


Criterion 5- Student Support and Progression

5.1 Student Support

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene)**
- 4. ICT/computing skills**




Dr. DOMINIC THOMAS
Principal
S.E.S. COLLEGE
SREEKANDAPURAM



Anti Drugs Programme (11.07.2015)

The awareness class against the dangers of drugs was organized in the campus under the auspicious of NSS unit. Sri Pradeep Malooth gave the awareness class to the students.

- The objectives of this Programme is to prevent youth from using illicit drugs by enhancing their awareness and understanding of the harmful social and health effects of illicit drug use;
- To make the students to be aware of the effective treatment and





International Yoga Day Celebration (21.07.2015)

On the occasion of International day of yoga the NSS units conducted a yoga awareness programme in the college premises. Smt. Roshini K talked about the importance and value of yoga in our life. She also demonstrated the various techniques of Yoga to keep our mind and body calm and fresh. The volunteers practiced some of the basic steps of yoga and promised to practice every day in their life.



International Yoga Day Celebration (21.06.2016)

On the occasion of International day of yoga the NSS units conducted a yoga awareness programme in the college premises. Sri Vijayan P, Yoga trainer talked about the importance and value of yoga in our life. He also demonstrated the various techniques of Yoga to keep our mind and body calm and fresh. The volunteers practiced some of the basic steps of yoga and promised to practice every day in their life.



INTERNATIONAL YOGA DAY

On 21 st June 2017, NCC cadets of SES College Sreekandapuram celebrated Yoga day. Caretaker ANO Preju K Paul and SUO Alap along with other NCC seniors coordinated the program. The cadets showed their unity in their outfit too by wearing white dress. The program turned out to be effective for other cadets.



INTERNATIONAL YOGA DAY

JUNE 21, 2017

International Yoga Day was observed by the NSS on 21st June, 2017 by arranging yoga demonstration for the students, specifying the importance of yoga practices in our daily life. Ms. Anupama. C, third year student of our college was the yoga instructor



SES COLLEGE SREEKANDAPURAM

ASAP 2017-2018

- SKILL CLASS ON MEDICAL EMERGENCY WHICH INCLUDES INTERNSHIP
150 HOURS



PARTICIPANT HANDBOOK

VOLUME - I

EMERGENCY MEDICAL TECHNICIAN - BASIC



Lifesupporters Institute
of Health Sciences

ADDITIONAL
SKILL ACQUISITION
PROGRAMME



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General Instructions for the Trainees

Dear Participant,

Congratulations and welcome on board to the Additional Skill Acquisition Programme [ASAP], a socio-education transformational programme of the Government of Kerala, to empower the Youth of Kerala to become employable both in India and internationally.

Through this programme, you would gain soft skills in communication and basic IT applications and demand-driven theory skills in the chosen trade aligned with industry requirements. This would enhance opportunities for brighter career and employment prospects.

For gaining maximum benefit of the trainings for development, the following is necessary:

- Regular attendance to the classes and practical.

- Active participation in classes and assignments.

- Following the rules and regulations and maintaining the requisite discipline.

- Always wear the ASAP Identity card.

- Please follow healthy habits and care yourself well

- You are requested kindly switch off fans and light when you leave the class room.

- Please handle the equipment related to the skill training carefully ensuring maximum and safe utilization of the resources.

- Mobile phones are not permitted in the class room and skill training centres.

- Preparations need to be made for the sessions as suggested by SDE and as mentioned in the handbook.

- Kindly submit the assignments, reports and records on time.

- Please feel free to contact the Programme Manger of the Skill Development Centre for any clarification or assistance related to the skill training programme.

