BLS Resuscitation

National EMS Education Standard Competencies

Shock and Resuscitation
Applies a fundamental knowledge of the causes, pathophysiology, and management of shock, respiratory failure or arrest, cardiac failure or arrest, and post-resuscitation management.

Knowledge Objectives
1. Explain the elements of basic life support (BLS), how it differs from advanced life support (ALS), and why BLS must be applied rapidly. (pp 514–515)
2. Explain the goals of cardiopulmonary resuscitation (CPR) and when it should be performed on a patient. (p 515)
3. Explain the components of CPR, the five links in the American Heart Association (AHA) chain of survival, and how each one relates to maximizing the survival of a patient. (pp 515–516)
4. Discuss guidelines for circumstances that require the use of an automated external defibrillator (AED) on both adult and pediatric patients experiencing cardiac arrest. (pp 517–518)
5. Explain three special situations related to the use of an AED. (p 518)
6. Describe the proper way to position an adult patient to receive BLS care. (p 519)
7. Describe the purpose of external chest compressions. (p 519)
8. Describe the two techniques EMTs may use to open an adult patient's airway and the circumstances that would determine when each technique would be used. (pp 522–523)
9. Describe the recovery position and circumstances that would warrant its use as well as situations in which it would be contraindicated. (pp 523–524)
10. Describe the process of providing artificial ventilations to an adult patient, ways to avoid gastric distention, and modifications required for a patient with a stoma. (pp 524–526)
11. Explain the steps in providing single-rescuer adult CPR. (pp 526)
12. Explain the steps in providing two-rescuer adult CPR, including the method for switching positions during the process. (p 526)
13. Describe the different mechanical devices that are available to assist emergency care providers in delivering improved circulatory efforts during CPR. (pp 529, 531–533)
14. Describe the different possible causes of cardiopulmonary arrest in children. (pp 533–534)
15. Explain the four steps of pediatric BLS procedures and how they differ from BLS procedures used in an adult patient. (pp 533–538)
16. Describe the ethical issues related to patient resuscitation, including examples of when not to start CPR on a patient. (pp 539–540)
17. Explain the various factors involved in the decision to stop CPR after it has been started on a patient. (pp 540–541)
18. Explain common causes of foreign body airway obstruction in both children and adults and how to distinguish mild or partial airway obstruction from complete airway obstruction. (pp 541–542)
19. Describe the different methods for removing a foreign body airway obstruction in an infant, child, and adult, including the procedure for a patient with an obstruction who becomes unresponsive. (pp 541–548)
20. Discuss how to provide grief support for a patient’s family members and loved ones after resuscitation has ended. (pp 548–550)
21. Discuss the importance of frequent CPR training for EMTs, as well as public education programs that teach compression-only CPR. (p 550)

Skills Objectives
1. Demonstrate how to position an unresponsive adult for CPR. (p 519)
2. Demonstrate how to check for a pulse at the carotid artery in an unresponsive child or adult. (p 519)
3. Demonstrate how to perform external chest compressions on an adult. (pp 520–521, Skill Drill 13-1)
4. Demonstrate how to perform a head-tilt–chin lift maneuver on an adult. (pp 522–523)
5. Demonstrate how to perform a jaw-thrust maneuver on an adult. (pp 522–523)
6. Demonstrate how to place a patient in the recovery position. (pp 523–524)
7. Demonstrate how to perform rescue breathing in an adult. (p 524)
8. Demonstrate how to perform one-rescuer adult CPR. (pp 526–527, Skill Drill 13-2)
9. Demonstrate how to perform two-rescuer adult CPR. (pp 526, 528, Skill Drill 13-3)
1. What should you immediately do on receiving this update from dispatch?
2. What should be your initial actions on arriving at this scene?