

Emergency First Response
Basic Tactical Emergency Care
(EFR – BTEC)
Education and Training Standard

Version 2
June 2016

Mission Statement

“The Pre-Hospital Emergency Care Council protects the public by independently specifying, reviewing, maintaining and monitoring standards of excellence for the safe provision of quality pre-hospital emergency care”

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Version History

Version	Date	Details
1	May 2014	New Standard
2	June 2016	Removal of entry criteria 1c –which stipulates entrants must demonstrate a rationale for providing emergency first response in hostile or austere environments and be working or volunteering on behalf of a licensed CPG provider.

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Role and responsibility of an EFR with basic tactical emergency care training

An Emergency First Responder (EFR) is a person trained in Cardiac First Response (CFR) and Emergency First Response (EFR). In addition to basic life support cardiopulmonary resuscitation and automated external defibrillation skills, the EFR possesses defined skills in the further assessment and management of common medical emergencies and trauma, including common paediatric emergencies and in providing assistance during labour and childbirth. The EFR possesses appropriate knowledge and skills in assisting with the administration of certain prescribed medication. Emergency First Responders are skilled in assisting with the movement of patients and can practice key rescue skills under special authorisation according to CPGs. Finally the EFR has basic training in relevant medico-legal issues and in adopting a professional approach to interacting with patients and other emergency medical services in the pre-hospital setting.

The person certified in EFR-BTEC possesses additional knowledge and skill set in assessment and emergency care of patients in hostile or austere environments.

Learning outcomes for EFR–BTEC

There are competencies that students who achieve the EFR-BTEC standard are required to demonstrate. Upon completion of a recognised course the student will be able to:

1. **Recognise and assess** both common life-threatening and common serious medical conditions in a pre-hospital setting including hostile/austere environments.
2. **React** to a pre-hospital emergency utilising appropriate EFR-BTEC standard of care according to PHECC CPGs.
3. **Respond** in an effective, safe and appropriate manner to a medical emergency and trauma in both hostile or austere and non-hostile/austere pre-hospital environments utilising the appropriate skill set.
4. **Record and report** their actions and interventions appropriately during management and at handover to emergency medical services.
5. **Retain** a professional manner and approach in the performance of their duties as an EFR-BTEC.

The learning objectives in the standard refer to the management of adults and paediatrics unless stated otherwise. The standard of care management for patients with common medical emergencies and trauma is outlined in the PHECC clinical practice guidelines (CPGs).

The CPGs may be accessed from the PHECC website www.phecc.ie.

Framework for the standard: EFR–BTEC

Learning Outcome	Modules
Recognise and assess both common life-threatening and common serious medical conditions in a pre-hospital setting including hostile/austere environments.	Primary survey Secondary survey Anatomy and Physiology
React to a pre-hospital emergency utilising appropriate EFR-BTEC standard of care according to PHECC CPGs.	Continuum of pre-hospital emergency care Principles of lifting and moving Pharmacology
Respond in an effective, safe and appropriate manner to a medical emergency and trauma in both hostile or austere and non-hostile/austere pre-hospital environments utilising the appropriate skill set.	Airway and ventilation Respiratory emergencies Cardiac First Response Advanced ¹ Cardiovascular emergencies General medical emergencies Bleeding, shock and soft tissue injuries Musculoskeletal, head and spinal injuries Paediatrics Childbirth Basic tactical emergency care
Record and report their actions and interventions appropriately during management and at handover to emergency medical services.	Information management Communications
Retain a professional manner and approach in the performance of their duties as an EFR.	The wellbeing of the EFR Infection prevention and control Medico-legal issues concerning the EFR

¹ The CFR Advanced course is a pre or co-requisite to the EFR–BTEC standard.

Learning Outcome 1

Recognise and assess both common life-threatening and common serious medical conditions in a pre-hospital setting including hostile/austere environments.	Primary survey Secondary survey Anatomy and physiology
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Primary survey

At the completion of this module the student will be able to outline and demonstrate the elements of a primary survey for the medical and trauma patient while initiating interventions essential to maintain life in accordance with the appropriate CPG(s) and scope of practice for an EFR.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Discuss the components of scene assessment
2. List common hazards found at the scene
3. Explain the reason for identifying the need for additional help or assistance
4. Identify the assessments made under the following as part of a primary survey for a medical and trauma patient as appropriate:
 - Control life threatening haemorrhage
 - Airway
 - c- spine
 - Breathing
 - Circulation
 - Disability
 - Exposure
5. State the reason for the management of cervical spine until trauma is ruled out
6. Discuss the need for assessing the patient for external bleeding
7. Outline the methods for assessing Disability or AVPU assessment
8. List the procedure for Exposure to check for obvious injuries
9. Explain the need for consent prior to assessment and or care management

