication dose within therapeutic and indicated range.	Squeeze between cheek and gum or ask patient to swallow it.	1	
Reassesses the patient for desired effects, possible side effects, and adverse reactions.		1	
Records administration of medication.		1	
Total:		15	

Critical Criteria

- Failure to take appropriate body substance isolation precautions.
- Failure to ensure patient is not allergic to medication.
- Failure to give medication using the correct route of administration.
- Failure to identify the correct medication for the patient.
- Administers an unsafe dose of medication.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with the patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

MEDICATION ADMINISTRATION – SUBLINGUAL: NITROGLYCERINE

OBJECTIVE: The student will demonstrate the ability to adequately determine and administer a sublingual medication in accordance with scope of practice.

EQUIPMENT: PPE (Eye Protection/Gloves), simulated medication, stethoscope, BP cuff, patient, or manikin.

COMPETENCY: The candidate will correctly administer the appropriate sublingual medication to the patient.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Determines patient is not allergic to medication.	1	
Verify that the medication was prescribed for the patient (If EMT 1).	1	
Assembles necessary equipment.	1	
Checks the name and concentration of the medication.	1	
Checks medication for expiration date.	1	
Explains procedure to the patient and possible side effects.	1	
Contacts medical direction for authorization if medication is not covered in standing orders.	1	
Confirms the correct dose.	1	
Confirms medication has not been administered to patient within dosing window.	1	
Checks for relevant contraindications. <ul style="list-style-type: none"> • Must ask if the patient is taking a phosphodiesterase inhibitor (commonly prescribed for erectile dysfunction or pulmonary hypertension). (1 point) • Ensures patient has a systolic BP >100mmHg. (1 point) 	2	
Administers medication by spray or tab under the patient’s tongue (if using tab instruct patient not to swallow).	1	
Reassesses the patient for desired effects, possible side effects, and adverse reactions.	1	
Records administration of medication.	1	
May repeat nitroglycerin every 3 -5 minutes if pain persists and systolic B/P >100 mmHg, up to three doses, before consulting further medical control.	1	
Total:	16	

Critical Criteria

- Failure to take appropriate body substance isolation precautions.
- Failure to verify that the medication was prescribed for the patient (If EMT 1).
- Failure to ensure patient is not allergic to medication.
- Failure to give medication using the correct route of administration.
- Failure to ask about recent history of taking a phosphodiesterase inhibitor.
- Failure to identify the correct medication for the patient.
- Administers an unsafe dose of medication.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with the patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

MEDICATION ADMINISTRATION – METERED DOSE INHALER

OBJECTIVE: The student will demonstrate the ability to adequately assist with the patient’s prescribed medication.

EQUIPMENT: PPE (Gloves), simulated medication, BP cuff, stethoscope, patient, or manikin.

COMPETENCY: The student will be able to correctly assist in administering a patient’s medication.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes or appropriate body substance isolation precautions.	1	
Determines patient is not allergic to medication.	1	
Assembles necessary equipment.	1	
Selects the appropriate medication, as indicated for the patient.	1	
Contacts medical direction for authorization if administration is not covered by Medical Director Sponsorship and in standing orders. (Or verify that the medication is prescribed for the patient if using patient prescribed medication)	1	
Determines if the patient has taken any prescribed dose(s).	1	
Checks the medication for expiration date.	1	
Explains procedure to the patient and possible side effects.	1	
Directs patient to exhale completely.	1	
Places the mouthpiece of the inhaler into the patient’s mouth between closed lips, depresses the canister while the patient inhales deeply (use spacer if available).	1	
Directs patient to hold breath for as long as comfortable and exhale through pursed lips.	1	
Reassess patients breathing lung sounds.	1	
Reassesses the patient for desired effects, possible side effects, and adverse reactions.	1	
Records administration of medication.	1	
Administers up to maximum dose as prescribed for patient.	1	
Records administration of medication.	1	
Total:	16	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Failure to ensure the medication is prescribed to the patient, if using patient prescribed medication.
- Failure to ensure patient is not allergic to medication.
- Failure to give medication using the correct route of administration.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

MEDICATION ADMINISTRATION – AUTO INJECTOR

OBJECTIVE: The student will demonstrate the ability to adequately assist or administer the medication.

NOTE: Chemical hazardous materials auto injector antidote is only authorized with medical sponsorship, epi auto injector does not require medical direction of any type.

EQUIPMENT: PPE (Gloves), simulated medication, BP cuff, stethoscope, patient, or manikin.

COMPETENCY: The student will be able to correctly assist or administer the medication.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Determines patient is not allergic to medication.	1	
Assembles necessary equipment.	1	
Checks the medication for expiration date.	1	
Checks medication for clarity.	1	
Explains procedure to the patient and possible side effects.	1	
If prescribed, ensure that it is prescribed for the patient.	1	
Determines if the patient has taken any prescribed dose(s).	1	
Confirms the correct dose for age.	1	
Removes safety cap from auto injector.	1	
Ensures no objects are present on the patients clothing that would be in the way of injection.	1	
Pushes injector firmly against lateral thigh and holds for 5-10 seconds. After removing needle, rub area around the injection site.	2	
Discards auto injector in sharps container.	1	
Reassesses the patient for desired effects, possible side effects, and adverse reactions.	1	
Records administration of medication.	1	
Total:	16	

Critical Criteria:

- Failure to take body substance isolation precautions.
- If administering a prescribed medication, failure to ensure the medication is prescribed to the patient.
- Failure to ensure patient is not allergic to medication.
- Failure to give medication using the correct route of administration.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

MEDICATION ADMINISTRATION – NEBULIZED

THIS MEDICATION IS ONLY AUTHORIZED WITH MEDICAL DIRECTOR SPONSORSHIP FOR EMT 1

OBJECTIVE: The student will demonstrate the ability to prepare and administer nebulized medication via inhalation.

EQUIPMENT: PPE (Eye Protection/Gloves/N95 mask), small volume nebulizer, oxygen cylinder and regulator, 3ml vial of normal saline, or 3ml of water for inhalation, patient.

COMPETENCY: The candidate will correctly prepare and administer medication through a small volume nebulizer.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Determines patient is not allergic to medication.	1	
Selects the appropriate medication, as indicated for the patient.	1	
Contacts medical direction for authorization if medication is not covered in standing orders.	1	
Checks the name and concentration of the medication.	1	
Checks medication for expiration date.	1	
Checks medication for clarity.	1	
Explains procedure to the patient and possible side effects.	1	
Ensures oxygen cylinder and regulator are ready to use.	1	
Partially assembles nebulizer and attaches oxygen tubing to regulator.	1	
Fills nebulizer chamber without oxygen running.	1	
Completes assembly of nebulizer.	1	
Initiates oxygen flow as needed to create a steady mist, generally 6-8 lpm.	1	
Ensures mist is emanating from nebulizer.	1	
Instructs patient to hold mouthpiece in mouth or applies mask to face.	1	
Continues treatment until no medication remains in the chamber.	1	
Removes device from patient and discontinues oxygen flow.	1	
Reassesses the patient for desired effects, possible side effects, and adverse reactions.	1	
Considers repeat dosing as needed/directed (Ipratropium – only one dose).	1	
Records administration of medication.	1	
Total:	20	

Critical Criteria

- Failure to take appropriate body substance isolation precautions.
- Failure to select appropriate medication or dose.
- Failure to ensure patient is not allergic to medication being delivered.
- Applies nebulizer in a manner that directs medication into the eyes.
- Failure to deliver medication as indicated.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

MEDICATION ADMINISTRATION – INTRANASAL MAD

OBJECTIVE: The student will demonstrate the ability to adequately administer an intranasal medication to a patient.

EQUIPMENT: PPE (Eye Protection/Gloves), medication for IN administration, 1mL syringes, needles, mucosal administration device (MAD Nasal™ device), manikin or patient, sharps container.

COMPETENCY: The student will be able to correctly administer an IN medication.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes body substance isolation precautions.	1	
Determines patient is not allergic to medication.	1	
Assembles necessary equipment.	1	
Selects the appropriate medication, as indicated for the patient.	1	
Checks medication name and concentration.	1	
Checks medication for expiration date.	1	
Checks medication for clarity.	1	
Explains procedure to the patient and possible side effects.	1	
Checks for relevant contraindications.	1	
Confirms correct medication dose.	1	
Aspirates the proper volume of medication required to treat the patient (an extra 0.1 mL of medication should be drawn up to account for the dead space in the device).	1	
Removes (twist off) the syringe from the vial adapter.	1	
Attaches the MAD Nasal™ Device to the syringe via the luer lock connection.	1	
Tilts patient’s head back and supports behind the neck. Places the tip of the MAD Nasal™ device snugly against the nostril aiming slightly up and outward (toward the top of the ear).	1	
Briskly compresses the syringe plunger to deliver approximately half of the medication into the nostril.	1	
Moves the device over to the opposite nostril and administers the remaining medication into the nostril if indicated.	1	
Reassesses the patient for desired effects, possible side effects, and adverse reactions.	1	
Records administration of medication.	1	
Total:	18	

Critical Criteria:

- Failure to take body substance isolation precautions.
- Failure to assure medication is indicated for the patient.
- Failure to determine patient is not allergic to medication.
- Failure to re-assesses patient for desired effect and possible adverse effects.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

MEDICATION ADMINISTRATION – INTRAMUSCULAR

THIS MEDICATION IS ONLY AUTHORIZED WITH MEDICAL SPONSORSHIP

OBJECTIVE: The student will demonstrate the ability to adequately administer an intramuscular medication to a patient.

EQUIPMENT: PPE (Eye Protection/Gloves), medication for IM administration, assorted gauge needles, 1mL syringes, manikin or patient, Sharps container.