Course Details

Introduction to the Course

Particulars	Description
Course Title	EMERGENCY MEDICAL TECHNICIAN-BASIC
NOS	<p>HSS/ N 2301: Respond to emergency calls</p> <p>HSS/ N 2302: Size up the scene at the site</p> <p>HSS/ N 2303: Follow evidence based protocol while managing patients</p> <p>HSS/ N 2304: Assess patient at the site</p> <p>HSS/ N 2305: Patient triage based on the defined clinical criteria of severity of illness</p> <p>HSS/ N 2306: Manage cardiovascular emergency</p> <p>HSS/ N 2307: Manage cerebrovascular emergency</p> <p>HSS/ N 2308: Manage allergic reaction</p> <p>HSS/ N 2309: Manage poisoning or overdose</p> <p>HSS/ N 2310: Manage environmental emergency</p> <p>HSS/ N 2311: Manage behavioural emergency</p> <p>HSS/ N 2312: Manage obstetrics/gynaecology emergencies</p> <p>HSS/ N 2313: Manage bleeding and shock</p> <p>HSS/ N 2314: Manage soft tissue injuries and burns</p> <p>HSS/ N 2315: Manage musculoskeletal injuries</p> <p>HSS/ N 2316: Manage injuries to head and spine</p> <p>HSS/ N 2317: Manage infants, neonates and children</p> <p>HSS/ N 2318: Manage respiratory emergency</p> <p>HSS/ N 2319: Manage severe abdominal pain</p> <p>HSS/ N 2320: Manage mass casualty incident</p> <p>HSS/ N 2321: Select the proper provider institute for transfer</p> <p>HSS/ N 2322: Transport patient to the provider institute</p> <p>HSS/ N 2323: Manage patient handover to the provider institute</p> <p>HSS/ N 2324: Manage diabetes emergency</p> <p>HSS/ N 9601: Collate and communicate health information</p> <p>HSS/ N 9603: Act within the limits of one's competence and authority</p> <p>HSS/ N 9604: Work effectively with others</p> <p>HSS/ N 9605: Manage work to meet requirements</p> <p>HSS/ N 9606: Maintain a safe, healthy, and secure working environment</p> <p>HSS/ N 9607: Practice code of conduct while performing duties</p> <p>HSS/ N 9609: Follow biomedical waste disposal protocols</p> <p>HSS/ N 9610: Follow infection control policies and procedures</p>
Qualification Pack	HSS/ Q 2301
Job roles	<p>Emergency Medical Technician (EMT Basic)</p> <p>Role Description : Providing emergency medical support and care to individuals who are critically ill or injured and transporting them to a medical facility within stipulated time limits.</p>
Objectives	<ul style="list-style-type: none"> • Demonstrate knowledge about the healthcare sector and emergency medical care services

	<ul style="list-style-type: none"> • Demonstrate the ability to perform clinical skills essential in providing basic emergency medical care services such as urgent need to respond the emergency calls, assurance of scene safety, precision to call other emergency people, handling different emergency scenarios from clinical emergency to trauma emergency to mass casualty to disaster management, etc. • Demonstrate setting of an ambulance for dealing with emergency situations • Practice infection control measures • Demonstrate safe and efficient transferring and ambulation techniques • Demonstrate techniques to maintain the personal hygiene needs of oneself and the patient • Demonstrate actions in the event of medical and facility emergencies • Demonstrate professional behavior, personal qualities and characteristics of a Emergency Medical technician-Basic • Demonstrate good communication, communicate accurately and appropriately in the role of Emergency Medical technician-Basic
Further learning opportunities	List of courses which the students may be able to join after successful completion of the present training: — EMERGENCY MEDICAL TECHNICIAN-ADVANCED (EMT-A)
Key competencies	<ul style="list-style-type: none"> — Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care — Administer appropriate emergency medical care based on assessment findings of the patient's condition; — Lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury; and, — Perform safely and effectively the expectations of the job description
Eligibility criteria for admission	<ol style="list-style-type: none"> 1. Minimum Educational Qualification: Class XIIth Science 2. Minimum age: 18

2.2. Course Duration

Particulars	Duration (hrs)
Institution-based training:	
Theory Sessions	68 Hrs + 4 hrs assessment
Practical Sessions	82 Hrs+ 4 hrs assessment
Industry-based training:	
Internship	150 Hrs
Total	308Hrs

Course-specific instructions for trainees

Preparations for training

- % Gain familiarity with the job roles related to the course and its scope.
- % Make the necessary preparations for effective learning.

