

REMSA EMERGENCY MEDICAL TECHNICIAN (EMT) DIVISION 1 PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which of the following best describes vectors in the context of disease transmission?**
 - A. Non-living carriers of pathogens
 - B. Living organisms that carry agents transmitting disease
 - C. Devices used for immunization
 - D. Environmental conditions that foster disease spread
- 2. What is the primary characteristic of a Schedule III drug?**
 - A. High abuse potential
 - B. Limited abuse potential
 - C. Minimal medicinal value
 - D. No medicinal use
- 3. How many stages are there in the respiration process?**
 - A. 2
 - B. 3
 - C. 4
 - D. 5
- 4. What is the primary purpose of conducting a physical examination?**
 - A. To assess the patient's emotional state
 - B. To determine the need for advanced medical intervention
 - C. To evaluate the efficacy of previous treatments
 - D. To identify any visible injuries or abnormalities
- 5. What is the average tidal volume for an adult?**
 - A. 200-300 ml
 - B. 400-500 ml
 - C. 500-600 ml
 - D. 600-700 ml
- 6. Which of the following drugs is categorized as a Schedule IV drug?**
 - A. Tylenol
 - B. Valium
 - C. Oxycodone
 - D. Heroin

- 7. What is the primary purpose of gloves and eyewear for EMTs when handling TB cases?**
- A. To maintain patient confidentiality
 - B. To provide protection against infectious diseases
 - C. To improve the efficiency of care provided
 - D. To comply with workplace dress codes
- 8. What is the primary goal of primary prevention in healthcare?**
- A. To minimize the severity of future events
 - B. To educate patients about their conditions
 - C. To prevent events from occurring in the first place
 - D. To rehabilitate individuals after an event
- 9. During the assessment of motor response in the GCS, what does a score of 4 indicate?**
- A. Withdraw from pain
 - B. Obeys commands
 - C. Localizes pain
 - D. Flexion to pain
- 10. What symptom is unique to Meningitis compared to Chicken Pox?**
- A. Fever
 - B. Headache
 - C. Loss of appetite
 - D. Altered level of consciousness

Answers

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1. B
2. B
3. C
4. D
5. C
6. B
7. B
8. C
9. C
10. D

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Explanations

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1. Which of the following best describes vectors in the context of disease transmission?

- A. Non-living carriers of pathogens
- B. Living organisms that carry agents transmitting disease**
- C. Devices used for immunization
- D. Environmental conditions that foster disease spread

Vectors are defined as living organisms that carry and transmit pathogens from one host to another, thus playing a crucial role in the spread of diseases. Common examples of vectors include mosquitoes, ticks, and fleas, which can transfer infectious agents like viruses, bacteria, or parasites through their bites. Understanding the role of vectors is fundamental in epidemiology and public health, as controlling vector populations can significantly reduce the incidence of vector-borne diseases. In contrast, non-living carriers like inanimate objects or surfaces do not fit the definition of vectors, as they do not involve living organisms in the transmission process. Devices used for immunization are aimed at preventing diseases rather than transmitting them, and environmental conditions pertain to factors that may facilitate or enhance the spread of diseases but do not represent the mechanism of transmission itself through living carriers. Therefore, the definition of vectors as living organisms that actively carry pathogens is central to understanding their impact on public health and disease management.

2. What is the primary characteristic of a Schedule III drug?

- A. High abuse potential
- B. Limited abuse potential**
- C. Minimal medicinal value
- D. No medicinal use

A Schedule III drug is primarily characterized by having a limited abuse potential compared to Schedule I and II drugs. These substances are recognized as having a valid medical use in treatment and are less likely to lead to severe psychological or physical dependency when used within the prescribed guidelines. Examples of Schedule III drugs include anabolic steroids and certain medications that contain combinations of codeine with other ingredients. While they can be abused, the risk is significantly lower than that associated with drugs classified in the higher schedules. This limited abuse potential is essential for understanding how these substances fit into the controlled substances framework, as it informs healthcare providers and the public about their regulated usage and potential risks. In this context, Schedule III drugs are necessary for managing certain medical conditions while also ensuring safeguards are in place to minimize potential misuse.