COMPETENCY: The student will be able to correctly administer an IM medication to a patient.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes body substance isolation precautions.	1	
Determines patient is not allergic to medication.	1	
Assembles necessary equipment.	1	
Selects the appropriate medication, as indicated for the patient.	1	
Checks the name and concentration of the medication.	1	
Checks medication for expiration date.	1	
Confirms the correct dose.	1	
Explains procedure to the patient and possible side effects.	1	
Checks for relevant contraindications.	1	
Selects 19-25g 1 ½" needle and up to 3 ml syringe. (Peds: 23-25g 1")	1	
Identifies injection site.	1	
Cleanses puncture site using aseptic technique.	1	
Holds skin taut at injection site.	1	
Inserts needle at 90° angle in one quick motion and injects medication.	1	
Withdraws needle and applies direct pressure to injection site.	1	
Disposes of all sharps in a sharps container.	1	
Reassesses the patient for desired effects, possible side effects, and adverse reactions.	1	
Records administration of medication.	1	
Total:	18	

Critical Criteria:

- Failure to take body substance isolation precautions.
- Failure to assure medication is indicated for the patient.
- Failure to determine patient is not allergic to medication.
- Failure to dispose of all sharps in a sharps container.
- Failure to re-assesses patient for desired effect and possible adverse effects.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

BLEEDING CONTROL/SHOCK MANAGEMENT

OBJECTIVE: The student will demonstrate the ability to adequately control hemorrhage and treat for signs of shock.

EQUIPMENT: PPE (Eye Protection/Gloves), gauze, tourniquet, oxygen tank with regulator, non-rebreather mask, blanket.

COMPETENCY: The student will be able to correctly stop uncontrolled hemorrhage and treat for shock.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Applies direct pressure to the wound.	1	
If the bleeding continues applies tourniquet:	1	
Slides the wounded extremity through the loop of the self-adhering band or wraps around extremity.	1	
Positions the tourniquet above simulated wound site; leaving at least 2 inches (if possible) of uninjured skin between the tourniquet and the wound site.	1	
Twists the windlass rod until the distal pulse is no longer palpable.	1	
Locks the rod in place with the windlass clip.	1	
Grasps the windlass strap, pulls it tight and adheres it to the velcro on the windlass clip.	1	
Verbalizes using a marker to draw a "T" on the Patient's forehead and records the date and time the tourniquet was applied.	1	
If wound is located in a junction and unable to use tourniquet, then pack the wound and continue direct pressure over the packed wound.	1	
Bandages wound appropriately.	1	
Properly positions the patient.	1	
Administers high concentration oxygen as indicated.	1	
Initiates steps to prevent heat loss from the patient.	1	
Indicates the need for immediate transportation.	1	
Total:	15	

Critical Criteria:

- Did not take appropriate body substance isolation precautions.
- Did not apply high concentration of oxygen if it was indicated.
- Unable to control hemorrhage using correct procedures in a timely manner.
- Did not indicate the need for immediate transportation.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

WOUND PACKING / PRESSURE BANDAGE AND SHOCK TREATMENT

OBJECTIVE: The student will demonstrate the ability to adequately control hemorrhage and treat for signs of shock.

EQUIPMENT: PPE (Eye Protection/Gloves), bleeding mannequin or training tool, wound packing gauze, pressure bandage (elastic) or ACE bandage, oxygen tank with regulator, non-rebreather mask, blanket.

COMPETENCY: The student will be able to correctly stop uncontrolled hemorrhage and treat for shock.

REVISED DATE: Jan 2025

	Possible Points	Points Awarded
Takes appropriate body substance isolation precautions.	1	
Applies direct pressure to the wound.	1	
Exposes the injury.	1	
Packs the gauze into the wound focusing where the bleeding is heaviest.	1	
Hold pressure for three (3) minutes.	1	
Applies a pressure dressing over the bandage to secure it in place.	1	
Properly positions the patient.	1	
Administers high concentration oxygen if indicated.	1	
Initiates steps to prevent heat loss from the patient.	1	
Reassess the wound to ensure that bleeding has stopped; leaves the gauze in place if bleeding is controlled. Verbalizes that if there is continued bleeding, the gauze may be reconfigured in the wound or additional gauze may be used.	1	
Indicates the need for immediate transportation.	1	
Total:	11	

Critical Criteria:

- Did not take appropriate body substance isolation precautions.
- Did not apply high concentration of oxygen if it was indicated.
- Unable to control hemorrhage using correct procedures in a timely manner.
- Did not indicate the need for immediate transportation.
- Failure to manage the patient as a competent EMT.



Training Skill Sheet EMT-1

STUDENT NAME: _____

SPINAL MOTION RESTRICTION- BACKBOARD

OBJECTIVE: The student will demonstrate the ability to adequately assess and stabilize a patient with a possible spinal injury to an immobilization device.

EQUIPMENT: PPE (Eye Protection/Gloves), assorted cervical collars, backboard with straps, padding, patient, EMT/ETT trained assistants.

COMPETENCY: The student will be able to correctly secure a patient with possible spinal injury to a backboard or other appropriate device.

REVISED DATE: Jan 2025

	Possible Points	Points Awarded
Takes appropriate body substance isolation precautions.	1	
Directs assistant to place/maintain spine in the neutral, in-line position.	1	
Explains the procedure to the patient.	1	
Assesses motor, sensory, and circulatory function in each extremity.	1	
Selects appropriate size cervical immobilization device.	1	
Ensures that no bulky jewelry or clothing is between the cervical immobilization device and the patient's skin.	1	
Cervical immobilization device is applied and secured without excessive movement or compromise to the patient's airway or blood vessels of the neck.	1	
Positions the long board appropriately.	1	
Logroll patient.	1	
The patient's posterior is evaluated before securing to device.	1	
Directs movement of the patient onto the device without compromising the integrity of the spine.	1	
Applies padding to voids beneath the torso and adjusts the device, as necessary.	1	
Secures the patient's torso to the device.	1	
Secures the patient's legs to the device.	1	
Immobilizes the patient's head to the device last.	1	
Secures the patient's arms to the device (if needed).	1	
Reassesses motor, sensory, and circulatory function in each extremity.	1	
Total:	17	



Training Skill Sheet EMT-1

STUDENT NAME: _____

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Did not immediately direct or take manual stabilization of the head.
- Did not properly apply appropriately sized cervical collar.
- Released or ordered release of manual stabilization before it was maintained mechanically.
- Manipulated or moved the patient excessively causing potential for spinal compromise.
- Head immobilized to the device **before** device sufficiently secured to the torso.
- Patient moves excessively up, down, left, or right on the device.
- Head immobilization allows for excessive movement.
- Upon completion of immobilization, spinal column is not in a neutral, in-line position.
- Did not assess and reassess motor, sensory, and circulatory functions in each extremity before and after immobilizing patient to the device.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

SPINAL MOTION RESTRICTION - VACUUM MATTRESS

OBJECTIVE: The candidate will demonstrate proper technique for placing the patient onto the vacuum mattress and securing the patient to the vacuum mattress.

Note: If equipment is unavailable, this is not a required skill to teach, but if available, must be taught.

EQUIPMENT: Vacuum mattress, vacuum pump or suction unit, straps, 2"-3" tape, patient, three EMT/ETT training assistants.

COMPETENCY: The candidate will be presented with a patient with a suspected spinal injury. They should appropriately stabilize the patient's spine, maintaining axial alignment, using the correct equipment.

REVISED: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Explain the procedure to the patient.	1	
Directs assistant to place/maintain head in the neutral, in-line position.	1	
Selects appropriate size cervical immobilization device.	1	
Assesses motor, sensory, and circulatory function in each extremity.	1	
Remove any sharp or bulky items from patient.	1	
Evenly distributes mattress filling and evacuate air from the vacuum mattress until it is semi-rigid.	1	
Prepares and positions the vacuum mattress appropriately.	1	
Directs movement of the patient onto the device while maintaining spinal alignment.	1	
The patient's posterior is evaluated before securing to device.	1	
Positions vacuum device appropriately.	1	
While maintaining spinal alignment, the candidate directs assistants to log roll or beam raise the patient onto the vacuum mattress on command of the EMT maintaining the cervical spine.	1	
Centers the patient on the vacuum mattress as a unit, either supine or lateral recumbent.	1	
Opens the vacuum mattress valve and allows air to return to the device.	1	
Conforms the vacuum mattress around the contour of the patient, starting at the head.	1	
Secures the patient to the vacuum mattress with straps securing the chest, hips, and legs.	1	
Evacuates air from the vacuum mattress until it becomes rigid.	1	
Disconnects the vacuum pump and ensures the valve is closed or secured.	1	
Reassesses and adjusts straps around the chest, hips, and legs.	1	
The head is stabilized in a neutral position and secured to the vacuum mattress last.	1	
Reassesses motor, sensory, and circulatory function in each extremity.	1	
Total:	21	



Training Skill Sheet ***EMT-1***

STUDENT NAME: _____

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Did not immediately direct or take manual stabilization of the head.
- Released or ordered release of manual stabilization before it was maintained mechanically.
- Manipulated or moved patient excessively causing potential spinal compromise.
- Upon completion of stabilization, head is not in a neutral, in-line position.
- Did not assess and reassess motor, sensory, and circulatory functions in each extremity before and after securing patient to the vacuum mattress.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

LONG BONE IMMOBILIZATION

OBJECTIVE: The student will demonstrate the ability to adequately immobilize a long bone.

EQUIPMENT: PPE (Eye Protection/Gloves), splinting material, patient.

COMPETENCY: The student will be able to correctly splint a long bone.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Explains the procedure to the patient.	1	
Directs application of manual stabilization of the injury.	1	
Exposes the injured extremity.	1	
Removes jewelry from injured extremity.	1	
Assesses distal motor, sensory and circulatory functions in the injured extremity.	1	
If severe deformity is present, or extremity is cyanotic or pulseless, applies gentle traction to align bone.	1	
Selects an appropriate splint and applies padding if necessary.	1	
Immobilizes the joint above the injury site.	1	
Immobilizes the joint below the injury site.	1	
Secures the entire injured extremity.	1	
If applicable, Immobilizes the hand/foot in the position of function.	1	
Reassesses distal motor, sensory and circulatory functions in the injured extremity.	1	
Apply ice or cold pack if available.	1	
Total:	14	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Did not immediately stabilize the extremity manually.
- Grossly moves the injured extremity.
- Did not immobilize the joint above and the joint below the injury site.
- Did not immobilize the hand or foot in a position of function when injury involved hand or foot.
- Did not assess and reassess distal motor, sensory and circulatory functions in the injured extremity before and after splinting.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

JOINT IMMOBILIZATION -SLING AND SWATHE

OBJECTIVE: The student will demonstrate the ability to adequately assess and immobilize an unstable upper extremity injury.

EQUIPMENT: PPE (Eye Protection/Gloves), splinting material, patient, EMT/ETT trained assistant (optional).

