

**What It's Like to Be an Emergency Medical Services Professional**  
**Expert:** Paramedic and Emergency Medical Technician from Abbott EMS

**Targeted Grade Levels:** This program can be targeted to the grade level you teach.

**Availability:** Program requests must be made at least two weeks prior to your desired date. This program can be scheduled Mondays, Wednesdays and Thursdays. Other days may be arranged with advance notice. When enrolling, please let us know possible dates and times you'd like to schedule your interaction.

**Program Description:**

This program can be targeted to all grade levels, each with a different emphasis.

For grades 1 through 4, the experts will discuss Community Helpers, providing basic information about their role in communities and teach basic safety information.

For grades 5 through 12, you may choose a focus on what it's like to be an EMS. This program focuses on learning what it's like to be in this field. The experts will take students through an entire call, from being dispatched to the resolution. Included will be a tour of the truck and equipment, information on how to assess and treat a patient, the teamwork involved and the importance of education.

For a higher-level session for grades 5 through 12, consider a focus on how to think like an EMS. This session focuses on assessing and evaluating situations to see what may not be easily apparent but is important. Students will learn more about evaluating and reacting to emergencies, what to do while waiting for help and how to protect themselves, both physically and emotionally while dealing with an emergency.

**Program Objectives:**

Participants will...

- Understand the importance and duties of Community Helpers
- Learn what it is like to be an EMT or Paramedic
- Hear about the career path to get into this profession
- Learn the rewards of working as an EMT/Paramedic
- Gain a basic understanding of how to respond to an emergency, until help arrives
- Get insight into how to look at situations and see what is not apparent but important

**Program Format:**

**Introduction:**

- Program will begin with a short biography of the presenting EMT, Emergency Medical Technician, and Paramedic and an explanation of the differences between the two jobs.
- Give a short timeline of advances from funeral homes running the ambulance service to trained professional organizations.
- Talk about reality versus television or movies.
- Show the truck and important equipment.

**Heart of the Program:** This program may be tailored for three different audiences, 1st through 4th, 5th through 12th and 9th through 12th,

### **Regarding Community Helpers - 1st through 4th**

- Give examples of different kinds of Community Helpers; police, fire fighters, librarians, doctors, etc. Ask what kinds would work together.
- Remind them that it takes many kinds of Helpers to make a community.
- Ask what they know about EMTs/Paramedics and correct misconceptions.
- Talk about the team work.
- Explain about the importance of calling 9 1 1 in a REAL emergency and give examples for them to choose as real or not.
- Have them work on knowing their name and address.

### **Regarding What's It Like an EMS Professional - 5th through 12th**

- Run through a call, from being dispatched to the resolution.
- Explain the specific duties of each job and why working as a team is important to any call.
- What immediate evaluations occur and why, using medical terminology with explanations in lay terms, and using equipment on medical dolls as examples.
- Explain what protocols are worked under and why.
- Give examples of obstacles to be overcome, such as language, religious or cultural differences or tense crowd situations.
- Discuss the factors considered when deciding where to transport a patient to.
- Speak to their training and how it prepared them to look beyond the apparent to understand the situation.
- Discuss cues and clues they look for to evaluate the patient needs.
- Protecting themselves and the community during calls dealing with communicable diseases or hazardous waste.
- Address handling the emotional needs of family and others during the call, as well as their own emotional responses.
- Talk about the importance of ongoing training and education.

### **Conclusion:**

In all three programs there will be a wrap up, reemphasizing important points and a call for final questions.

**Cost and Payment:** \$150—Payment may be made via credit card or school district purchase order. Payment must be received prior to the scheduled program date. Members receive a 20 % discount on our Point to Point programs.

### **How To Connect for the Program:**

1. Via Zoom or other similar desktop videoconference software
2. Via h.323 Videoconference

**Cancellation Policy:** Once a date and time has been scheduled for your interaction, you can cancel or reschedule without penalty within 24 hours. After 24 hours and up to 7 days before your scheduled program, we'll refund 50% of your original fee. Within 7 days of the scheduled date, we do not offer a refund. Should an uncontrollable emergency occur (i.e.: snow day, etc.), we will work with you to reschedule the program for a new date and time but should that prove impossible, we will refund 50% of your original fee. Should our program expert or other circumstance force a

cancellation on our end from your original date, we will work with you to reschedule the program for a new date and time that works for you, or we will refund your purchase in full.

### **Pre-Program Activity Suggestions:**

1. Have students ready to tell how their community accesses emergency medical services.
2. Find and listen to 911 recordings on the internet and discuss with students, noting stress levels in the voices, how the emergencies are reported and how dispatchers handle the information and caller.
3. Have students write emergency scenarios, with explanations of the best way to report and respond.
4. Have students practice giving directions to a location when they do not have the address.
5. Send Us Your Advance Questions for Your Interaction: Work with students in advance of their interaction to determine up to the ten (10) most important questions you'd like to ask the experts during your program. Send these questions to us by completing the EMS Point to Point Worksheet document sent to you with preparatory materials for this program and also available on our Educate.Today website. E-mail it to us at [info@educate.today](mailto:info@educate.today) no less than three days prior to your scheduled interaction. Additional spontaneous questions will be encouraged during the program, but these questions will be used to organize the conversation.

### **Post-Program Activity Suggestions:**

1. Have students describe the traits and attributes they feel are important to being excellent EMTs.
2. Have students explain the importance of getting to know teammates and why teamwork is an important EMS competency.
3. Present a public health concern from the community to the class. Ask for ideas about ways in which EMS could be involved in prevention and education.

### **Featured National Standards:**

**SOCIAL SCIENCES--Civics**

GRADES K - 4

NSS-C.K-4.5 Roles of the Citizen

### **Common Core College and Career Readiness Anchor Standards**

College and Career Readiness Anchor Standards for Reading

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

College and Career Readiness Anchor Standards for Writing

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

2. American School Counselor Association National Standards for Students

American School Counselor Association (2004). ASCA National Standards for Students. A Alexandria, VA: Author.

In the area of Career Development:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.