During the training

- Give equal importance to technical and non-technical aspects of training.
- Practice communication skills.
- Read job card or Standard Operating Procedures [SOP] before starting the tasks.
- Follow safety precautions meticulously.

Post training

- Update and enrich knowledge by continuing learning or studying reference material and interaction with professionals

Module / Units / Session-wise Course Duration

Sl. No.	Module/Unit/Session Name	Theory [hrs]	Practical [hrs]	Internship [hrs]
1	Module 1 - Preparatory	21	6	
1.1	Unit 1 - Emergency Medical Care System	8	0	
1.1.1	Session 1 – Introduction to Emergency Medical Care	2		
1.1.2	Session 2 – The Well Being of EMT-B	3		
1.1.3	Session 3 – Medical, Legal & Ethical Issues	3		
1.2	Unit 2 - The Human Body	10		
1.2.1	Session 1 –			
	Anatomic Terms	2		
	Musculoskeletal System	1		
	Respiratory System	1		
	Circulatory System	2		
	Nervous System	1		
	Skin & Endocrine System	1		
	Digestive System	1		
	Genito-Urinary System Anatomy & Physiology	1		
1.3	Unit 3 - Baseline vital signs & Sample History / Lifting & Moving Patient	3	6	
1.3.1	Session 1 – Baseline vital signs & Sample History	2	3	
1.3.2	Session 2 – Lifting & Moving Patient	1	2	
	Session 3 – Bio Medical Waste Management		1	
2	Module 2 – Airway	2	5	
2.1	Unit 1 - Airway	2	5	
2.1.1	Session 1 – The Respiratory System Anatomy and Physiology Supplemental Oxygen Artificial Ventilation Special Situations in Airway Management	2	5	
3	Module 3 – Patient Assessment	14	22	
3.1	Unit 1 - Patient Assessment	14	22	
3.1.1	Session 1 – Scene Size Up	1	2	
3.1.2	Session 2 - Initial Assessment	2	3	
3.1.3	Session 3– Focused History and Physical Exam: Trauma and Medical	2	9	
3.1.4	Session 5 – Detailed Physical Exam	1	4	
3.1.5	Session 5 – On-Going Assessment	1	1	
3.1.6	Session 6 - Communication		1	
3.1.7	Session 7 - Documentation		2	

4	Module 4 – Medical Emergencies	21	25	
4.1	Unit 1 - Medical Emergencies	21	25	
4.1.1	Session 1 - General Pharmacology	1		
4.1.2	Session 2 – Respiratory Emergencies	2	3	
4.1.3	Session 3 Cardiovascular Emergencies	4	7	
4.1.4	Session 4- Neurological Emergencies	3	3	
4.1.5	Session 5– Acute Abdomen	1	2	
4.1.6	Session 6– Diabetic Emergencies/ Altered mental Status	2	1	
4.1.7	Session 7 - Allergic reactions & Envenomations	2	1	
4.1.8	Session 8– Substance Abuse & Poisoning	1	2	
4.1.9	Session 9– Environmental Emergencies	1	1	
4.1.10	Session 10– Behavioural Emergencies	1	1	
4.1.11	Session 11- Obstetric Emergencies	3	4	
5	Module 5 – Trauma	11	16	
5.1	Unit 1 - Trauma	11	16	
5.1.1	Session 1 - Bleeding & Shock	2	4	
5.1.2	Session 2– Soft tissue injuries	1	3	
5.1.3	Session 3 -Face and Throat injuries	1	1	
5.1.4	Session 4- Chest Injuries	2	1	
5.1.5	Session 5 - Abdomen & Genitalia injuries	1	2	
5.1.6	Session 6- Musculoskeletal Injuries	2	2	
5.1.7	Session 7– Head & Spine Injury	2	3	
6	Module 6 – Special Population	3	2	
6.1	Unit 1 Special Population	3	2	
6.1.1	Session 1 - Pediatric Emergencies Assessment & Management	1	2	
6.1.2	Session 2 Geriatric Emergencies assessment & management	2		
7	Module 7– Operations	3	6	
7.1	Unit 1 -Operations	3	6	
7.1.1	Session 1 - Ambulance Operations /Gaining Access	1	3	
7.1.2	Session 3 Mass casualty Management introduction Incident Command System Communication Tria Treatment TransportHaz Mat	2	3	
	Total for each category			
	Total Course Duration			

