

Academy for Allied Health and Sciences at Plainfield High School



**Plainfield High School
in partnership with
JFK-Muhlenberg-Snyder Schools
Union County College
Lincoln Technical Institute
Rutgers University**

Emergency and Clinical Care Curriculum

IDST 1100

(Certified Teacher of AHA/Red Cross required)

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Course Philosophy

Emergency and Clinical Care is a course that describes how to respond to emergencies before medical help arrives. The course is designed to give the student the knowledge of how to recognize and respond to an emergency. The intent of the course is to help the student feel more confident in his/her ability to act appropriately in the event of an emergency. Students are prepared to 1) obtain a patient medical history, 2) take and record vital signs relative to medical/dental treatment, and 3) acquire cardiopulmonary resuscitation certification.

Students will be trained to respond to community emergencies through the American Red Cross' or American Heart Association's first aid course.

Topics such as bleeding, head injuries, illnesses, trauma, poisoning, behavioral incidents, splinting, substance abuse, skeletal injuries and motor vehicle accidents will be addressed. Professionalism and HIPAA law will be emphasized throughout the course.

Guest speakers may be invited to share their experiences and expertise. Throughout this course, the focus will be on understanding many ways that students can make a difference as health care providers in their own communities.

Students will be trained in various patient care skills, such as turning and positioning, transfer techniques, wheelchair transport and bed making.

***Refer to Appendix A for description of learning styles that are addressed in the activities listed in the curriculum (e.g., AR, AS, CR, CS).*

Course Goals

1. Explain the workings of EMS.
2. Describe methods to keep a citizen responder safe.
3. Identify methods to maintain a safe environment at the scene of an emergency.
4. Describe physiological changes in the body when body systems fail.
5. Explain methods in which disease spreads and demonstrate ways to prevent it.
6. Describe and demonstrate emergency moves.
7. Explain and demonstrate the assessment of a victim.
8. Demonstrate how to recognize and care for victims of breathing emergencies.
9. Demonstrate the use of breathing devices.
10. Identify the signs and symptoms of various cardiac and respiratory emergencies, and demonstrate how to care for them.
11. Identify the signs and symptoms of life-threatening conditions and demonstrate the proper care for them.
12. Identify the signs and symptoms of muscular-skeletal injuries and demonstrate how to care for them.
13. Describe infant and child emergencies and demonstrate the care for them.
14. Identify and demonstrate the care of behavioral emergencies.
15. Identify the signs and symptoms of poisoning, hot and cold emergencies, and other medical emergencies.
16. Describe the citizen responder's role in the emergency response system.
17. Identify delayed care situations and appropriately care for victims.

18. Identify and embody healthy choices in life.

Unit 1- Emergency Response- The EMS/Safety

A. Objectives: The student will be able to:

1. Define the components of the EMS.
2. Identify the links which incorporate the chain of survival.
3. Detail the importance of professionalism in thought, word, deed and dress.
4. Evaluate his position as a leader or follower.
5. Formulate reasons to render the same care to all patients.
6. Compare and contrast in-hospital and out of hospital care.
7. Summarize how emergency service operates. Ns in which it is necessary to activate EMS.
8. Detail information to be related to EMS during a 911 call.
9. Demonstrate a positive work ethic in various settings. (9.1.12.F.2)
10. Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. (9.1.12.C.5)
11. Employ leadership skills to accomplish objectives. (9.4.12.H.38)
12. Employ teamwork skills to achieve results and use team members' talents. (9.4.12.H.40)
13. Discuss a citizen responder's responsibility prior to the arrival of more highly trained personnel.
14. List the PPE necessary for rescue operations and potential exposure to pathogens.
15. Employ leadership skills to accomplish goals and objectives. (9.4.12.A.45)
16. Apply ethical reasoning to a variety of situations to make decisions. (9.4.12.A.51)
17. Use correct grammar, punctuation and terms to document care. (9.4.12.B.10)
18. Identify and demonstrate positive work behavior and personal qualities needed to succeed. (9.4.12.A.54)
19. Employ critical thinking skills to synthesize, analyze and evaluate situations to solve problems and make decisions. (9.4.12.H.16)
20. Employ critical thinking skills to resolve conflicts. (9.4.12.H17)