COMPETENCY: The student will be able to correctly assess and immobilize an unstable extremity.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Explains the procedure to the patient.	1	
Removes jewelry from the injured extremity.	1	
Assesses distal motor, sensory and circulatory functions in the injured extremity.	1	
Instructs the patient or assistant to hold the injured extremity in a position of comfort.	1	
Places the middle of the longest side of the triangular bandage under the hand with the ends over opposite shoulder.	1	
Ties the ends together behind the patient's neck.	1	
Brings the remaining point of the triangular bandage around the elbow and secures with a safety pin or knot. For comfort of patient, may make knot prior to placement.	1	
Secures the entire injured arm to the body by wrapping with roller bandage or triangular bandages. The injured arm should be immobilized against the thorax.	1	
Places padding as indicated to improve patient comfort.	1	
Reassesses distal motor, sensory and circulatory functions in the injured extremity.	1	
Apply ice or cold pack if available.	1	
Total:	12	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Did not immediately stabilize the extremity manually.
- Grossly moves the injured extremity.
- Did not assess and reassess distal motor, sensory and circulatory functions in the injured extremity before and after splinting.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

SPINAL MOTION RESTRICTION SEATED (Optional)

OBJECTIVE: The student will demonstrate the ability to adequately assess and secure a seated patient with a possible spinal injury to a splinting device.

EQUIPMENT: PPE (Eye Protection/Gloves), assorted cervical collars, KED with straps or other seated splinting device, patient, EMT/ETT trained assistant.

COMPETENCY: The student will be able to correctly assess and secure a seated patient with possible spinal injury to a splinting device.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Directs assistant to place/maintain head in the neutral, in-line position.	1	
Explains the procedure to the patient.	1	
Assesses motor, sensory, and circulatory functions in each extremity.	1	
Selects appropriate size cervical immobilization device.	1	
Positions the splinting device behind the patient.	1	
Secures the device to the patient's torso.	1	
Position and secure leg straps.	1	
Evaluates torso fixation and adjusts, as necessary.	1	
Evaluates and pads behind the patient's head as necessary.	1	
Secures the patient's head to the device.	1	
Verbalizes moving the patient to a long backboard, noting the release of the leg straps.	1	
Reassesses motor, sensory, and circulatory function in each extremity.	1	
Total:	13	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Did not immediately direct or take manual stabilization of the head.
- Did not properly apply appropriately sized cervical collar.
- Released or ordered release of manual stabilization before it was maintained mechanically.
- Manipulated or moved patient excessively causing potential spinal compromise.
- Head immobilized to the device before device sufficiently secured to the torso.
- Device moves excessively up, down, left, or right on the patient's torso.
- Head splinting allows for excessive movement.
- Torso fixation inhibits chest rise, resulting in respiratory compromise.
- Upon completion of splinting, head is not in a neutral, in-line position.
- Did not assess and reassess motor, sensory, and circulatory functions in each extremity before and after voicing splinting to the long backboard.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

RAPID EXTRICATION (Optional)

OBJECTIVE: The student will demonstrate the ability to rapidly extricate a patient without excessive movement of the spine.

EQUIPMENT: PPE (Eye Protection/Gloves), assorted cervical collars, backboard with straps, patient, 3 or more EMT/ETT trained assistants.

COMPETENCY: The student will be able to correctly extricate a patient without excessive movement of the spine.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Directs an assistant to maintain stabilization of the patient's head in a neutral, in-line position from behind the seat in which the patient is located.	1	
Explains the procedure to the patient (If applicable).	1	
Correctly sizes and securely applies cervical collar.	1	
Stabilizes and supports the torso/spine.	1	
Directs another assistant to free the patient's legs from the pedals and move the legs together without moving the pelvis or spine.	1	
Using short, coordinated moves, the patient is rotated as a unit.	1	
Backboard or other device positioned under patient in manner that does not compromise spinal or pelvic alignment.	1	
Lowers the patient, with minimal moving or twisting of the spinal column, onto the extrication device.	1	
Maintains or transfers stabilization of the patient's head as the patient is pivoted. Maintains alignment and stabilization until the patient's head and cervical spine are secured to the backboard.	1	
Slides the patient fully onto the extrication device without compromising patient's spinal or pelvic alignment.	1	
Safely moves patient away from vehicle.	1	
Secures the patient onto the backboard.	1	
Total:	13	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Failure to maintain stabilization of the patient's head in a neutral, in-line position from behind the seat in which the patient is located.
- Failure to correctly sizes and securely applies cervical collar.
- Performs skill in a manner that is unsafe for patient or providers.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

TRACTION SPLINTING (GENERIC STYLE) (Optional)

OBJECTIVE: The student will demonstrate the ability to adequately apply a traction splint to a patient’s leg.

EQUIPMENT: PPE (Eye Protection/Gloves), traction splint device, backboard with straps (optional), EMT/ETT trained assistant, patient.

COMPETENCY: The student will be able to correctly apply a traction splint device to a patient’s leg.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Explains the procedure to the patient.	1	
Directs the assistant to stabilize the injured leg.	1	
Exposes the injured extremity, including removal of shoe and sock.	1	
Checks motor, sensory and circulatory function distal to the injury before moving leg or applying traction.	1	
Measures and adjusts the splint per manufacturer’s recommendations.	1	
Applies the proximal anchor per manufacturer’s recommendations.	1	
Applies ankle hitch or distal anchor per manufacturer’s recommendations.	1	
Applies traction to one of the following endpoints: <ul style="list-style-type: none"> • Reduction of angulation, or • Reduction of pain. 	1	
Secures the splint per manufacturer’s recommendations.	1	
Rechecks motor, sensory, and circulatory function distal to the injury.	1	
Immobilizes the patient’s hip joint to backboard or equivalent if spinal precautions not already in place.	1	
Re-assesses traction during transport.	1	
Total:	13	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Failure to check circulation, sensation, and motor function distal to the injury before moving leg or applying traction.
- Failure to recheck motor, sensory and circulatory function distal to the injury.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-1

STUDENT NAME: _____

DRAWING UP MEDICATIONS – AMPULES (Optional)

OBJECTIVE: The student will demonstrate the ability to adequately draw up a medication from an ampule.

NOTE: This skill is optional, at the instructor's discretion.

EQUIPMENT: PPE (Eye Protection/Gloves), medication in ampule, syringe, filter straw, assorted needles, gauze or ampule tool, sharps container.

COMPETENCY: The student will be able to correctly draw up a medication from an ampule.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Take appropriate body substance isolation precautions.	1	
Assembles necessary equipment.	1	
Checks the name and concentration of the medication.	1	
Checks medication for clarity.	1	
Checks medication for expiration date.	1	
Confirms the correct dose.	1	
Ensure all medication is at bottom of ampule.	1	
Wraps ampule in gauze or uses commercially available ampule tool and breaks off top of ampule.	1	
Attaches a filter straw or filter needle to the syringe.	1	
EMTs may choose to flip ampule upside down.	1	
Draws up desired dose.	1	
Removes filter needle and disposes of it in sharps container.	1	
Attaches appropriate needle or needleless adapter to syringe.	1	
Expels air from syringe and confirms desired dose.	1	
Disposes of sharps properly.	1	
Total:	15	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions.
- Failure to check medication for expiration date.
- Failure to check the name and concentration of the medication.
- Failure to confirm the correct dose.



Training Skill Sheet EMT-1

STUDENT NAME: _____

MEDICATION ADMINISTRATION – INTRANASAL PREPARED (Optional)

OBJECTIVE: The student will demonstrate the ability to adequately administer a prepared intranasal medication to a patient.

NOTE: Optional, at instructor's discretion.

EQUIPMENT: PPE (Eye Protection/Gloves), medication for IN administration, manikin, or patient.

COMPETENCY: The student will be able to correctly administer an IN medication.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes body substance isolation precautions.	1	
Determines patient is not allergic to medication.	1	
Assembles necessary equipment.	1	
Assures medication is indicated for the patient.	1	
Checks medication for expiration date.	1	
Confirms the correct dose.	1	
Checks for relevant contraindications.	1	
Explains procedure to the patient and possible side effects, if possible.	1	
Removes nasal spray device from its packaging. Holds the device with the thumb on the bottom of the plunger and the first and middle fingers on either side of the nozzle.	1	
Tilts patient's head back and supports behind the neck.	1	
Inserts tip of nozzle into one nostril until your fingers on either side are touching the nose.	1	
Presses plunger firmly until it stops, remove device from nostril.	1	
Reassesses the patient for desired effects, possible side effects, and adverse reactions.	1	
Records administration of medication.	1	
Total:	14	

Critical Criteria:

- Failure to take body substance isolation precautions.
- Failure to assure medication is indicated for the patient.
- Failure to determine patient is not allergic to medication.
- Failure to re-assesses patient for desired effect and possible adverse effects.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



ALASKA EMS PSYCHOMOTOR PORTFOLIO SIGN OFF: EMT-2

STUDENT NAME: _____

Skill Performed	Initials/Date	Initials/Date	Instructor Initials/Date
End-Tidal Capnography			
Advanced Patient Assessment & Management- Trauma			
Advanced Patient Assessment & Management- Medical			
EMT-2 Cardiac Arrest Management			
Intravenous Therapy			
Optional: Obtaining Blood for Laboratory Analysis			
Intraosseous Infusion – Pediatric & Adult			
Med Admin - Lidocaine for intraosseous pain			
Med Admin - Intramuscular			
Med Admin - Subcutaneous			
Med Admin - Intravenous Bolus			
Med Admin - Intravenous Infusion (Drip)			

Instructor Name: _____

Course #: _____

Instructor Signature: _____

Date: _____



Training Skill Sheet EMT-2

STUDENT NAME: _____

END-TIDAL CAPNOGRAPHY

OBJECTIVE: The student will demonstrate the ability to set up, apply, monitor, and interpret end-tidal capnography in order to give appropriate treatment to a patient.

EQUIPMENT: PPE (Eye Protection/Gloves), monitor with end-tidal capabilities, equipment needed to apply end-tidal for mainstream OR side-stream capnography.