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Explain why basic life support airway and ventilation skills take priority over other emergency care skills
2. Recognise and respond appropriately to the feelings patients experience during assessment

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Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate the assessment of various scenarios for scene safety scene survey and scene situation while identifying potential hazards and controls
2. Demonstrate the appropriate patient assessments made as part of a primary survey for a medical and trauma patient

Secondary survey

At the completion of this module the student will be able to outline and demonstrate the elements of a secondary survey for the medical and trauma patient while considering findings and initiating care management in accordance with the appropriate CPG(s) and scope of practice for an EFR.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Outline the reason for forming a general impression of the patient
2. Collate a history based on the Pneumonic SAMPLE: Signs & Symptoms, Allergies, Medication, Pertinent medical history, Last intake, Event (SAMPLE)
3. Collate a focused history based on the Interview Pneumonic OPQRST: Onset, Provocation, Quality, Region / Referral / Recurrence / Relief, Severity and Time (OPQRST)
4. List the components of the detailed physical exam/ head to toe survey
5. Describe the methods for assessing Circulation, Sensation and Movement (CSM)
6. Outline the precautions to take during and after searching the patient for identification and medical history clues
7. State the normal ranges for adults, infants and children for
 - Pulse rate
 - Respiration rate
8. Outline the techniques of assessing a patient's vital signs
9. State the reasons when it is not appropriate to commence a secondary survey on scene

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Explain the need for team work when multidisciplinary emergency medical services are at an incident

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate questioning the patient to obtain a SAMPLE history
2. Demonstrate questioning the patient to obtain a OPQRST history
3. Demonstrate obtaining additional information from the family members or bystanders at the scene as appropriate
4. Demonstrate the detailed physical exam/ head to toe survey
5. Demonstrate assessment of vital signs including blood pressure by palpitation

Clinical anatomy and physiology

At the completion of this module the student will be able to outline the basic structure and function of the cardio-respiratory and musculoskeletal systems.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

The respiratory system

1. Describe the structure of the lungs and their position within the thorax
2. Describe the functions of the respiratory system
3. Describe the structure of the upper and lower airway
4. Describe the constituent make up of normal air

The cardiovascular system

1. Outline the functions of arteries, veins and capillaries
2. Describe the structure of the heart and its position within the thorax
3. Define coronary circulation
4. State the functions of the cardiovascular system
5. Define pulse

The musculoskeletal system

1. List the functions of bones and the skeletal system
2. Identify the main bones of the appendicular skeleton on a diagram
3. List the types of joints and give examples of each
4. List the functions of muscles, tendons and ligaments

The blood

1. List the functions of blood

The skin

1. List the functions of skin

Attitudinal Objectives

No attitudinal objectives

Skills Objectives

No skills objectives defined

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Learning Outcome 2

React to a pre-hospital emergency utilising appropriate EFR standard of care according to PHECC CPGs	Continuum of pre-hospital emergency care Principles of lifting and moving Pharmacology
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Continuum of pre-hospital emergency care

At the completion of this module, the student will be able to explain the principles of maintaining scene safety and able to explain the role and responsibilities of an EFR within the Irish healthcare system.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. List the roles and responsibilities of the Emergency First Responder (EFR) in the continuum of pre-hospital emergency care
2. Describe the EFR's responsibility related to personal safety
3. List common hazards found at the scene of a trauma or a medical patient
4. Discuss the roles and responsibilities of the EFR with regard to safety at the scene of an incident of the patient, emergency crew and bystanders
5. State the role the EFR should perform until appropriately trained personnel arrive at the scene of a hazardous material incident

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Realise when required the need to activate the emergency medical services

Skills Objective

At the completion of this section, the student will be able to:

1. Demonstrate the ability to differentiate various scenarios and identify potential hazards

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Principles of lifting and moving patients

At the completion of this module, the student will be able to practice moving patients valuing working as a team and understand the particular circumstances when special authorisation according to CPGs can be beneficial to patients.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Outline the specific manual handling hazards identified in the risk assessment and any possible measures to avoid or reduce manual handling
2. List the indications for emergency and non-emergency movement of the patient
3. List the various devices associated with moving a patient pre-hospital
4. Explain the authorisations to practice from CPGs known as “special authorisation” and “assist practitioners only”

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Understand the importance of working as a team when lifting and moving patients

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate in teams how to assist with moving a patient with a carrying sheet
2. Demonstrate in teams how to assist with log rolling a patient
3. Demonstrate in teams how to place and secure a patient onto a long board
4. Demonstrate in teams how to assist with the application of an extrication device and move a patient
5. Demonstrate in teams how to assist with moving a patient with an orthopaedic stretcher and other approved lifting and carrying devices/equipment²