SESSION 1 – INTRODUCTION TO EMERGENCY MEDICAL CARE

Objectives

COGNITIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to:

- 1-1.1 Define Emergency Medical Services (EMS) systems.(C-1)
- 1-1.2 Differentiate the roles and responsibilities of the EMT-Basic from other prehospital providers.(C-3)
- 1-1.3 Describe the roles and responsibilities related to personal safety.(C-1)
- 1-1.4 Discuss the roles and responsibilities of the EMT-Basic towards the safety of the crew, the patient and bystanders.(C-1)
- 1-1.5 Define quality improvement and discuss the EMT-Basic's role in the process.(C-1)
- 1-1.6 Define medical direction and discuss the EMT-Basic's role in the process.(C-1)
- 1-1.7 State the specific statutes and regulations in your state regarding the EMS system.(C-1)

AFFECTIVE OBJECTIVES

At the completion of this lesson, the EMT-Basic student will be able to: 1-

- 1.8 Assess areas of personal attitude and conduct of the EMT-Basic.(A-3)
- 1-1.9 Characterize the various methods used to access the EMS system in your community.(A-3)

Learning outcomes¹

This Chapter will introduce you to the profession of EMS – emergency medical services. It will examine your roles and responsibilities, safety, quality improvement, medical direction and legal issues in EMS. It will help you answer the following questions:

How would you define a “real emergency?”

In the overall scheme of prehospital medicine, what are the primary roles and responsibilities of an EMT-B?

You are the Provider

You are a recently certified EMT-Basic. You and your partner, a paramedic, are dispatched to a possible heart attack at Lifesupporters Hospital. As you get into the ambulance, the dispatcher announces “CPR in progress”. You’re filled with excitement at the thought of working your first cardiac arrest. En route to the location, you and your partner discuss what roles you will play to assist each other in expediting defibrillation, airway management, intravenous access, and pharmacologic therapies. You feel ready to tackle all the tasks the paramedic has placed in your charge and feel confident that working as a team member you can help save this patient’s life.

Introduction to Emergency Medical Care

This book has been designed to serve as the text and primary resource for the emergency medical technician basic (EMT-Basic) course. This chapter describes the content and objectives of the EMT-Basic course. It also discusses what will be expected of you during the course and what other requirements you will have to meet to be licensed or certified as an EMT-Basic in most states. You will also learn about the differences between first aid training, a Department of Transportation (DOT) First Responder training course, and the training for the EMT-Basic, EMT-Intermediate and EMT-Paramedic.

Emergency medical services (EMS) is a system. The key components of this system and how they influence and affect the EMT-Basic (EMT-B) and his or her delivery of emergency care are carefully discussed. Next, the administration, medical direction, quality control and regulation of EMS services are presented. The chapter ends with a detailed discussion of the roles and responsibilities of the EMT-B as a health care professional.

Course Description

You are about to enter an exciting field. Emergency medical services (EMS) consists of a team of health care professionals who, in each area or jurisdiction, are responsible for and provide emergency care and transportation to the sick and injured. Each emergency medical service is part of a local or regional EMS system that provides the many varied prehospital and hospital components required for the delivery of proper emergency medical care. The standards for prehospital emergency care and the individuals who provide it are governed by the laws in each state and are typically regulated by a state office of EMS.

The individuals who provide the emergency care in the field are trained and except for licensed physicians, must be state-licensed or certified or certified emergency medical technicians (EMTs). Different states will refer to the authority granted to you to function as an EMT-B as licensure, certification or credentialing. For the purposes of this text, the term *certification* will be used.

In most states, EMTs are categorized into three training and certification levels: EMT-Basic, EMT-Intermediate and EMT-Paramedic. An EMT-Basic (EMT-B) has training in basic emergency care skills, including automated external defibrillation, use of airway adjuncts and assisting patients with certain medications. An EMT-Intermediate (EMT-I) has training in specific aspects of advanced life support, such as intravenous (IV) therapy and cardiac monitoring. An EMT-Paramedic (EMT-P) has extensive training in advanced life support, including IV therapy, pharmacology, cardiac monitoring and other advanced assessment and treatment skills.