COMPETENCY: The candidate will be able to correctly set up, apply, and interpret end-tidal capnography on a simulated patient.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Explains procedure to the patient (when appropriate).	1	
Activate ETCO2 unit.	1	
Zero machine (if not done automatically).	1	
Mainstream: <ul style="list-style-type: none"> • Attach disposable ETCO2 sensor to cable • Mainstream sensor applied to bag-mask device OR Side-stream: <ul style="list-style-type: none"> • Connect tubing to port on capnography unit • Side-stream device may be incorporated into a special nasal cannula 	1	
Apply device to patient's oxygen delivery system.	1	
Utilize oxygenation and ventilatory devices in normal fashion.	1	
Monitor ETCO2 on display screen.	1	
Record unit reading (normal range 35-45 mm Hg).	1	
Evaluate curve shape (normal is squared off).	1	
Set alarm parameters to desired limits - minimum and maximum desired ETCO2 levels, if available.	1	
Adjust oxygen concentration and or ventilatory rate as applicable (based on local protocols).	1	
Monitor patient status and reassess following any changes in O2 concentration or ventilatory rate.	1	
Total:	13	

Critical Criteria:

- Failure to take standard precautions.
- Failure to zero out before use if necessary.
- Failure to incorporate CO2 measurements into treatment.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-2

STUDENT NAME: _____

PATIENT ASSESSMENT - TRAUMA

OBJECTIVE: The student will demonstrate the ability to adequately assess and transport a trauma patient in a timely manner.

Note: The primary survey must be completed, and transport/treatment decision made within 10 minutes.

EQUIPMENT: PPE (Eye Protection/Gloves), patient or manikin

COMPETENCY: The student will be able to correctly assess and treat a trauma patient within a timely manner.

REVISED DATE: Jan 2025

Actual Time Started: _____	Possible Points	Awarded
Takes appropriate body substance isolation precautions.	1	
Dispatch and SCENE SIZE-UP		
Determines the scene/situation is safe and consider dispatch information. "What does my scene look like?"	1	
Determines the mechanism of injury/nature of illness.	1	
Determines the number of patients.	1	
Requests additional EMS assistance if necessary. (ex: ALS, Hazmat, Heavy Rescue, Air Medical, power company, bystanders)	1	
Considers Spinal Motion Restriction	1	
PRIMARY SURVEY/RESUSCITATION (Must be performed before secondary assessment)		
Verbalizes general impression of the patient. <ul style="list-style-type: none"> Assesses patient's overall appearance Work of breathing. (1 point) Note patient's skin appearance (1 point) Note patient's LOC (AVPU) (1 point) 	3	
While approaching patient: <ul style="list-style-type: none"> Visualize any major bleeding (1 point) Greets patient, confirms MOI (1 point) Determines chief complaint (1 point) 	3	
Airway <ul style="list-style-type: none"> Opens and assesses airway (1 point) Inserts adjunct as indicated (1 point) 	2	
Breathing <ul style="list-style-type: none"> Assess breathing (1 point) Assures adequate ventilation (1 point) Listens to lung sounds (1 point) Initiates appropriate oxygen therapy (1 point) Manages any injury which may compromise breathing or ventilation (1 point) 	5	



Training Skill Sheet EMT-2

STUDENT NAME: _____

Circulation <ul style="list-style-type: none"> • Checks pulse (1point) • Assesses for and controls major bleeding if present (1 point) • Assess skin [skin color, temperature, or condition] (1 point) • Consider shock management and initiate as appropriate [positions patient properly, conserves body heat] (1 point) 	4	
Identifies patient priority based off ABC's (Critical or Stable) and activates trauma alert if needed (If Critical transport immediately if possible)	1	
SECONDARY ASSESSMENT		
Head <ul style="list-style-type: none"> • Inspects and palpates scalp and ears (1 point) • Assesses eyes (1 point) • Inspects mouth, nose and assesses facial area (1 point) • Manage any wounds not previously treated (1 point) 	4	
Neck <ul style="list-style-type: none"> • Checks position of trachea (1 point) • Checks jugular veins (1 point) • Palpates cervical spine (1 point) • Manage any wounds not previously treated (1 point) 	4	
Chest <ul style="list-style-type: none"> • Inspects chest (1 point) • Palpates chest (1 point) • Auscultates lung sounds (1 point) • Manage any wounds not previously treated (1 point) 	4	
Abdomen/pelvis <ul style="list-style-type: none"> • Inspects and palpates abdomen (1 point) • Assesses pelvis (1 point) • Verbalizes assessment of genitalia/perineum as needed (1 point) • Manage any wounds not previously treated (1 point) 	4	
Lower extremities <ul style="list-style-type: none"> • Inspects, palpates, and assesses motor, sensory and distal circulatory functions (1 point/leg) • Manage any wounds not previously treated (1 point) 	3	
Upper extremities <ul style="list-style-type: none"> • Inspects, palpates, and assesses motor, sensory and distal circulatory functions (1 point/arm) • Manage any wounds not previously treated (1 point). 	3	
Assesses posterior thorax, lumbar and sacral spine, and buttocks.(1 point) <ul style="list-style-type: none"> • Manage any wounds not previously treated. (1 point) 	3	



Training Skill Sheet EMT-2

STUDENT NAME: _____

VITAL SIGNS and History Taking		
Obtains or delegates baseline vital signs [must include but not limited to BP, P and R]. (1 point each)	3	
Attempts to obtain SAMPLER History. <ul style="list-style-type: none"> • Signs and Symptoms (1 point) • Allergies (1 point) • Medications (1 point) • Last oral intake (1 point) • Events leading up to (1 point) • Risk factors (1 point) 	6	
Attempts to obtain OPQRST History. <ul style="list-style-type: none"> • On set (1 point) • Provocations (1 point) • Quality (1 point) • Radiation/Region (1 point) • Severity/Scale (1 point) • Time (1 point) 	6	
MANAGEMENT OF PATIENT THROUGHOUT CALL		
Manage problems associated with airway, breathing, hemorrhage, or shock throughout call.	1	
Assess for and provide spinal motion restriction when indicated.	1	
Provides accurate radio report to receiving agency and activate trauma alert if not previously activated (if needed).	1	
Reassess the patient's ABC, LOC, Vitals, interventions every 5(critical) or 15 minutes (stable).	1	
Treats all life threatening and secondary wounds appropriately per scope of practice.	1	
Transports patient to closest appropriate facility if not done so already.	1	
Actual Time Ended: _____		
Total:	70	



Training Skill Sheet EMT-2

STUDENT NAME: _____

Critical Criteria:

- Failure to take or appropriate body substance isolation precautions.
- Failure to initiate or call for transport of the patient within 10-minute time limit if critical.
- Failure to determine scene safety.
- Failure to assess for and provide spinal motion restriction when indicated.
- Failure to provide adequate oxygen delivery when indicated.
- Failure to assess/provide adequate ventilation.
- Failure to find or appropriately manage problems associated with airway, breathing, hemorrhage, or shock.
- Failure to differentiate patient's need for immediate transportation versus continued assessment/treatment at the scene.
- Performs other assessments before assessing/treating threats to airway, breathing and circulation.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable effect with patient or other personnel.
- Use or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-2

STUDENT NAME: _____

PATIENT ASSESSMENT – MEDICAL

OBJECTIVE: The student will demonstrate the ability to adequately assess and treat a medical patient within a timely manner.

Note: The student must complete the primary survey and determine transport and treatment within **15 minutes**.

EQUIPMENT: PPE (Eye Protection/Gloves), patient

COMPETENCY: The student will be able to assess and treat a medical patient within a timely manner.

REVISED DATE: Jan 2025

	Possible Points	Points Awarded
Actual time Began _____		
Takes appropriate body substance isolation precautions.	1	
SCENE SIZE-UP		
Determines the scene/situation is safe.	1	
Determines the mechanism of injury/nature of illness.	1	
Determines the number of patients.	1	
Requests additional EMS assistance if necessary.	1	
Considers Spinal Motion Restriction.	1	
PRIMARY SURVEY/RESUSCITATION		
Verbalizes general impression of the patient. (1 point) While approaching patient: <ul style="list-style-type: none"> • Greets patient, confirms NOI (1 point) • Determines chief complaint/apparent life-threats. (1 point) • Assesses patient’s overall appearance <ul style="list-style-type: none"> ○ Work of breathing. (1 point) ○ Note patient’s skin appearance (1 point) ○ Note patient’s LOC (AVPU) (1 point) 	6	
Airway <ul style="list-style-type: none"> • Opens and assesses airway (1 point) • Inserts adjunct as indicated (1 point) 	2	
Breathing <ul style="list-style-type: none"> • Assess breathing (1 point) • Assures adequate ventilation (1 point) • Listens to lung sounds (1 point) • Initiates appropriate oxygen therapy (1 point) • Manages any injury which may compromise breathing/ventilation (1 point) 	5	
Circulation <ul style="list-style-type: none"> • Checks pulse (1 point) • Assess skin [either skin color, temperature, or condition] (1 point) • Assesses for and controls major bleeding if present (1 point) • Consider shock management and initiate as appropriate [positions patient properly, conserves body heat] (1 point) 	4	



Training Skill Sheet EMT-2

STUDENT NAME: _____

HISTORY TAKING			
History of the present illness <ul style="list-style-type: none"> • Onset (1 point) • Quality (1 point) • Severity (1 point) 	<ul style="list-style-type: none"> • Provocation/Palliation (1 point) • Radiation (1 point) • Time (1 point) 	6	
Clarifying questions related to history from <i>Medical Assessment Question List</i> (2 points)		2	
Past medical history – SAMPLER <ul style="list-style-type: none"> • Signs and Symptoms –(1 point) • Allergies (1 point) • Medications (1 point) 	<ul style="list-style-type: none"> • Past pertinent history (1 point) • Last oral intake (1 point) • Events leading to present illness (1 point) • Risk factors (1 point) 	7	
SECONDARY ASSESSMENT and PHYSICAL EXAM			
Assesses and performs exam based on affected body part/system as necessary (inspect, auscultate, & palpate) -Cardiovascular: JVD, chest pain, pedal edema, orthostatic symptoms (i.e. dizziness on standing). -Neurological: stroke scale, pupils, mental status, sensation, movement, strength. -Integumentary: skin findings, temperature & color, bruising, petechiae. -Reproductive: menstrual findings, genitalia skin rashes, discharge. -Pulmonary: work of breathing, breath sounds, edema, pulse ox, weight gain. -Musculoskeletal: strength, coordination, skin findings, tingling, pain & tenderness. -GI/GU: vomiting, distention, rigidity, guarding & bowel/bladder changes. -Psychological/Social: drinking, smoking, drug use - Endocrine: breath odors, hunger/thirst, insulin pump, recent illnesses.		1	
VITAL SIGNS (Can be delegated to a team member)			
<ul style="list-style-type: none"> • Blood pressure (1 point) • Pulse (1 point) • Respiratory rate and quality (1 point each) • BGL (1 point) • Pulse ox (1 point) • Temperature (1 point) • Lung sounds (1 point) • End Tidal CO₂ (1 point) 		8	
MANAGEMENT OF PATIENT THROUGHOUT			
Demonstrates how and when to reassess the patient to determine changes in condition.		1	
Interventions and treatment are appropriate to EMT's level.		1	
Manage problems associated with airway, breathing, hemorrhage, or shock.		1	