² Approved lifting and carrying devices/equipment outlined in full in PHECC CPGs

Pharmacology

At the completion of this module, the student will be able to safely administer and assist patients with self-administration of medications in accordance with the appropriate CPGs.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Define the terms: side effects, indications, contraindications and adverse reactions
2. Differentiate between trade and generic medication names
3. List the prescribed medication which the Emergency First Responder may assist the patient with self-administration
4. List the pre-administration checks to follow when administering medication
5. Explain the importance of establishing if there are any medication allergies
6. Explain the dangers associated with inappropriate administration of medication
7. List the '6 rights' of medication administration
8. List the dose, route of administration, indication, contraindications and side effects of medication for use by Emergency First Responders

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Explain the rationale for the administration of medication

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate the pre-administration checks to be undertaken prior to medication administration
2. Demonstrate the administration of all approved medication³ for use by Emergency First Responders
3. Demonstrate documenting medication administration on the relevant patient care report

³ Approved medication are outlined in full in PHECC CPGs

Learning Outcome 3

Respond in an effective, safe and appropriate manner to a medical emergency and trauma in both hostile or austere and non-hostile/austere pre-hospital environments utilising the appropriate skill set.	Airway and ventilation Respiratory emergencies Cardiac First Response Cardiovascular emergencies General medical emergencies Bleeding, shock and soft tissue injuries Musculoskeletal, head and spinal injuries Paediatrics Childbirth Basic tactical emergency care
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Airway and ventilation

At the end of this module, a student will be able to clear and maintain an airway and demonstrate safe use oxygen equipment and provide oxygen to a simulated patient using a range of oxygen administration devices in accordance with the appropriate CPGs.

Note: This module must be considered with the Airway and Ventilation module from the CFR Advanced level course.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Describe the steps in head-tilt chin-lift and jaw thrust
2. Relate the mechanism of injury to opening the airway
3. Describe how to administer oxygen to the patient with nasal cannula, a venturi mask and a non-re-breather mask
4. Explain why basic life support airway and ventilation skills take priority over most other basic life support skills
5. List the factors that influence accurate pulse oximetry and outline normal values

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Demonstrate an awareness of the value of oxygen administration
2. Demonstrate a caring attitude towards patients with airway and breathing problems who request pre-hospital emergency care

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate airway and breathing assessment
2. Demonstrate head-tilt chin-lift and jaw thrust
3. Demonstrate the operation of oxygen cylinders and regulators
4. Demonstrate the use of a nasal cannula, a venturi mask and a non-re-breather mask and state the oxygen flow requirements needed for each equipment's use
5. Demonstrate the use of a pulse oximeter

Respiratory emergencies

At the end of this module, a student will be able to manage the care of a patient with a respiratory emergency in accordance with the appropriate CPGs.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. State the signs and symptoms of the patient with inadequate breathing
2. List the pre-hospital emergency care management for the patient with inadequate breathing
3. List signs of respiratory arrest
4. List the common causes of respiratory emergencies

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Communicate with empathy with family members and friends of the patient with a respiratory emergency

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate the pre-hospital emergency care management for the patient with inadequate breathing
2. Demonstrate the pre-hospital emergency care management for the patient in respiratory arrest

Cardiac First Response-Advanced

See the current version of the CFR Advanced level Education and Training Standard (RCS002).

Cardiovascular emergencies

At the end of this module, a student will be able to manage the care of a patient with cardiac chest pain and post resuscitation in accordance with the appropriate CPGs.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Outline the pre-hospital emergency care management for the patient experiencing cardiac chest pain
2. Outline the benefits of post resuscitation care
3. Outline the circumstances when it is inappropriate to commence resuscitation

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Demonstrate a caring attitude towards the patients with cardiac chest pain who requests pre-hospital emergency care
2. Communicate with empathy with family members and friends of the patient with a cardiac event
3. Understand that a Paramedic and AP can discontinue resuscitation efforts

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate the assessment and pre-hospital emergency care management for the patient experiencing cardiac chest pain