Although the specific training and certification requirements vary from one state to another, the training that is required in almost every state follows or exceeds the guidelines that are recommended in the current US DOT (Department of Transportation) National Standard Curriculum for each EMT level.

After you have successfully completed the Basic Life Support/Cardiopulmonary Resuscitation (BLS/CPR) course for health care providers and met the other prerequisites of your training institution, you are ready to take the EMT-B course. Like any introductory course, the EMT-B course covers a great deal of

information and introduces many skills. Everything you learn in the course will be important to your ability to provide high-quality emergency care once you are certified and ready to practice. In addition, the knowledge, understanding and skills that you acquire in the EMT-B course will serve as a foundation for the additional knowledge and training that you will receive in future years.

This textbook covers the material and skills that are identified in the US DOT 1994 EMT-Basic National Standard Curriculum and in the 1994 National EMS Education and Practice Blueprint. In addition to the required core content, it includes additional information that will help you to understand and apply the material and skills that are included in the EMT-B level. Your instructor will furnish you with reading assignments. It is essential that you complete the assigned reading before each class. Your success in this course will depend on it.

In Class, the instructor will review the key parts of the reading assignment and clarify and expand on them. He or she will also answer questions that you have and will clarify any points that you or others find confusing. Unless you have carefully read the assignment and made notes before coming to class, you will not fully understand or benefit from the classroom presentation and discussions. You will also need to take additional notes during class.

The EMT-B course will include four types of learning activities:

Reading assignments from the textbook and presentations and discussions held in class will provide you with the necessary knowledge base.

Step-by-step demonstrations will teach you hands-on skills that you then need to practice repeatedly in supervised small group workshops.

Summary skills sheets will help you to memorize the sequence of steps in complex skills that contain a large number of steps or variations so that you can perform the skill with no errors or omissions.

Case presentations and scenarios used in class will help you learn how to apply the knowledge and skills acquired in class situations like those you will find in the field.

EMT-B Training: Focus and Requirements

EMT-B training is divided into three main categories. The first and most important category focuses on the care of life-threatening or potentially life-threatening conditions. To deal with these, you will learn how to do the following:

- Size up the scene and situation

- Ensure that the scene is safe

- Perform an initial assessment of the patient

- Obtain a history of this episode and a pertinent past medical history

- Identify life-threatening injuries or conditions

- Establish and maintain an open airway

- Provide adequate ventilation

- Manage conditions that prevent proper ventilation

- Provide high-flow supplemental oxygen

- Perform cardiopulmonary resuscitation (CPR)
- Perform automated or semi-automated external defibrillation (AED)
- Control external bleeding
- Recognize and treat shock
- Care for patients in an acute life-threatening medical emergency
- Assist patients in taking certain medications that they carry and that their physician has prescribed for an acute episode
- Identify and rapidly prepare or "package", patients (by positioning, covering and securing them) for rapid initiation of transport when necessary
- Heavy and frequent lifting

The second category of training covers conditions that, although not life-threatening, are key components of emergency care or are necessary to prevent further harm before the patient is moved. You will learn to do the following:

- Identify patients for whom spinal precautions should be taken and immobilize them properly
- Dress and bandage wounds
- Splint injured extremities
- Care for burns
- Care for cases of poisoning
- Deliver a baby
- Assess and care for a newborn
- Manage patients with behavioral or psychological problems
- Cope with the psychological stresses on patients, families, your fellow EMT-Bs and yourself

The third category covers important issues that are related to your ability to provide emergency care. You will develop the following related skills:

- Understanding the role and responsibilities of the EMT-B
- Understanding your service's protocols and orders from medical direction
- Understanding ethical and medico legal problems
- Emergency vehicle and defensive driving
- Using equipment carried on the ambulance
- Checking and stocking the ambulance
- Communicating with patients and others at the scene
- Using the radio or cell phone and communicating with the dispatcher or medical control
- Giving a precise patient radio report and obtaining direct medical direction
- Giving a full verbal report when transferring the patient's care at the hospital
- Preparing proper documentation and completing the patient care report
- Working with other responders at a crash scene
- Cooperating with operations at special rescue, mass-casualty and hazardous materials incidents

Overview of the Emergency Medical Services System

History of EMS

As an EMT-B, you will be joining a long tradition of people who have provided emergency medical care to their fellow human beings. With the early use of motor vehicles in warfare, volunteer ambulance squads were organized and went overseas to provide care for the wounded in World War-1. In World War-2, the military trained special corpsmen to provide care in the field and bring the casualties to aid stations staffed by the nurses and physicians. In the Korean conflict, this evolved to the field medic and rapid helicopter evacuation to nearby Mobile Army Surgical Hospital units, where immediate surgical intervention was provided. Many advances in the immediate care of trauma patients resulted from the casualty experiences in the Korean and Vietnam conflicts.

Unfortunately, emergency care of the injured and ill at home had not progressed to a similar level. As late as early 1960s, emergency ambulance service and care across the United States varied widely. In some places, it was provided by well-trained advanced first aid squads that had well-equipped modern ambulances. In a few urban areas, it was provided by hospital-based ambulance services that were staffed with interns and early forms of medics. In many places, the only emergency care and ambulance service was provided by the local funeral home using a hearse that could be converted to carry a cot and serve as an ambulance. In other places, the police or fire department used a station wagon that carried a cot and a first aid kit. In most cases, both of these were staffed by a driver and an attendant who had some basic first aid training. In the few areas where a commercial ambulance was available to transport the ill, it was usually similarly staffed and served primarily as a means to transport the patient to the hospital.

Many communities had no formal provision for prehospital emergency care or transportation. Injured persons were given basic first aid by police or fire personnel at the scene and were transported to the hospital in a police or fire officer's car. Customarily, patients with an acute illness were transported to the hospital by a relative or neighbor and were met by their family physician or an on-call hospital physician, who assessed them and then summoned any specialists and operating room staff that were needed. Except in large urban centers, most hospitals did not have the staffed emergency departments to which we are accustomed today.

EMS as we know it today had its origins in 1966 with the publication of *Accidental Death and Disability: The Neglected Disease of Modern Society*. This report, prepared jointly by the Committees on Trauma and Shock of the National Academy of Sciences/National Research Council, revealed to the public and Congress the serious inadequacy of pre hospital emergency care and transportation in many areas. A number of key items were recommended in the report, some of which follow:

- Development of national courses of instruction for pre hospital emergency care and transportation by fire, police, rescue and ambulance personnel
- Development of nationally accepted textbooks and training aids for these courses
- Development of federal guidelines for the design of ambulances and the equipment they carry

Development and adoption of general policies and regulations pertaining to ambulance services and qualification and supervision of ambulance personnel in each state

Adoption by each municipality (or district or county) of means to supply the necessary proper pre hospital emergency care and transport within its jurisdiction

Establishment of hospital emergency departments with staffing by physicians, nurses and other personnel who are trained in resuscitation and the immediate care of the seriously injured and ill.

As a result, Congress mandated that two federal agencies address these issues. The National Highway Traffic Safety Administration (NHTSA) of the DOT, through the Highway Safety Act of 1966 and the Department of Health and Human Services, through the Emergency Medical Act of 1973, created funding sources and programs to develop improved systems of pre hospital emergency care.

In the early 1970s, the DOT developed and published the first National Standard Curriculum to serve as the guideline for the training of EMTs. To support the EMT course, the American Academy of Orthopedic Surgeons prepared and published the first EMT textbook - Emergency Care and Transportation of the Sick and Injured in 1971, often called the Orange Book. The textbook you are reading is the ninth edition of that publication. Through the 1970s, following the recommended guidelines, each state developed the necessary legislation, and the EMS system was developed throughout the United States. During the same period, emergency medicine became a recognized medical specialty, and the fully staffed emergency departments that we know today became the accepted standard of care.