Training Skill Sheet EMT-2

STUDENT NAME: _____

Assess for and provide spinal protection when indicated.	1	
Provides accurate radio report to receiving agency/facility.	1	
Transports patient to the closest appropriate facility or hands off to receiving agency.	1	
Actual Time Ended: _____		
Total:	53	

Medical Assessment Questions List (Numbers in parentheses relate to the number of questions which must be asked to get credit for having completed this step).			
<p>Altered Mental Status (5/8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of episode <input type="checkbox"/> Duration <input type="checkbox"/> Onset <input type="checkbox"/> Associated symptoms <input type="checkbox"/> Evidence of trauma <input type="checkbox"/> Interventions <input type="checkbox"/> Seizures <input type="checkbox"/> Fever <p>Allergic Reaction (4/6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> History of allergies <input type="checkbox"/> Exposed to what? <input type="checkbox"/> How exposed? <input type="checkbox"/> Effects <input type="checkbox"/> Progression <input type="checkbox"/> Interventions 	<p>Environmental (3/5)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Source <input type="checkbox"/> Environment <input type="checkbox"/> Duration <input type="checkbox"/> Loss of consciousness <input type="checkbox"/> Effects-general or local <p>Cardiac/Respiratory (4/6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Past History <input type="checkbox"/> Associated Symptoms <input type="checkbox"/> Quality <input type="checkbox"/> Radiation <input type="checkbox"/> Severity <input type="checkbox"/> Time <p>Acute Abdomen (3/5)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Location of pain <input type="checkbox"/> Bleeding or discharge <input type="checkbox"/> Orthostatic symptoms <input type="checkbox"/> Last menstrual period <input type="checkbox"/> Blood in feces, urine or vomit 	<p>Syncope (4/7)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Length of time unconscious <input type="checkbox"/> Position <input type="checkbox"/> History <input type="checkbox"/> Blood in vomit or stool <input type="checkbox"/> Trauma <input type="checkbox"/> Incontinence <input type="checkbox"/> Orthostatic symptoms <p>Poisoning & OD (4/6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Substance <input type="checkbox"/> When exposed/ingested <input type="checkbox"/> Amount <input type="checkbox"/> Time period <input type="checkbox"/> Interventions <input type="checkbox"/> Estimated weight 	<p>Behavioral (3/4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do you feel? <input type="checkbox"/> Determine if suicidal <ul style="list-style-type: none"> ▪ “Were you trying to hurt yourself?” ▪ “Have you been feeling that life is not worth living?” ▪ “Have you been feeling like killing yourself?” ▪ “Do you have a plan?” <input type="checkbox"/> Medical problem <input type="checkbox"/> Interventions <p>Obstetrics (4/6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are you pregnant? <input type="checkbox"/> How long? <input type="checkbox"/> Pain or contraction <input type="checkbox"/> Bleeding or discharge <input type="checkbox"/> Do you want to push? <input type="checkbox"/> Last menstrual period



Training Skill Sheet EMT-2

STUDENT NAME: _____

Critical Criteria:

- Failure to initiate or call for transport of the patient within 15-minute time limit if critical.
- Failure to take appropriate body substance isolation precautions.
- Failure to determine scene safety before approaching patient.
- Failure to voice and provide appropriate oxygen therapy if needed.
- Failure to assess/provide adequate ventilation.
- Failure to assess or appropriately manage problems associated with airway, breathing, hemorrhage, or shock.
- Failure to differentiate patient's need for immediate transportation versus continued assessment or treatment at the scene.
- Performs secondary examination before assessing and treating threats to airway, breathing and circulation.
- Failure to provide accurate report to arriving EMS unit or receiving facility.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-2

STUDENT NAME: _____

EMT-2 CARDIAC ARREST MANAGEMENT

OBJECTIVE: The student will demonstrate the ability to:

- Adequately coordinate resuscitative measures for a patient in cardiac arrest
- Perform defibrillation per AED, perform or delegate other appropriate interventions
- Correctly administer indicated medications for the given condition. References for dosing should follow the current NASEMSO Model EMS Clinical Guidelines or as approved by service Medical Director.

EQUIPMENT AND ASSISTANTS: PPE (Eye Protection/Gloves), defibrillation manikin, AED trainer or cardiac monitor with AED mode, defibrillation pads, dysrhythmia simulator (if needed for cardiac monitor or manikin), at least 2 assistants (trained to a minimum of healthcare provider CPR), IV/IO equipment and supplies, multiple doses of epinephrine 0.1mg/ml (1mg/ 10ml), additional medications, and airway care equipment and supplies, including supraglottic airway adjunct(s).

COMPETENCY: The candidate will be able to correctly coordinate and perform resuscitative measures for a patient in cardiac arrest.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Checks for responsiveness and absence of breathing.	1	
Checks for a pulse and/ or signs of life for no more than 10 seconds and directs assistants to start CPR (compressions and ventilations) as indicated.	1	
Powers on AED and applies defibrillation pads to patient.	1	
Stops CPR, if needed, to analyze rhythm.	1	
Follows AED prompts.	1	
If shock is indicated: <ul style="list-style-type: none"> • Ensures defibrillator is charged <ul style="list-style-type: none"> ○ Compressions may continue during defibrillator charging • States “CLEAR,” and visually checks that other rescuers are clear of patient • Delivers shock to patient with minimal interruption of CPR • Immediately directs assistant to resume compressions 	1	
If no shock is indicated <ul style="list-style-type: none"> • Immediately directs assistant to resume compressions 	1	
Assesses and ensures the adequacy of compressions and ventilations (to include rotating compressors at least every two minutes).	1	
Uses or directs use of appropriate basic airway adjunct or device as needed.	1	
Obtains IV/IO access (this may happen any time after the first AED analysis and shock delivery if indicated).	1	
Every two minutes (or 5 cycles of CPR), repeats rhythm analysis and follows AED prompts (management of AED may be delegated after first AED analysis).	1	
Immediately directs assistants to resume CPR.	1	
Administers or directs administration of epinephrine 0.1mg/1ml (1mg/10ml) concentration IV/IO	1	



Training Skill Sheet EMT-2

STUDENT NAME: _____

given every 3-5 minutes.		
Inserts and secures supraglottic airway (confirms placement via ETCO ₂ and lung sounds) with no interruption in compressions (this may happen any time after the first AED analysis and shock delivery, if indicated).	1	
Performs continuous CPR throughout with no breaks exceeding 10 seconds.	1	

TOTAL: 16

Critical Criteria:

- Failure to take standard precautions.
- Failure to perform continuous CPR throughout with no breaks exceeding 10 seconds.
- Allowing compressors to perform more than 2 minutes of CPR at a time.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-2

STUDENT NAME: _____

INTRAVENOUS THERAPY

OBJECTIVE: The student will demonstrate the ability to adequately perform venipuncture and begin intravenous therapy.

EQUIPMENT: PPE (Eye Protection/Gloves), IV fluid, assorted catheters, administration set, tape, tourniquet, SHARPS container, IV manikin, gauze, alcohol, or iodine swabs.

COMPETENCY: The student will be able to correctly perform venipuncture and begin intravenous therapy.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance Isolation precautions.	1	
Checks selected IV fluid for: -Proper fluid (1 point) -Clarity (1 point) -Expiration date (1 point)	3	
Selects appropriate catheter.	1	
Selects proper administration set.	1	
Connects IV tubing to the IV bag.	1	
Prepares administration set (fills drip chamber and flushes tubing).	1	
Cuts or tears tape (at any time before venipuncture).	1	
Applies tourniquet.	1	
Palpates suitable vein.	1	
Cleanses site appropriately.	1	
Performs venipuncture. <ul style="list-style-type: none"> • Inserts stylet (1 point) • Notes or verbalizes flashback (1 point) • Occludes vein proximal to catheter (1 point) • Removes stylet (1 point) • Connects IV tubing to catheter (1 point) 	5	
Disposes proper disposal of needle in sharps container.	1	
Releases tourniquet.	1	
Runs IV for a brief period to assure patent line.	1	
Secures catheter (tapes securely).	1	
Adjusts flow rate as appropriate.	1	
Total:	22	
BLOOD DRAW FROM IV CATHETER (Optional Addition to IV Start)		
Prior to connecting IV tubing to IV catheter, connect a transfer device per local protocol.	1	
Withdraw blood per procedure based on type of transfer device.	1	
Transfers blood to blood collection tubes in a safe manner.	1	
Labels blood collection tubes with at minimum- patient identifier, date, time, and initials of collector (requirements based on lab receiving blood).	1	



Training Skill Sheet EMT-2

STUDENT NAME: _____

Manages tubes according to manufacturer recommendation (inversion, for example).	1	
Connects IV tubing to catheter and adjust flow rate OR Injects saline into saline lock.	1	
TOTAL	6	

Critical Criteria:

- Failure to take appropriate body substance isolation precautions prior to performing venipuncture.
- Contaminates equipment or site without appropriately correcting the situation.
- Performs any improper technique resulting in the potential for uncontrolled hemorrhage, catheter shear, or air embolism.
- Failure to dispose of sharps in sharps container.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-2

STUDENT NAME: _____

DIRECTLY OBTAINING BLOOD FOR LABORATORY ANALYSIS (Optional)

OBJECTIVE: The student will demonstrate the ability to adequately perform venipuncture and withdraw samples for laboratory analysis with clean technique.

