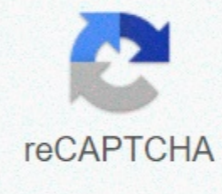


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Chris Le Baudour has been working in the EMS field since 1978. In 1984, Chris began his teaching career in the EMS Division of the Department of Public Safety at Santa Rosa Junior College in Santa Rosa, California. Chris holds a master's degree in EMS education with an emphasis on teaching and online learning, as well as numerous EMS certifications and instructions. Chris has spent the last 30 years mastering the art of experiential learning at EMS and is well known for his innovative classroom techniques and his passion for teaching and learning in traditional and online classrooms. Chris is very involved in EMS education at the national level. He served for six years as a board member of EMS's National Association of Educators and advises many organizations across the country. Chris is a frequent host at state and national conferences and is a prolific EMS writer. Along with numerous articles, he is the author of *Emergency Care for First Responders* and co-author of the *Full EMT: A Basic Working Text*, and an *Emergency Work Card and Active Learning Manual for THE BASIC EMT*. Chris and his wife, Audrey, have two children and reside in Northern California. David Bergeron has been very active in developing instructional and training programs for emergency medical services (EMS) for over 35 years. His initial work included a front row seat for the development of modern patient care and evaluation inspired by the studies of Dr. R. Adams Cowley, Maryland Shock Trauma Center, Maryland Institute of EMS Systems, and Maryland Fire and Rescue Institute (MFR). The work on instructional development for emergency medicine, including student programs and instructors' emt-basic, emergency (First Responders), EMT-Intermediate and emt-paramedics. He is credited with writing the first complete book-book for the first responder, for establishing the first behavioral goals for PARAMEDICS, and for being the first to develop a full-course glossary for EMS education. In addition to having served as an instructional technologist on the major textbooks in emergency medicine, David was faculty at the University of Maryland, Longwood University, and numerous community colleges and nursing schools. His publications include textbooks that have been translated into Spanish, Portuguese, French, German, Italian, Lithuanian, and Japanese. David died on April 10, 2012, after a long illness. Chris Le Baudour has been working in the EMS field since 1978. In 1984, Chris began his teaching career in the Department of Public Safety-EMS Division at Santa Rosa Junior College in Santa Rosa, California. Chris holds a master's degree in education with an emphasis on teaching and online learning, as well as numerous EMS certifications and instructions. 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His publications include textbooks that have been translated into Spanish, Portuguese, French, German, Italian, Lithuanian, and Japanese. David died on April 10, 2012, after a long illness. For emergency courses, Doctor. Help students think like EMRs. The leader in field, Emergency Medical Respond: First on site provides clear training, rescuers; training level for firefighters, emergency, law enforcement, military, civil and industrial personnel. The text is based on the new National Standards for Emergency Medical Services Education for Emergency Medical First Responders and includes the 2017 Focused Updates of the American Cardiac Association Guidelines for Cardiopulmonary Resuscitation and First Aid. The fully updated 11th edition covers new topics recently introduced in emergency medical programs. Also available on MyLab BRADY MyLab™ is the teaching and learning platform that allows you to reach all students. By combining trusted author content with digital tools and a flexible platform, MyLab personalizes the learning experience and improves outcomes for each student. Designed for EMS students and educators, MyLab BRADY engages students with unique practice opportunities while supporting educators with valuable teaching material. Learn more about MyLab BRADY. Emr's core skills and knowledge The most up-to-date evidence-based medical practices are addressed in each chapter, with emphasis on why the patient is presented. Step-by-step skills are presented in 90 photos, giving the reader a quick reference feature. New - New blood pressure guidelines from the American Hospital Association are included in Chapter 12, Obtaining medical history and vital signs. New medical and administrative themes from the 11th edition New - New Chapter 3 topics, Emergency Medical Rescuer Welfare and Safety, include Zika and Ebola, the new hepatitis B vaccine for adults, and hospital care for terminally ill patients. New topics in Chapter 8, Principles of Effective Documentation, include HIPAA privacy concerns, bug correction on electronic and paper PCRs, and the use of smartphone applications for patient documentation. New - New chapter 15 topics, Taking Care of Respiratory Emergencies, includes new content on respiratory impairment related to trauma, pulmonary edema, pneumonia and agonal breaths. Enhanced Critical Thinking Opportunities - The first scene scenarios woven throughout each chapter have been enhanced. They put students in real-life emergency scenarios, offering an unavailable perspective with any other training resource. The first Scene Review Run feature at the end of each chapter includes critical thinking questions related to the First on Scene scenario and asks students to consider how they may have reacted differently. Revised - Rapid tests at the end of each chapter were reviewed to better evaluate cognitive objectives. They multiple choice questions linked to DOT objectives, as well as additional learning tasks. Also available on MyLab BRADY MyLab™ is the teaching and learning platform that empowers you to combine trusted author content with digital tools and a flexible platform. MyLab personalizes the learning experience and improves outcomes for each student. Designed for EMS students and educators, MyLab BRADY engages students with unique practice opportunities while supporting educators with valuable teaching material. Learn more about MyLab BRADY. Reach all MyLab students Teach your course your way. Your course is unique. 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The new topics in Chapter 8, Principles of Effective Documentation, include HIPAA privacy concerns, bug correction on electronic and paper PCRs, and the use of smartphone applications for documentation of New topics in Chapter 15, Caring for Respiratory Emergencies, include new content on respiratory impairment related to trauma, pulmonary edema, pneumonia, and agonal breathing. Critical thinking opportunities The first scene scenarios woven throughout each chapter have been enhanced. Enhanced. put students in real-life emergency scenarios by offering an unavailable perspective with any other training resource. Rapid tests at the end of each chapter were reviewed to better assess cognitive objectives. These include multiple-choice questions linked to DOT objectives as well as additional learning tasks. 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