In the late 1970s and early 1980s, the DOT developed a recommended National Standard Curriculum for the training of paramedics and identified a part of the course to serve as training for basic EMTs.

By 1980, EMS had been established throughout the nation. The system was based on the following two key changes:

The introduction of legislation that made it the responsibility of each municipality, township, or county to provide proper prehospital emergency care and transportation within its boundaries

The establishment of recognized and regulated standards for the training of ambulance personnel and equipment required on each ambulance

These changes ensured that, regardless of where an individual became hurt or acutely ill, he or she would receive timely, proper emergency care and transport to the hospital. During the 1980s many areas enhanced the EMT National Standard Curriculum by adding EMTs with higher levels of training who could provide key components of advanced life support (ALS) care (advanced lifesaving procedures). The availability of paramedics (EMT-Ps) and ALS on calls that require or benefit from advanced care has grown steadily in recent years. In addition, with the evolution in training and technology, the EMT-B and EMT-I can now perform a number of important advance skills in the field that were formerly reserved for the EMT-P.

The way EMS systems work may differ depending on the geographic area and population served. Regardless of the area, however, the NHTSA is available to evaluate EMS systems, based on the following 10 criteria in their Technical Assistance Program Assessment Standards:

INTERNATIONAL YOGA DAY CELEBRATION

International yoga day was celebrated on 21st June, 2018 by NCC cadets of SES College Sreekandapuram. Caretaker ANO Preju.K.Paul welcomed the cadets and the instructor. Each and every cadet was in white dress. The seminar hall was the venue for yoga. SUO Maidini Mohan, UO Anfas, Sudhin T O along with other senior cadets coordinated the program. It was a great success.



cLAss ON FIRsTAID

MARch 01, 2019

NSS Units of SES College organised a training session on first aid. Dr. Arun Arushi was the resource person of the session. It was really helpful for the volunteers.



PROGRAMME

@ SES College Sreekandapuram
21.06.2018 Thursday

Inaugural Session at 10.30 a.m

- Welcome : **Sri.Sunil Kumar.V**
Secretary Sargachethana
- Presidential Address : **Dr.Dominic Thomas**
Principal SES College
- Inaugural Address : **Sri. P.P.Raghavan**
Municipal Chiarmen Sreekandapuram
- Felicitations : **Sri. Devaraj Kavumbayi**
NYV Kannur
- : **Sri. Jamsheer Kuttiaattoor**
NYV Kannur
- : **Sri. Sreekumar**
Lecturer SES College