General medical emergencies

At the end of this module, a student will be able to manage the care of a patient with an acute medical emergency in accordance with the appropriate CPG.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Identify the patient with an altered level of consciousness
2. Explain the pre-hospital emergency care management for the diabetic patient with an altered level of consciousness
3. Explain the pre-hospital emergency care management for the patient suffering a suspected stroke
4. Identify the patient who presents with seizures/ convulsions
5. Explain the pre-hospital emergency care management for the patient with seizures/ convulsions
6. Identify the patient who presents with allergies and severe allergic reaction
7. Explain the pre-hospital emergency care management for the patient with an allergic reaction and anaphylaxis
8. List various ways that poisons enter the body
9. Identify the patient who presents with poisoning/ overdose
10. Explain in pre-hospital emergency care management for the patient with poisoning/ overdose
11. Identify the patient who presents with exposure to cold
12. Explain the pre-hospital emergency care management for the patient with exposure to cold including submersion hypothermia
13. Explain the pre-hospital emergency care management for the patient with decompression illness
14. Identify the patient who presents with exposure to heat
15. Explain the pre-hospital emergency care management for the patient with exposure to heat
16. Explain the pre-hospital emergency care management for the patient with an epistaxis

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Demonstrate a caring attitude towards patients with a medical complaint who requests pre-hospital emergency care

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate the pre-hospital emergency care management for the patient with a general medical complaint
2. Demonstrate the pre-hospital emergency care management for the diabetic patient with an altered level of consciousness
3. Demonstrate the pre-hospital emergency care management for the patient suffering a stroke
4. Demonstrate the pre-hospital emergency care management for the patient with seizures
5. Demonstrate the pre-hospital emergency care management for the patient experiencing an allergic reaction and anaphylaxis
6. Demonstrate the pre-hospital emergency care management for the patient with poisoning/ overdose
7. Demonstrate the pre-hospital emergency care management for the patient with hypothermia
8. Demonstrate the pre-hospital emergency care management for the patient with exposure to heat
9. Demonstrate the pre-hospital emergency care management for the patient with pain
10. Demonstrate the pre-hospital emergency care management for the patient with an epistaxis

Bleeding, shock and soft tissue injuries

At the end of this module, a student will be able to manage the patient with external bleeding and shock as well as soft tissue injuries in accordance with appropriate CPGs.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Differentiate between arterial, venous and capillary bleeding
2. Explain the pre-hospital emergency care management for the patient with external bleeding
3. List the signs and symptoms of hypovolaemic shock
4. Explain the pre-hospital emergency care management for the patient with signs and symptoms of hypovolaemic shock
5. Explain the pre-hospital emergency care management for the patient with a soft tissue injury
6. Explain the burn surface area calculation using Wallace's rule of nines
7. List the common causes of burns and scalds
8. Explain the pre-hospital emergency care management for the patient with burns
9. List the functions of dressing and bandaging

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Demonstrate a caring attitude towards patients with a traumatic injury who request pre-hospital

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate direct pressure as a method of pre-hospital emergency care management for external bleeding
2. Demonstrate the pre-hospital emergency care management for the patient with hypovolaemic shock
3. Demonstrate the pre-hospital emergency care management for the patient with closed soft tissue injuries
4. Demonstrate the pre-hospital emergency care management for the patient with open soft tissue injuries
5. Demonstrate the pre-hospital emergency care management for the patient with burns

Musculoskeletal, head and spinal injuries

At the end of this module, a student will be able to manage the patient with head suspected spinal or major limb injuries in accordance with appropriate CPGs.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. State the signs and symptoms of fractures
2. Explain the pre-hospital emergency care management for the patient with a painful, swollen, deformed extremity
3. Relate the mechanism of injury to suspected injuries of the head and spine
4. Outline the indications and risks associated with rapid extrication
5. List the sign and symptoms of a suspected spinal injury
6. Outline how to stabilise the cervical spine
7. Explain the pre-hospital emergency care management for assisting with the patient with suspected spinal injuries
8. State how to stabilise the head and remove the helmet
9. List the signs and symptoms of head injuries
10. Explain the pre-hospital emergency care management for assisting with the patient with head injuries

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Demonstrate a caring attitude towards patients with traumatic injuries who request pre-hospital emergency services

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate the pre-hospital emergency care management for the patient with a painful, swollen, deformed extremity
2. Demonstrate using a splinting device to an upper limb
3. Demonstrate assisting with use of a splinting device for a lower limb
4. Demonstrate manual stabilisation of the cervical spine
5. Demonstrate the application of a cervical collar
6. Demonstrate assisting with the pre-hospital emergency care management for the patient with a suspected spinal injury
7. Demonstrate assisting with the pre-hospital emergency care management for the patient with a head injury
8. Demonstrate helmet removal