EQUIPMENT: PPE (Eye Protection/Gloves), assorted phlebotomy needles, blood collection tubes compatible with needles, phlebotomy needle holders as needed, syringes for collection (if used) and transfer needles, tape, tourniquet, sharps container, IV manikin, gauze, alcohol, or chlorhexidine swabs.

COMPETENCY: The candidate will be able to correctly perform venipuncture and withdraw blood sample(s).

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions (prior to venipuncture).	1	
Selects appropriate phlebotomy needle and supplies.	1	
Selects proper blood collection tubes.	1	
Prepares tape or adhesive bandage (at any time before venipuncture).	1	
Applies tourniquet.	1	
Palpates suitable vein.	1	
Cleanses site appropriately.	1	
Performs venipuncture: <ul style="list-style-type: none"> • Inserts needle • Notes or verbalizes pop or flashback (1 point) • Connects collection system without dislodging needle (1 point) • Fills blood collection tubes to appropriate fill requirements (1 point) • Removes tourniquet (1 point) • Removes needle and engages safety device (1 point) 	5	
Disposes/verbalizes proper disposal of needle in proper container.	1	
If using syringe, transfers blood to blood collection tubes in safe manner.	1	
Applies direct pressure and covers site.	1	
Labels blood collection tubes with patient name, date, time, and initials of collector.	1	
Assures tourniquet is not applied to patient for longer than two minutes throughout procedure.	1	
Manages tubes according to manufacturer recommendation (inversion, for example).	1	

Total: 18



Training Skill Sheet

EMT-2

STUDENT NAME: _____

Critical Criteria:

- Failure to take appropriate body substance isolation precautions prior to performing venipuncture.
- Contaminates equipment or site without appropriately correcting the situation.
- Performs any improper technique resulting in the potential for uncontrolled hemorrhage, nerve damage, or undue injury.
- Failure to dispose disposal of blood-contaminated sharps immediately in proper container at the point of use.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-2

STUDENT NAME: _____

INTRASOSSEOUS INFUSION AND LIDOCAINE FOR IO PAIN ADMINISTRATION

OBJECTIVE: The student will demonstrate the ability to adequately insert an intraosseous needle, check for proper needle placement, stabilize the needle, and administer fluid.

EQUIPMENT: PPE (Eye Protection/Gloves), Intraosseous needle, IO simulator, gauze roller bandage, IV fluids, IV administration set, 10 ml syringe (or larger), E-Z IO device if available., sharps container.

COMPETENCY: The student will be able to insert an intraosseous needle and begin intraosseous fluid therapy. Optionally - student will be able to provide pain relief from fluid administration to a conscious patient via the use of Lidocaine.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes body substance isolation precautions.	1	
Explains the procedure to the patient's parent or guardian if present.	1	
Assembles equipment and fills syringe with appropriate fluid.	1	
Exposes and selects proper anatomical site for IO infusion: <ul style="list-style-type: none"> • humeral head (adult) • tibial (adult and peds) • distal femur (adult and peds) • iliac crest (adult) 	1	
Cleans IO site using aseptic technique.	1	
Selects appropriately sized needle for anatomical site.	1	
Inserts device at a 90° angle to the bony landmark and away from epiphyseal plate.	1	
Uses device appropriately: <ul style="list-style-type: none"> • Bone marrow aspiration needle penetrates the bone with firm pressure and a rotary. ("screwdriver") motion. A "pop" and sudden lack of resistance signals entry into the marrow cavity. • Bone Injection Gun ® (BIG) needle penetrates the bone with firm pressure delivered by spring-loaded device. A "pop" and sudden lack of resistance signals entry into the marrow cavity. • E-Z IO ® or Drill-assisted or similar mechanical application device: Inserts needle under skin and verbalizes contact with bone. Using drill or device without undue force, penetrates the bone and promptly stops while noting a "pop" and sudden lack of resistance, signaling entry into the marrow cavity. • Or, in accordance with manufacturer's recommendation if different from above. 	1	
Manually stabilizes device.	1	
Removes stylet (if applicable) and places in sharps container.	1	
Attaches syringe and aspirates for marrow contents <i>(if appropriate for device)</i> .	1	
Flushes the device and observes site for infiltration.	1	
Attaches IV administration set and administers proper fluid.	1	
Secures device.	1	
Checks administration rate and IO site for infiltration.	1	
Disposes of sharps appropriately.	1	
TOTAL	16	
ADMINISTRATION OF LIDOCAINE FOR INTRASOSSEOUS PAIN-CONCIOUS PATIENT		



Training Skill Sheet EMT-2

STUDENT NAME: _____

Confirms lidocaine dose per institutional protocol: <ul style="list-style-type: none"> • Adults: Typical initial dose is 40 mg • Infant/Child: Typical initial dose is 0.5 mg/kg, NOT to exceed 40 mg 	1	
Primes extension set with lidocaine <i>(Note that the priming volume of the EZ-Connect® extension set is approximately 1 mL).</i>	1	
Slowly infuses lidocaine IO over 120 seconds.	1	
Allows lidocaine to dwell in IO space 60 seconds prior to pushing fluids.	1	
Total:	4	

Critical Criteria:

- Failure to take body substance isolation precautions.
- Failure to expose and select appropriate anatomical site for age.
- Failure to insert device at 90° angle and away from the epiphyseal plate.
- Failure to remove stylet and place in sharps container.
- Failure to slowly flush device and observe for infiltration.
- Failure to determine and deliver proper dose of Lidocaine at proper rate.
- Failure to perform skill with an aseptic technique.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-2

STUDENT NAME: _____

MEDICATION ADMINISTRATION INTRAVENOUS BOLUS

OBJECTIVE: The student will demonstrate the ability to adequately perform intravenous bolus medication therapy.

EQUIPMENT: PPE (Eye Protection/Gloves), IV bolus medication, sharps container, IV manikin, established IV with tubing and IV fluid, alcohol swab.

COMPETENCY: The student will be able to correctly administer IV bolus medications.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Ask patient for known allergies.	1	
Selects correct medication. Selects appropriate medication from available supply.	1	
Assures correct concentration of medication.	1	
Checks medication expiration date.	1	
Checks medication for clarity.	1	
Confirms correct dose.	1	
Assembles syringe correctly and dispels air.	1	
Identifies and cleanses injection site closest to the patient (Y-port or hub).	1	
Reaffirms medication.	1	
Stops IV flow.	1	
Reaffirm patent IV.	1	
Administers correct dose at proper push rate.	1	
Disposes proper disposal of syringe and needle in proper container.	1	
Restart IV on and adjusts drip rate to TKO/KVO or to previous drip rate.	1	
Reassesses the patient for desired effects, possible side effects, and adverse reactions.	1	
Records administration of medication.	1	
Total:	17	

Critical Criteria:

- Failure to continue to take appropriate body substance isolation precautions.
- Contaminates equipment or site without appropriately correcting the situation.
- Failure to adequately dispel air.
- Failure to affirm patent IV.
- Injects improper medication or dosage (wrong medication, incorrect amount, or pushes at inappropriate rate).
- Failure to restart IV fluid after injecting medication.
- Recaps needle or failure to dispose of syringe and other material in sharps container.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-2

STUDENT NAME: _____

MEDICATION ADMINISTRATION INTRAVENOUS INFUSION

OBJECTIVE: The student will demonstrate the ability to adequately prepare an admix medication and initiate infusion therapy at recommended rate.

EQUIPMENT: PPE (Eye Protection/Gloves), 50ml-100ml IV fluid, assorted syringes for withdrawing and admixing medication, administration set, tape, sharps container, IV manikin, gauze, alcohol, or chlorhexidine swabs, “medication added” labels and marker/pen.

COMPETENCY: The candidate will be able to correctly perform and label the admix medication and begin intravenous therapy at a recommended rate.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Asks patient for known allergies.	1	
Assures no contraindications for administration are present.	1	
Selects correct medication (including concentration).	1	
Selects correct IV infusion diluent and volume.	1	
Checks medication and IV bag for expiration date.	1	
Withdraws indicated amount of medication, or slightly more than indicated and expels excess.	1	
Continues to take appropriate PPE precautions.	1	
Cleanse port on IV bag or removes protective seal and maintains clean surface.	1	
Injects entirety of medication and gently mixes contents of IV bag.	1	
Disposes proper disposal of syringe and needle in proper container.	1	
Spikes bag with new IV tubing with clean technique.	1	
Primes (flushes) IV tubing to clear air in tubing, with minimal loss of fluid.	1	
Stops IV flow of primary line (if primary line remains connected to patient) or initiates therapy in separate patent IV site.	1	
Reaffirm patent IV.	1	
Turns on IV flow of secondary line and adjusts to proper infusion rate.	1	
Observe patient for desired effect and adverse side effects.	1	
Advise receiving facility or team of medication administration.	1	
Total:	18	



Training Skill Sheet

EMT-2

STUDENT NAME: _____

Critical Criteria:

- Failure to continue to take appropriate PPE precautions.
- Contaminates equipment or site without appropriately correcting the situation.
- Failure to adequately dispel air in IV tubing, resulting in potential for air embolism.
- Injects improper medication or dosage (wrong medication, incorrect amount, or infuses at inappropriate rate).
- Failure to affirm patent IV.
- Failure to label medication with name and dose of medication.
- Recaps needle or failure to dispose of syringe and other material in proper container.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



ALASKA EMS PSYCHOMOTOR PORTFOLIO SIGN OFF: EMT-3

Skill Performed	Initials/Date	Initials/Date	Instructor Initials/Date
12-lead Placement & Interpretation			
Advanced Patient Assessment & Management- Trauma			
Advanced Patient Assessment & Management- Medical			
Advanced Cardiac Arrest Management			
Dynamic Cardiology			
Defibrillation- Manual			
Synchronized Cardioversion			
Transcutaneous Pacing			
Med Admin - Intravenous Bolus			
Med Admin - Intravenous Infusion			

Instructor Name: _____

Course #: _____

Instructor
Signature: _____

Date: _____



Training Skill Sheet EMT-3

STUDENT NAME: _____

12-LEAD PLACEMENT & INTERPRETATION

OBJECTIVE: The student will demonstrate the ability to set up, apply, monitor, and interpret 12-lead ECG in order to give appropriate treatment to a patient.