3. How many stages are there in the respiration process?

- A. 2
- B. 3
- C. 4**
- D. 5

The correct answer indicates that there are four stages in the respiration process. Each stage plays a crucial role in how oxygen is utilized and carbon dioxide is expelled by organisms. These stages are: 1. ****Ventilation**** – This is the physical act of breathing, which involves inhaling oxygen from the atmosphere into the lungs and exhaling carbon dioxide out of the body. 2. ****External Respiration**** – This stage involves the exchange of gases between the air in the alveoli of the lungs and the blood. Oxygen from the inhaled air moves into the blood, while carbon dioxide from the blood moves into the alveoli to be exhaled. 3. ****Transport of Gases**** – Once the gases have been exchanged, the oxygen is transported via the bloodstream to various cells throughout the body, where it is needed for cellular processes. Carbon dioxide, a byproduct of metabolism, is transported back to the lungs for removal. 4. ****Internal Respiration**** – This stage occurs at the cellular level, where oxygen enters the cells and is used for cellular respiration, and carbon dioxide is produced as a waste product. Understanding these four stages is essential for grasping the complexities of how respiration works, the importance of gas exchange, and how energy is

4. What is the primary purpose of conducting a physical examination?

- A. To assess the patient's emotional state
- B. To determine the need for advanced medical intervention
- C. To evaluate the efficacy of previous treatments
- D. To identify any visible injuries or abnormalities**

The primary purpose of conducting a physical examination is to identify any visible injuries or abnormalities that may be present in the patient. This allows emergency medical technicians to gather critical information about the patient's current health status, including the presence of trauma, deformities, or signs of distress. By identifying these conditions early, EMTs can prioritize care, make informed decisions regarding immediate treatment, and determine the necessary steps for further medical intervention if required. A physical examination plays a crucial role in understanding the overall condition of the patient, and recognizing specific injuries or abnormalities is essential for formulating an appropriate treatment plan. This initial assessment can significantly impact the outcome of care, especially in emergency situations where timely intervention can be life-saving.

5. What is the average tidal volume for an adult?

- A. 200-300 ml
- B. 400-500 ml
- C. 500-600 ml**
- D. 600-700 ml

The average tidal volume for an adult is approximately 500-600 ml. This volume represents the amount of air that is inhaled or exhaled in one breath at rest. It is an essential concept in respiratory physiology, as it helps to understand how much air is exchanged during normal breathing and plays a critical role in assessing a patient's respiratory status. In clinical practice, knowing the average tidal volume can assist healthcare providers when evaluating patients with respiratory conditions or when determining the appropriate settings for mechanical ventilation. While some factors like age, sex, and physical fitness can cause variations in tidal volume, the 500-600 ml range is widely accepted as typical for healthy adults. Understanding this value is crucial because it serves as a baseline in various medical scenarios, including trauma assessment and resuscitation efforts, as it impacts oxygen delivery and carbon dioxide removal from the body.

6. Which of the following drugs is categorized as a Schedule IV drug?

- A. Tylenol
- B. Valium**
- C. Oxycodone
- D. Heroin

Valium, also known by its generic name diazepam, is categorized as a Schedule IV drug under the Controlled Substances Act. Schedule IV substances are characterized by having a lower potential for abuse compared to drugs in higher schedules (such as Schedule III or II), but they can still lead to limited physical or psychological dependence. Valium is primarily used to treat conditions such as anxiety, muscle spasms, and seizures, and it is recognized for its therapeutic effects in a controlled medical setting. The other substances listed fall under different categories based on their potential for abuse and accepted medical use. For example, Tylenol (acetaminophen) is not a controlled substance and is generally recognized for its safety and efficacy as a pain reliever. Oxycodone is classified as a Schedule II drug due to its higher potential for abuse and addiction. Heroin, on the other hand, is a Schedule I drug, indicating it has a high potential for abuse and is not accepted for medical use in the United States. This classification framework helps in understanding the risks associated with each substance and the regulations that govern their use.