Paediatrics

At the end of this module, a student will be able to manage the paediatric patient in accordance with appropriate CPGs.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. List the causes of pyrexia in an infant and child
2. Describe the pre-hospital emergency care management of the infant or child with a pyrexia
3. List the causes of inadequate respirations in infants and children
4. Describe the pre-hospital emergency care management of inadequate respirations in infants and children
5. List the causes of seizures in the infant and child patient
6. Outline the pre-hospital emergency care management of seizures in infants and children
7. Outline spinal immobilisation for infants and children
8. Outline the care management for children with burns
9. List the signs and symptoms of possible child abuse and neglect
10. Explain the need for critical incident stress support following serious illness or injury to an infant or child

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Demonstrate a professional caring approach to the feelings of the family when dealing with an ill or injured infant or child
2. Rationalise the EFR's own emotional response to caring for infants or children
3. Communicate with empathy to infants and children with an illness or injury, as well as with family members and friends of the patient

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate the pre-hospital emergency care management for the infant and child patient with a pyrexia
2. Demonstrate the pre-hospital emergency care management for the infant and child patient with inadequate respirations
3. Demonstrate the pre-hospital emergency care management for the infant and child patient with burns
4. Demonstrate the pre-hospital emergency care management for the infant and child patient with seizures

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Childbirth

At the end of this module, a student will be able to assist with the basic care during a pre-hospital delivery in accordance with appropriate CPGs.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. State the indications of an imminent delivery
2. Explain the pre-hospital emergency preparation of the mother pre-delivery
3. Explain the pre-hospital emergency care management of assisting with the normal delivery of a baby

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Explain the rationale for attending to the feelings of a mother in need of pre-hospital emergency care during childbirth
2. Communicate with empathy to mothers during childbirth, as well as with family members and friends

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate assisting with the pre-hospital emergency care management for the normal delivery
2. Demonstrate assisting with the pre-hospital emergency post-delivery care of the mother
3. Demonstrate assisting with the pre-hospital emergency care management for the newly born

Basic tactical emergency care

At the completion of this module the EFR-BTEC student will be able to manage the medical and trauma patient while considering findings and initiating care management in a hostile or austere environment in accordance with the appropriate CPG(s), including *special authorisation* CPGs.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Describe how to measure and insert a nasopharyngeal airway (NPA)
2. List the indications and contraindications and rationale for use of an NPA
3. Explain the application of an improvised or proprietary pelvic immobilisation device
4. Explain the BTEC care management for the patient with catastrophic bleeding
5. List and explain the application and use of haemostatic agents
6. Explain the constituent makeup of haemostatic agents and the rationale for using impregnated gauze dressings
7. Explain tourniquet rationale and use to control catastrophic haemorrhage
8. Establish the relationship between the mechanism of injury and internal haemorrhage
9. Outline the pre-hospital emergency assessment findings and care management for the patient with a penetrating chest injury/open chest wound
10. Explain the relationship between airway management and the trauma patient
11. Outline what information is required on the patient care report documents as relevant to the service

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Differentiate between the EFR's scope of practice in hostile or austere environments and in other pre-hospital environments

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate the insertion of a nasopharyngeal airway (NPA)
2. Demonstrate the application of an improvised or proprietary pelvic immobilisation device
3. Demonstrate indirect pressure as a method of pre-hospital emergency care management for external bleeding
4. Demonstrate tourniquet use to control catastrophic haemorrhage.
5. Demonstrate the use of an 'occlusive dressing' either commercial or improvised
6. Demonstrate the EFR care management for the patient with catastrophic bleeding
7. Demonstrate the application and use of haemostatic agents
8. Demonstrate the pre-hospital emergency assessment and care management for the patient with a penetrating chest injury/open chest wound
9. Demonstrate the pre-hospital emergency assessment and care management for the patient with an impaled object
10. Complete patient care report documentation as relevant to the service

Learning Outcome 4

Record and report their actions and interventions appropriately during management and at handover to emergency medical services	Information management Communications
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Information management

At the completion of this module, the student will be able to include all the required information on an Ambulatory Care Report⁴ (ACR) in accordance with the PHECC Completion Guide. This module may be extended to include any subsequent patient care report developed by PHECC as relevant to the service.

Objectives

Knowledge Objectives

At the completion of this module, the student will be able to:

1. Explain the rationale for recording patient health information
2. Outline what information is required on the Ambulatory Care Report (ACR) (or other patient care record) and how it should be entered
3. Explain the essential elements of a verbal handover report to other pre-hospital medical teams

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Understand how recording data contributes to a high standard of patient care
2. Explain why documentation should be completed in a timely manner but should not distract from care and communication with the patient

Skills Objectives

At the completion of this section, the student will be able to:

1. Complete an ACR (or other patient care record) for a given patient scenario
2. Demonstrate a “hand over” report to other member of the EMS

⁴ The PHECC ACR is used to enhance information management during training. It is acknowledged that alternate patient records may be selected and used in training and subsequent practice.