EQUIPMENT: PPE (Eye Protection/Gloves), monitor with four and 12-lead capabilities, razor, manikin,

COMPETENCY: The candidate will be able to correctly set up, apply, and interpret a 12-lead ECG on a simulated patient.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Explains procedure to the patient.	1	
Prepares the patient (shaving and cleansing as needed).	1	
<i>Places limb and precordial leads in the proper positions</i>		
Limb leads (placement may vary by device manufacturer).	1	
V1 – attaches positive electrode to the right of the sternum at the 4 th intercostal space.	1	
V2 – attaches positive electrode to the left of the sternum at the 4 th intercostal space.	1	
V4 – attaches positive electrode at the midclavicular line 5 th intercostal space.	1	
V6-- attaches positive electrode to the midaxillary line 5 th intercostal space.	1	
V3 – attaches positive electrode in line between V2 & V4.	1	
V5 – attaches positive electrode at the anterior axillary line 5 th intercostal space.	1	
Places patient in the appropriate semi-fowler position.	1	
Instructs patient to breath normal, lay still, and not talk.	1	
Turns on ECG machine.	1	
Obtains the 12-Lead ECG recording.	1	
Examines the tracing for acceptable quality.	1	
Transmits 12-Lead to the receiving facility if available.	1	
<i>EMT III/AEMT Additional</i>		
Interprets 12-Lead ECG to local standard and reports findings as needed.	1	
Repeats 12-Lead ECG every 5 – 10 minutes in high-risk patients and post treatment.	1	
TOTAL:	19	

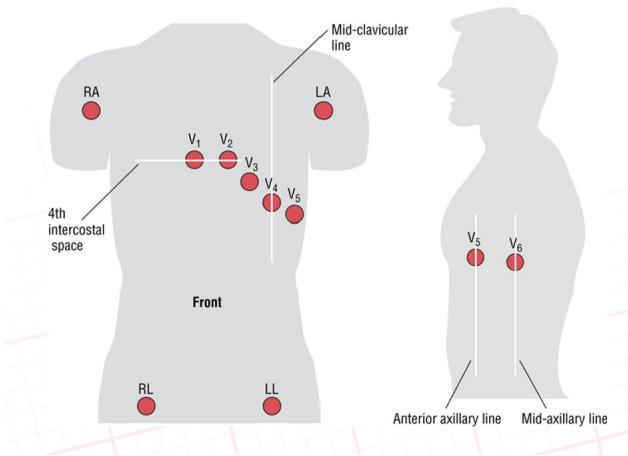


Training Skill Sheet EMT-3

STUDENT NAME: _____

Critical Criteria:

- Failure to take standard precautions.
- Failure to obtain a legible 12-lead ECG recording.
- Failure to correctly interpret 12-lead ECG recording.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Infarct Regions on ECG

I Lateral	aVR	V ₁ Septal	V ₄ Anterior
II Inferior	aVL High Lateral	V ₂ Septal	V ₅ Lateral
III Inferior	aVF Inferior	V ₃ Anterior	V ₆ Lateral



Training Skill Sheet EMT-3

STUDENT NAME: _____

PATIENT ASSESSMENT - TRAUMA

OBJECTIVE: The student will demonstrate the ability to adequately assess and transport a trauma patient in a timely manner.

Note: The primary survey must be completed, and transport/treatment decision made within 10 minutes.

EQUIPMENT: PPE (Eye Protection/Gloves), patient or manikin

COMPETENCY: The student will be able to correctly assess and treat a trauma patient within a timely manner.

REVISED DATE: Jan 2025

Actual Time Started: _____	Possible Points	Awarded
Takes appropriate body substance isolation precautions.	1	
Dispatch and SCENE SIZE-UP		
Determines the scene/situation is safe and consider dispatch information. "What does my scene look like?"	1	
Determines the mechanism of injury/nature of illness.	1	
Determines the number of patients.	1	
Requests additional EMS assistance if necessary. (ex: ALS, Hazmat, Heavy Rescue, Air Medical, power company, bystanders)	1	
Considers Spinal Motion Restriction	1	
PRIMARY SURVEY/RESUSCITATION (Must be performed before secondary assessment)		
Verbalizes general impression of the patient. <ul style="list-style-type: none"> Assesses patient's overall appearance Work of breathing. (1 point) Note patient's skin appearance (1 point) Note patient's LOC (AVPU) (1 point) 	3	
While approaching patient: <ul style="list-style-type: none"> Visualize any major bleeding (1 point) Greets patient, confirms MOI (1 point) Determines chief complaint (1 point) 	3	
Airway <ul style="list-style-type: none"> Opens and assesses airway (1 point) Inserts adjunct as indicated (1 point) 	2	
Breathing <ul style="list-style-type: none"> Assess breathing (1 point) Assures adequate ventilation (1 point) Listens to lung sounds (1 point) Initiates appropriate oxygen therapy (1 point) Manages any injury which may compromise breathing or ventilation (1 point) 	5	



Training Skill Sheet EMT-3

STUDENT NAME: _____

Circulation <ul style="list-style-type: none"> • Checks pulse (1point) • Assesses for and controls major bleeding if present (1 point) • Assess skin [skin color, temperature, or condition] (1 point) • Consider shock management and initiate as appropriate [positions patient properly, conserves body heat] (1 point) 	4	
Identifies patient priority based off ABC's (Critical or Stable) and activates trauma alert if needed (If Critical transport immediately if possible)	1	
SECONDARY ASSESSMENT		
Head <ul style="list-style-type: none"> • Inspects and palpates scalp and ears (1 point) • Assesses eyes (1 point) • Inspects mouth, nose and assesses facial area (1 point) • Manage any wounds not previously treated (1 point). 	4	
Neck <ul style="list-style-type: none"> • Checks position of trachea (1 point) • Checks jugular veins (1 point) • Palpates cervical spine (1 point) • Manage any wounds not previously treated (1 point) 	4	
Chest <ul style="list-style-type: none"> • Inspects chest (1 point) • Palpates chest (1 point) • Auscultates lung sounds (1 point) • Manage any wounds not previously treated (1 point) 	4	
Abdomen/pelvis <ul style="list-style-type: none"> • Inspects and palpates abdomen (1 point) • Assesses pelvis (1 point) • Verbalizes assessment of genitalia/perineum as needed (1 point) • Manage any wounds not previously treated (1 point) 	4	
Lower extremities <ul style="list-style-type: none"> • Inspects, palpates, and assesses motor, sensory and distal circulatory functions (1 point/leg) • Manage any wounds not previously treated (1 point) 	3	
Upper extremities <ul style="list-style-type: none"> • Inspects, palpates, and assesses motor, sensory and distal circulatory functions (1 point/arm) • Manage any wounds not previously treated (1 point). 	3	
Assesses posterior thorax, lumbar and sacral spine, and buttocks.(1 point) <ul style="list-style-type: none"> • Manage any wounds not previously treated. (1 point) 	3	



Training Skill Sheet EMT-3

STUDENT NAME: _____

VITAL SIGNS and History Taking		
Obtains or delegates baseline vital signs [must include but not limited to BP, P and R]. (1 point each)	3	
Attempts to obtain SAMPLER History. <ul style="list-style-type: none"> • Signs and Symptoms • Allergies (1 point) • Medications (1 point) • Last oral intake (1 point) • Events leading up to (1 point) • Risk factors (1 point) 	6	
Attempts to obtain OPQRST History. <ul style="list-style-type: none"> • On set (1 point) • Provocations (1 point) • Quality (1 point) • Radiation/Region (1 point) • Severity/Scale (1 point) • Time (1 point) 	6	
MANAGEMENT OF PATIENT THROUGHOUT CALL		
Manage problems associated with airway, breathing, hemorrhage, or shock throughout call.	1	
Assess for and provide spinal motion restriction when indicated.	1	
Provides accurate radio report to receiving agency and activate trauma alert if not previously activated (if needed).	1	
Reassess the patient's ABC, LOC, Vitals, interventions every 5(critical) or 15 minutes(stable).	1	
Treats all life threatening and secondary wounds appropriately per scope of practice.	1	
Transports patient to closest appropriate facility if not done so already.	1	
Actual Time Ended: _____		
Total:	70	



Training Skill Sheet EMT-3

STUDENT NAME: _____

Critical Criteria:

- Failure to take or appropriate body substance isolation precautions.
- Failure to initiate or call for transport of the patient within 10-minute time limit if critical.
- Failure to determine scene safety.
- Failure to assess for and provide spinal motion restriction when indicated.
- Failure to provide adequate oxygen delivery when indicated.
- Failure to assess/provide adequate ventilation.
- Failure to find or appropriately manage problems associated with airway, breathing, hemorrhage, or shock.
- Failure to differentiate patient's need for immediate transportation versus continued assessment/treatment at the scene.
- Performs other assessments before assessing/treating threats to airway, breathing and circulation.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable effect with patient or other personnel.
- Use or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-3

STUDENT NAME: _____

ADVANCED CARDIAC ARREST MANAGEMENT

OBJECTIVE: The student will demonstrate the ability to adequately coordinate resuscitative measures for a patient in cardiac arrest, correctly identify a shockable rhythm, perform defibrillation, verbalize other appropriate interventions, and correctly state medications and dosages for given rhythm.

EQUIPMENT: PPE (Eye Protection/Gloves), defibrillation manikin, monitor/defibrillator, conductive medium (if required), dysrhythmia simulator, 2 CPR-trained assistants, IV equipment and supplies, airway care equipment and supplies, and appropriate medications.

COMPETENCY: The student will be able to correctly coordinate and perform resuscitative measures for a patient in cardiac arrest.