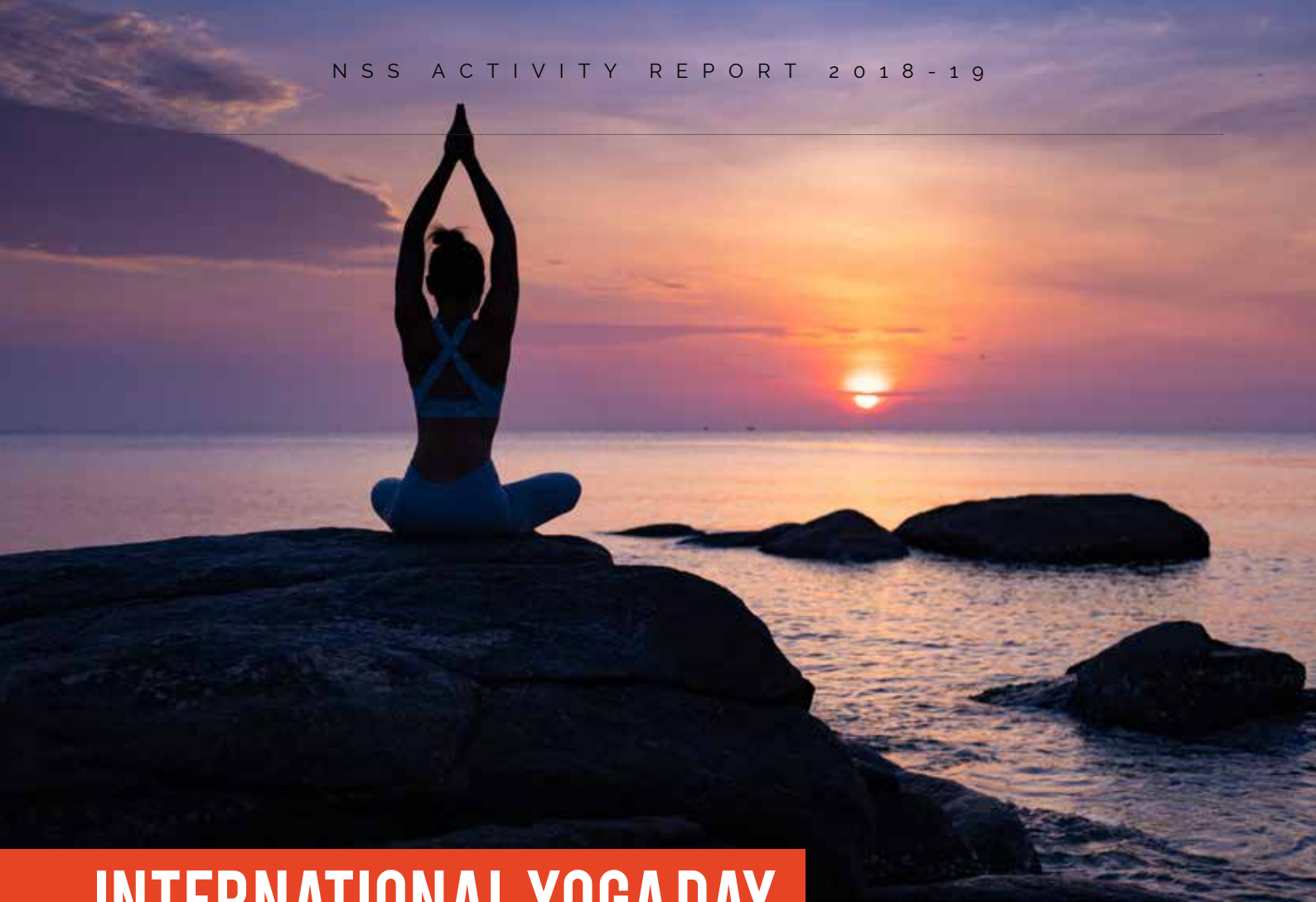
Vote of Thanks :

Sessions:

- 9.30 am : **YOGA DEMONSTRATION & CLASS**
Smt. Manjula Mohanan
Yoga Trainer
- 11.30 am : **CYBER LAWS**
Sri. Radhakrishnan Kavumbayi
SI KAP VI Battalion

SWACHHBHARATH INTERNSHIP PROGRAMME- Discussions

- Thanks : **Sri. Vineeth Kumar Payyannur**
NYV Kannur



INTERNATIONAL YOGA DAY

JUNE 23, 2018

International Yoga Day was observed by the NSS units on 23rd June 2018. Mis Mini Joseph, the yoga instructor demonstrated the yoga session for the students.



aWareNess Class ON COrONa virus

FEbrUArY15,2020

Mr. Sasindran K V, Health Inspector, Koottumugham Public Health Center conducted an awareness class on Corona virus to the NSS Volunteers. The session was really helpful for the students to know more about Coronavirus.



INTERNATIONAL YOGA DAY

SES College Sreekandapuram 4 COY 31 (K) Battalion NCC Kannur unit celebrated Yoga day on 21st June, 2019. Yoga instructor Smt. Mini Manoj gave valuable guidance for the cadets. The programme was held at college ; Principal, teachers and all other cadets attended the programme. Caretaker in charge, Mr. Samson Rajan and Principal Dr. Dominic Thomas felicitated in the programme. 75 cadets have participated in the programme.



INTERNATIONAL YOGA DAY

JUNE 21, 2019

International Yoga Day was observed by the NSS units on 21st June, 2019 by arranging yoga demonstration for the students specifying the importance of yoga practices in our daily lives.

Mrs. Mini Joseph was the yoga trainer and she demonstrated the various techniques of yoga to keep our mind and body calm and fresh.