Communications

At the completion of this module, the student will be able to demonstrate effective and appropriate communication skills.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. List the principles of good interaction with patients (ref- Emergency Care and Transportation of The Sick and Injured By AAOS)
2. Describe how to adapt verbal and non-verbal communication for visually impaired patients and auditory impaired patients
3. Describe the principle barriers to effective patient and team communication
4. State the personal qualities that make an effective therapeutic communicator

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Whilst taking control of an emergency situation, demonstrate a courteous approach toward the patient, their family and bystanders

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate the use of open questioning technique and obtain important and relevant clinical information
2. Demonstrate effective communication with non-English speaking patients
3. Demonstrate communicating with the professional pre-hospital emergency care services ensuring the principles of "Team" are maintained

Learning Outcome 5

Retain a professional manner and approach in the performance of their duties as an EFR	The well-being of the EFR Infection prevention and control Medico-legal issues concerning the EFR
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The well-being of the emergency first responder

At the completion of this module, the student will be able to outline the importance of maintaining a balance in personal lifestyle and work related stressors.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. List possible emotional reactions that an Emergency First Responder (EFR) may experience when faced with trauma, illness, death and dying
2. Outline the possible reactions that a family member may exhibit when confronted with death and dying
3. State the possible reactions that the family of an EFR may exhibit
4. List the steps in approaching the family confronted with death and dying
5. List the signs and symptoms of critical incident stress
6. State possible steps that the EFR may take to help reduce/ alleviate stress

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Explain the importance of understanding the response to trauma, illness, death and dying
2. Show compassion when caring for the physical and mental needs of patients

Skills Objectives

No skills objectives defined

Infection prevention and control

At the completion of this module, the student will be able to demonstrate the principles of infection prevention and control.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Define standard infection control precautions
2. List the steps to take for personal protection against infection
3. Distinguish between cleaning and disinfecting, be cleaned or disinfected, or is single use only
4. State the importance of vaccinations in protecting personal health

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Adopt standard infection control precautions as fundamental to patient care

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate effective hand washing technique
2. Demonstrate correct glove use and disposal
3. Demonstrate the correct disposal of clinical waste

Medico-legal issues concerning the EFR

At the completion of this module, the student will be able to outline the ethical and legal framework in relation to patient care pre-hospital.

Objectives

Knowledge Objectives

At the completion of this section, the student will be able to:

1. State the conditions necessary for the Emergency First Responder (EFR) to have a duty of care
2. Explain the importance, necessity and legality of patient confidentiality
3. Outline methods of obtaining patients consent
4. List the actions to take to assist in the preservation of a crime scene

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Participate willingly in the care of all patients
2. Outline why it is inappropriate to judge a patient based on a cultural, gender, age or socioeconomic model and to vary the standards of care rendered as a result of that judgement

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate obtaining consent from a patient in a variety of scenarios

Approval criteria for the course: EFR-Basic Tactical Emergency Care (BTEC)

Council set the requirements for submitting an application as well as maintaining status as a PHECC recognised institution in Council Rules. The detailed course approval criteria are described in subsections below. The information supplied by the applicant institution against each of the criteria must satisfy Council that arrangements are in place to provide a high quality course ensuring the validity of the joint PHECC/recognised institution award in *EFR-BTEC*.

1. **Entry criteria:**
 - a) The minimum age is 18.
 - b) Successful completion of a CFR-Advanced course within one calendar year of commencing the EFR-BTEC course.
2. Applicant or recognised institutions applying for EFR-BTEC course approval must adhere stringently to the entry criteria for new (and RPL) students.
3. **Duration:** The duration of an EFR-BTEC course including assessment shall be no less than 36 contact hours (excluding breaks - averaging 6 hours instruction per day). Note- this minimum duration excludes the CFR Advanced course.
4. **Ratio:** The instructor student ratio shall not exceed 1: 6/8 in a syndicate (or practical skills session).
5. **Assessment:** Course participants may have their skills assessed throughout or examined at the end of the course. EFR assessment sheets are available from PHECC. *The Responder Level Examination Handout for Recognised Institutions (PUB034)* is also available. The mandatory components are:
 - a) Assessment using the PHECC's EFR assessment sheets and any other the institution develop for the specific pre-hospital environment.
 - b) The EFR theory exam (40 question MCQ written exam); the pass mark is 80%.
6. **Remediation** should be in-line with the recognised institution's own assessment policy and procedures.
7. **Certification:** Award of joint PHECC/recognised institution EFR-BTEC cards/certificates to successful participants is mandatory. Certification lapses after 3 years. It is also necessary to retain certification in CFR (every 2 years).