REVISED DATE: Jan 2025	Possible Points	Awarded Points
Takes body substance isolation precautions.	1	
Checks for responsiveness and absence of breathing.	1	
Checks for a pulse and/or signs of life for no more than 10 seconds and directs assistants to start CPR (compressions and ventilations) as indicated.	1	
Powers on monitor/defibrillator and applies defibrillation pads to patient.	1	
Stops CPR, if needed, to analyze rhythm.	1	
Recognizes shockable rhythm, charges defibrillator to manufacturers recommended energy level (360 J monophasic or appropriate biphasic setting). Compressions should continue during defibrillator charging.	2	
States "CLEAR," and visually checks that other rescuers are clear of patient.	1	
Defibrillates patient at appropriate energy level with minimal interruption of CPR.	1	
Immediately directs assistants to resume CPR for 5 cycles.	1	
Assesses the adequacy of compressions and ventilations; uses appropriate airway adjunct or device as needed.	1	
Obtains IV/IO access.	1	
Administers or directs administration of epinephrine 1 mg/10ml IV/IO (0.1mg/1ml) every 3-5 minutes while circulating medication with CPR.	1	
Repeats above steps of rhythm evaluation and defibrillation if needed.	1	
Immediately directs assistants to resume CPR.	1	
Administers or directs administration of initial dose of lidocaine 1 to 1.5 mg/kg IV/IO or Amiodarone 300 mg, as indicated, while circulating medication with CPR. Repeat as prescribed by Medical Direction.	1	
Repeats above steps of rhythm evaluation, defibrillation and medication as indicated.	1	
Performs continuous CPR throughout with no breaks exceeding 10 seconds.	1	
Manages ROSC, as indicated.	1	
Total:	19	

Critical Criteria:

- Failure to take standard precautions.
- Failure to perform continuous CPR throughout with no breaks exceeding 10 seconds.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-3

STUDENT NAME: _____

DYNAMIC CARDIOLOGY (Megacode)

OBJECTIVE: The student will demonstrate the ability to coordinate and perform resuscitative measures in the patient with potentially lethal dysrhythmias; including airway management, intravenous therapy, and administration of medications.

Optional EQUIPMENT: PPE (Eye Protection/Gloves), defibrillation manikin, monitor/defibrillator, conductive medium (if required), dysrhythmia generator, EMT/ETT trained assistants, IV equipment and supplies, ALS airway equipment, oxygen, BVM, and medications.

COMPETENCY: The student will be able to coordinate and perform resuscitative measures for a patient with a potentially lethal dysrhythmia.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes body substance isolation precautions.	1	
Checks patient responsiveness.	1	
Checks ABCs.	1	
Initiates CPR if appropriate.	1	
Attaches ECG monitor in a timely fashion (patches, or pads).	1	
Correctly interprets initial rhythm.	1	
Appropriately manages initial rhythm.	1	
Notes change in rhythm.	1	
Checks patient condition to include pulse and, if appropriate, BP.	1	
Correctly interprets second rhythm.	1	
Appropriately manages second rhythm.	1	
Notes change in rhythm.	1	
Checks patient condition to include pulse and, if appropriate, BP.	1	
Correctly interprets third rhythm.	1	
Appropriately manages third rhythm.	1	
Notes change in rhythm.	1	
Checks patient condition to include pulse and, if appropriate, BP.	1	
Correctly interprets fourth rhythm.	1	
Appropriately manages fourth rhythm.	1	
Orders supplemental oxygen if needed.	1	
Total:	20	



Training Skill Sheet EMT-3

STUDENT NAME: _____

Critical Criteria:

- Failure to deliver first shock in a timely manner.
- Failure to verify rhythm before delivering each shock.
- Failure to ensure the safety of self and others (verbalizes "All clear" and observes).
- Inability to deliver shock (does not use machine properly).
- Failure to demonstrate acceptable shock sequence.
- Failure to order initiation or resumption of CPR when appropriate.
- Failure to order correct management of airway.
- Failure to order administration of appropriate oxygen at proper time.
- Failure to diagnose and treat rhythms correctly.
- Orders administration of an inappropriate drug or lethal dosage.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-3

STUDENT NAME: _____

MANUAL DEFIBRILLATION

OBJECTIVE: The student will demonstrate the ability to recognize the need for electrical cardiac therapy and properly perform defibrillation on a cardiac arrest patient.

EQUIPMENT: PPE (Eye Protection/Gloves), defibrillation manikin, monitor/defibrillator, (if required), dysrhythmia simulator, CPR trained assistant.

COMPETENCY: The student will be able to correctly recognize the need for electrical cardiac therapy and perform defibrillation on an unmonitored cardiac arrest patient.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes body substance isolation precautions.	1	
Turns on monitor/defibrillator and selects appropriately sized pads.	1	
Perform skin preparation (drying chest, shaving chest, removing medication patches, etc. if necessary).	1	
Places pads correctly.	1	
Identify ventricular fibrillation or pulseless ventricular tachycardia on monitor.	1	
Sets appropriate defibrillator energy level.	1	
Charges defibrillator. Compressions should continue during charging.	1	
Says "CLEAR" and visually checks that other rescuers are clear of patient.	1	
Delivers shock.	1	
Immediately directs assistants to resume CPR.	1	
Actual Time Ended: _____	Total:	10

Critical Criteria:

- Failure to take body substance isolation precautions.
- Failure to identify V-fib or V-Tach.
- Failure to select appropriate defibrillator energy level.
- Failure to "Clear" patient.
- Failure to deliver Shock.
- Failure to immediately direct assistants to resume CPR.
- Failure to manage the patient as a competent EMT.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-3

STUDENT NAME: _____

SYNCHRONIZED CARDIOVERSION

OBJECTIVE: The student will demonstrate the ability to correctly administer a synchronized cardioversion shock for unstable tachycardia.

EQUIPMENT: PPE (Eye Protection/Gloves), ECG simulator/manikin capable of simulating and accepting a synchronized cardioversion, cardiac monitor capable of synchronized cardioversion.

COMPETENCY: The candidate will be able to administer a synchronized shock for unstable tachycardia.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Confirm patient is in symptomatic tachycardia: Rate is over 150 bpm for adults, 180 bpm for child, and 220 bpm for infants and Patient has any of the following: altered mental status, hypotension, shock, ischemic chest discomfort, or acute heart failure.	1	
Attaches 3 or 4 lead monitoring cables to patient and selects lead I, II or III.	1	
Attaches therapy cable/pads to patient (<i>AA or AP as directed by manufacturer</i>).	1	
Explains procedure to patient.	1	
Engages synchronization mode.	1	
Confirms “flags” on R waves and/or adjusts amplitude until flags appear, and/or changes lead.	1	
Selects appropriate energy level (<i>per ILCOR guidelines or as directed by defibrillator manufacturer</i>).	1	
Charges defibrillator.	1	
Says “CLEAR” and visually checks that other rescuers are clear of patient.	1	
Presses and holds shock button until shock is delivered.	1	
Reassesses rhythm and patient.	1	
If indicated, escalates energy (in stepwise fashion as directed by manufacturer) and delivers another synchronized shock following above procedure.	1	
Re-synchronizes before every shock.	1	
Total:	14	

Critical Criteria:

- Failure to take standard precautions.
- Failure to confirm symptomatic tachycardic patient.
- Failure to apply therapy cables.
- Failure to synchronize before every shock.
- Failure to select appropriate energy level for rhythm.
- Failure to deliver shock.
- Failure to reassess patient and/or deliver repeat shock as needed.
- Exhibits unacceptable affect with patient or other personnel.
- Uses or orders a dangerous or inappropriate intervention.



Training Skill Sheet EMT-3

STUDENT NAME: _____

TRANSCUTANEOUS PACING

OBJECTIVE: The student will demonstrate the ability to correctly apply a transcutaneous pacing device to a patient with unstable bradycardia.

EQUIPMENT: PPE (Eye Protection/Gloves), ECG simulator/manikin capable of simulating and accepting transcutaneous pacing, cardiac monitor capable of transcutaneous pacing.

COMPETENCY: The candidate will be able to administer transcutaneous pacing.

REVISED DATE: Jan 2025

	Possible Points	Awarded Points
Takes appropriate body substance isolation precautions.	1	
Confirm patient is in symptomatic bradycardia: Rate is under 50 bpm, and Patient has any of the following: altered mental status, hypotension, shock, ischemic chest discomfort, or acute heart failure.	1	
Attaches 3 or 4 lead monitoring cables to patient and selects lead I, II or III.	1	
Explains procedure to patient and considers analgesia.	1	
Attaches therapy cable/pads to patient (AA or AP as directed by manufacturer).	1	
Engages pacing mode.	1	
Confirms “flags” on R waves and/or adjusts amplitude until flags appear, and/or changes lead.	1	
Sets pacing rate to 80 bpm.	1	
Increases current (mA) output until consistent capture is achieved as evidenced by a pacing spike followed by a wide QRS and broad T wave.	1	
Confirms palpated pulse corresponds with paced rate.	1	
Reassesses patient.	1	
Total:	14	

Critical Criteria:

- Failure to take standard precautions.
- Failure to confirm symptomatic bradycardic patient.
- Failure to apply monitoring cables and therapy cables.
- Failure to select appropriate energy level for rhythm.
- Failure to deliver shock.
- Failure to reassess patient and or deliver repeat shock as needed.



ALASKA EMS PSYCHOMOTOR PORTFOLIO SIGN OFF: ALASKA AEMT

Skill Performed	Initials/Date	Initials/Date	Instructor Initials/Date
EMT 1- AK AEMT (must complete all skills listed in this page)			
End-Tidal Capnography			
12-Lead Placement & Interpretation			
Advanced Patient Assessment & Management- Medical			
Intravenous Therapy			
Intraosseous Infusion			
Med Admin - Lidocaine for Intraosseous Infusion Pain			
Med Admin Subcutaneous			
Med Admin - Intravenous Bolus			
Med Admin - Intravenous Infusion (Drip)			
EMT 2 to AK AEMT – Must complete the list below			
Advanced Patient Assessment & Management-Trauma			
Advanced Cardiac Arrest Management			
Dynamic Cardiology			
Defibrillation- Manual			
Synchronized cardioversion			
Transcutaneous Pacing			
EMT 3- AK AEMT – No new skills in this bridge course, but must complete the SMC as required			

Instructor Name: _____

Course #: _____

Instructor Signature: _____

Date: _____



ALASKA EMS PSYCHOMOTOR PORTFOLIO SIGN OFF: NR-AEMT TO AK-AEMT

Skill Performed	Initials/Date	Initials/Date	Instructor Initials/Date
12-Lead Placement & Interpretation			
Advanced Patient Assessment & Management- Medical			
Advanced Patient Assessment & Management-Trauma			
Advanced Cardiac Arrest Management			
Dynamic Cardiology			
Defibrillation- Manual			
Synchronized Cardioversion			
Transcutaneous Pacing			
Med Admin - Intravenous Bolus			
Med Admin - Intravenous Infusion			

Instructor Name: _____
 Instructor Signature: _____

Course #: _____
 Date: _____