7. What is the primary purpose of gloves and eyewear for EMTs when handling TB cases?

- A. To maintain patient confidentiality
- B. To provide protection against infectious diseases**
- C. To improve the efficiency of care provided
- D. To comply with workplace dress codes

The primary purpose of gloves and eyewear for EMTs when handling tuberculosis (TB) cases is to provide protection against infectious diseases. TB is a highly contagious airborne disease that can be transmitted when an infected person coughs or sneezes, releasing bacilli into the air. By using gloves and eyewear, EMTs create a barrier that helps prevent the transmission of these infectious agents during patient care and any potential exposure during transport or examination. Personal protective equipment (PPE) is crucial in minimizing the risk of infection for both the healthcare provider and the patient, ensuring that EMTs can perform their duties safely while effectively managing infectious cases. Other considerations, such as patient confidentiality or compliance with dress codes, are important in the healthcare field but do not directly relate to the primary concern of disease transmission in TB cases. Similarly, while improving efficiency is a goal in emergency care, the fundamental reason for wearing protective gear in this context is to mitigate the risk of infection.

8. What is the primary goal of primary prevention in healthcare?

- A. To minimize the severity of future events
- B. To educate patients about their conditions
- C. To prevent events from occurring in the first place**
- D. To rehabilitate individuals after an event

The primary goal of primary prevention in healthcare is to prevent events from occurring in the first place. This approach focuses on reducing the incidence of diseases and injuries by addressing risk factors and promoting health awareness before any symptoms or conditions arise. Strategies often include vaccination, health education, lifestyle modifications, and screening programs that target population health. By intervening at this stage, the aim is to create a healthier public and reduce the burden of disease, thus improving overall health outcomes and minimizing the need for more extensive medical treatments later on. In doing so, primary prevention plays a crucial role in public health initiatives and personal well-being, setting the foundation for a healthier society.

9. During the assessment of motor response in the GCS, what does a score of 4 indicate?

- A. Withdraw from pain
- B. Obeys commands
- C. Localizes pain**
- D. Flexion to pain

A score of 4 in the assessment of motor response in the Glasgow Coma Scale (GCS) indicates that the patient localizes pain. This means that when a painful stimulus is applied, the patient is able to purposefully move their hand to the area of discomfort, suggesting a level of awareness and a more complex response than merely withdrawing from pain. Understanding this response is crucial in evaluating a patient's neurological status, as it reflects an ability to recognize and react to a stimulus, indicating a higher level of cognitive functioning than merely obeying commands or exhibiting flexion or withdrawal from pain. This level of response can provide important insights into the patient's overall level of consciousness and neurological integrity during an emergency assessment.

10. What symptom is unique to Meningitis compared to Chicken Pox?

- A. Fever
- B. Headache
- C. Loss of appetite
- D. Altered level of consciousness**

In the context of distinguishing between meningitis and chickenpox, an altered level of consciousness is a symptom that is particularly relevant to meningitis. Meningitis, which involves inflammation of the protective membranes covering the brain and spinal cord, can lead to significant neurological impairment. Symptoms like confusion, lethargy, and decreased responsiveness are common as the inflammation can affect the brain's function. On the other hand, while fever, headache, and loss of appetite can be associated with both conditions, they do not serve as unique indicators of meningitis. Fever is a common characteristic of many infections, including chickenpox, and while both conditions can present with headaches and loss of appetite, these symptoms are not exclusive to meningitis. The altered level of consciousness serves as a critical sign that indicates more severe involvement of the central nervous system, which is less likely to occur with chickenpox.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

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We wish you the very best on your exam journey. You've got this!

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