8. **Design of the EFR-BTEC course:** The applicant institution must design the course to:
 - a) Balance theory and practice to achieve the learning outcomes (course and domain specific) and competencies specified in the standard.
 - b) Utilise a range of teaching/learning strategies providing a balance between presentations, tutorials, workshops, small group interactions, demonstrations, practical and self-directed learning. Electronic learning approaches are welcomed.
 - c) Promote a commitment to self-directed and lifelong learning. The design must be dynamic to reflect ongoing changes in EFR-BTEC standard including PHECC CPGs.
9. **Course information:** The Applicant institution must provide course information as set out on the current application checklist/form. Such information includes but is not limited to:
 - a) Evidence of recognition of prior learning (RPL) procedures for EFR-BTEC to support the institution's RPL policy.
 - b) Sample lesson plans, timetable and materials to be used.
 - c) Assessment and awards procedures for EFR-BTEC to support the institution's policy.
10. **Recertification** in EFR-BTEC is required every 3 years. The duration of EFR-BTEC recertification course shall be no less than 12 contact hours including assessment (excluding breaks - averaging 6 hours instruction per day). CFR Advanced recertification (every 2 years) must be undertaken also. Recertification should be designed according to the identification of training needs (ITN) of the individuals. Nonetheless, recertification should include at a minimum:
 - a) Verification of EFR-BTEC and CFR-Advanced certification
 - b) EFR-BTEC skills practice and skills assessment
 - c) Provision of clinical updates as necessary i.e. PHECC CPGs at CFR Advanced and EFR-BTEC level
 - d) An EFR MCQ exam.

Recognition of prior learning (RPL) for existing Emergency First Responders:

11. Existing holders of EFR awards may apply to have their qualifications individually assessed by a participating recognised institution subject to the entry criteria and in accordance with their recognition of prior learning (RPL) policy and procedures. Recognised institutions may also reserve the right to refuse RPL applications.
12. EFR-BTEC certification by RPL should include at a minimum:
 - a) Verification of valid EFR and CFR Advanced certification. EFRs with CFR Community certs will have to undertake the full CFR Advanced course.
 - b) Provision of BTEC clinical instruction in accordance with the standard and CPGs.
 - c) Assessment of EFR-BTEC skills as relevant.
13. **Awards:** Award of joint PHECC/recognised institution EFR-BTEC cards/certificates to successful course participants by the recognised institution is mandatory.

Who can teach EFR-BTEC courses?

14. The teaching faculty (instructor) requirement for an EFR-BTEC course is an EFR-BTEC instructor.
15. The course director requirement for an EFR-BTEC course is an EFR-BTEC instructor.
16. Tutors/ assistant tutor (also facilitators) are concurrently permitted to teach EFR-BTEC courses. There is no requirement for tutors/assistant tutors on the PHECC Register to certify as EFR-BTEC Instructors. However, they must maintain CFR Advanced instructor certification.
17. Other faculty on EFR-BTEC courses include visiting subject experts approved and monitored by the course director and may include PHECC registered practitioners, registered nurses; midwives and medical practitioners.

Approval criteria for the course: EFR-Basic Tactical Emergency Care (BTEC)

Instructor

Council set the requirements for submitting an application as well as maintaining status as a PHECC recognised institution in Council Rules. The detailed course approval criteria are described in subsections below. The information supplied by the applicant institution against each of the criteria must satisfy Council that arrangements are in place to provide a high quality course ensuring the validity of the joint PHECC/recognised institution award in *EFR-BTEC Instructor*.

EFR-BTEC instructor – New entrant route:

1. Entry criteria:

- a) Only PHECC registered practitioners with valid CFR Advanced instructor certification are eligible to apply.
 - b) In the case of registered EMTs some additional upskilling will be required for any new knowledge, understanding and skills e.g. tourniquet and NPA use (to be determined by the instructor trainer at the recognised institution).
2. Applicant or recognised institutions applying for EFR-BTEC instructor course approval must adhere stringently to the entry criteria for new (and RPL) students.
 3. **Duration:** The EFR-BTEC (Responder Instructor) Standard is set out in full in the Teaching Faculty Framework. The Responder Instructor Standard includes tuition in instructional methods and a period of supervised teaching practice. The instructional methods component is no less than 3 days/18 hours and the period of supervised teaching practice is not specified and may be extended until the specific learning outcomes are achieved. The typical pathway is to assist on the first course, part teach the second and deliver a third independently while being monitored.
 4. **Ratio:** The ratio of EFR-BTEC instructor trainers to students is 1:6.
 5. **Assessment:** Evaluation of EFR-BTEC instructor skills will be undertaken by an instructor trainer using standard evaluation forms. Assessment must take place as the student progresses through the period of supervised teaching practice.
 6. **Certification:** Persons who successfully complete the 3-day EFR-BTEC instructor course⁵ plus the additional supervised teaching practice and evaluation will be certified as an EFR-BTEC instructor. Award of joint PHECC/recognised institution EFR-BTEC instructor cards/certificates by the recognised institution is mandatory.
 7. **Remediation** should be in-line with the recognised institution's own assessment policy and procedures.

⁵ The EFR-BTEC instructor standard (Responder level Instructor standard) is available in *PHECC's Teaching Faculty Framework*

8. **Design of EFR-BTEC Instructor course:** The course design will -
- Balance theory and practice to achieve the learning outcomes (course and domain specific) and competencies specified.
 - Utilise a range of teaching/learning strategies providing a balance between presentations, tutorials, workshops, small group interactions, demonstrations, practical and self- directed learning including electronic learning approaches.
 - Promote a commitment to self-directed and lifelong learning and must be dynamic to reflect ongoing changes in EFR-BTEC instructor standard including PHECC CPGs.
9. **Course Information:** The applicant must provide course information as set out on the current application checklist/form. Such information includes but is not limited to:
- Evidence of recognition of prior learning (RPL) procedures for EFR-BTEC Instructor to support the institution's RPL policy.
 - Sample lesson plans, timetable and materials to be used.
 - Assessment and awards procedures for the EFR-BTEC Instructor course to support the institution's policy.
10. The EFR-BTEC instructor certificate is evidence of eligibility to teach EFR and EFR-BTEC courses.

Recognition of prior learning (RPL) for existing EFR instructors:

11. **Existing EFR instructors** may apply to have their instructor qualifications individually assessed by a participating recognised institution subject to the same entry criteria set out for new entrants and in accordance with their recognition of prior learning (RPL) policy and procedures. Recognised institutions may also reserve the right to refuse RPL applications.
12. EFR-BTEC instructor certification by RPL shall include at a minimum:
- Verification of the EFR instructor certificate and CFR Advanced instructor certificate
 - Verification of current PHECC registration
 - Provision of clinical updates as necessary i.e. PHECC CPGs at CFR Advanced and EFR-BTEC level.
 - Assessment of EFR-BTEC provider and instructor skills/competencies by an EFR-BTEC instructor trainer or equivalent using standard evaluation forms.
13. **Certification:** Award of joint PHECC/recognised institution EFR-BTEC instructor cards/certificates by the recognised institution is mandatory.
14. It is unnecessary for EFR instructors who successfully attain EFR-BTEC instructor certification to maintain certification at EFR instructor level.

Who teaches EFR-BTEC instructor courses?

15. Faculty required to teach (and recertify) EFR-BTEC instructors is suitably qualified individuals who demonstrate appropriate education and experience against PHECC criteria outlined in PHECC's teaching faculty framework e.g. PHECC tutors who have completed suitable 'train the trainer' courses or similar. There is no PHECC award for such individuals known as EFR-BTEC instructor trainers. Selection of EFR-BTEC instructor trainers remains the responsibility of senior faculty e.g. a facilitator in a recognised institution.
16. EFR-BTEC instructor trainers must maintain certification at CFR Advanced instructor level. They are also required to demonstrate by employment or association an ability to keep current with best practice including ILCOR guidelines and PHECC CPGs.

EFR-BTEC instructor recertification:

17. **EFR-BTEC instructor certification is valid for 3 years.** It is the responsibility of every EFR-BTEC instructor to recertify before their certificate lapses. The recognised institution may allow a short grace period but should be restricted to extenuating circumstances and considered on a case-by-case basis. This decision rest with a course director in a recognised institution.
18. EFR-BTEC instructors will renew their instructor certificates with a recognised institution. Recertification courses shall be designed according to the identification of training needs (ITN) of the individuals. Nonetheless, EFR-BTEC instructor recertification courses should include at a minimum:
 - a) Verification of a valid EFR-BTEC and CFR Advanced instructor certificates,
 - b) Verification of a balance of EFR and EFR-BTEC courses delivered; minimum 4 courses in the preceding 3 years,
 - c) Demonstration of EFR-BTEC (and CFR) provider skills,
 - d) Demonstration of EFR-BTEC instructor (and CFR) skills and
 - e) Completion of any CPG updates (as applicable).
19. **Assessment** of EFR-BTEC instructor recertification will be undertaken by an EFR-BTEC instructor trainer using standard evaluation form/s.
20. **Certification:** Award of joint PHECC/recognised institution EFR-BTEC instructor cards/certificates by the recognised institution is mandatory.



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