B. Objectives:

1. Teacher lecture, demonstration, modeling, and discussions based on topics in unit 1.
2. As a group activity, students will identify safety factors involved with the role of first responder.(CS, CR, AS)
3. Instructor will lead students in the identification and implementation of safety guidelines for all people at an emergency scene.(CS, CR)
4. Instructor will lead the class involving several different scenarios of emergency situations. Students will be required to describe and demonstrate the proper use of equipment in various trauma/emergency situations. (CS, CR, AS, AR)
5. Instructor will simulate various emergency scenes. Through role play, students will be required to identify potential dangers in several scenarios. Instructor will check for completeness of responses and make corrections where appropriate. (CS, CR, AS)

C. Evaluations:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.

2. Role playing scenarios will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.
4. Student diagrams will be graded for content, accuracy, and neatness.

D.Resources:

1. Text- First Aid
2. Puzzles
3. Handouts
4. Videos
5. Mannequins
6. Mats

Unit II- Infection Control

A. Objectives: The student will be able to

1. Define OSHA and discuss its role in keeping work environments safe.
2. Compare and contrast bacteria and viruses. Explain the function of the
3. immune system.
4. Describe different methods of disease transmission and methods to prevent it.
5. Explain the chain of infection.
6. Describe how HPV, HIV, TB and meningitis are spread.
7. Identify body substance isolation techniques.
8. Demonstrate proper donning and removal of gloves. (2.1.12.D.6)
9. Explain protocol for an accidental exposure.

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Instructor will assign students to participate in an art project which will reinforce one of themes/concepts stressed in this unit. (CS, CR, AS, AR)
4. Students will be required to construct a journal for writing their reflections with respect to topics/themes presented in this unit. (AR,CS)

C. Evaluations:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation. 3. Journal writing will be assessed through class discussion.
4. Student diagrams will be graded for content, accuracy, and neatness.

D.Resources:

1. Text- First Aid
2. Puzzles
3. Handouts
4. Videos
5. Mannequins
6. Mats

Unit III- Legal Considerations

A.Objectives: The student will be able to

1. Define first aid responder standards of care.
2. Explain DNR, advance directives and reasons for their existence.
3. Compare and contrast expressed and informed consent.
4. Define various legal terms.
5. Compare and contrast assault and battery.
6. Describe principles of HIPAA law and its importance.
7. Explain Good Samaritan laws. (9.2.12.D.5)
8. Discuss reasons to preserve evidence at a crime scene.
9. Through role play, demonstrate understanding of common legal terms.
10. Detail reasons for accurate documentation.

B.Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Instructor will assign students to participate in an art project which will reinforce one of themes/concepts stressed in this unit. (CS, CR, AS, AR)
4. Students will be required to construct a journal for writing their reflections with respect to topics/themes presented in this unit. (AR,CS)

C. Evaluations:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.
4. Student diagrams will be graded for content, accuracy, and neatness.

D.Resources:

1. Text- First Aid
2. Puzzles
3. Handouts
4. Videos
5. Mannequins
6. Mats

Unit IV- Body Mechanics

A. Objectives: The student will be able to

1. Define body mechanics.
2. Demonstrate proper body mechanics.
3. Identify equipment necessary to move patients in an emergency.
4. Explain 5 different emergency moves and 4 different non-emergency moves.
5. Identify situations to move a victim in an emergency.
6. Demonstrate emergency and non-urgent moves. (2.1.12.D.6)
7. Identify the most appropriate move for someone who has a suspected spine injury.
8. Demonstrate the recovery position and discuss reasons for it. (2.1.12.D.6)

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Instructor will assign students to participate in an art project which will reinforce one of themes/concepts stressed in this unit. (CS, CR, AS, AR)
4. Students will be required to construct a journal for writing their reflections with respect to topics/themes presented in this unit. (AR,CS)

C. Evaluations:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.
4. Student diagrams will be graded for content, accuracy, and neatness.

D. Resources:

1. Text- First Aid
2. Puzzles

3. Handouts
4. Videos
5. Mannequins
6. Mats

Unit V- Stress

A. Objectives: The student will be able to

1. List signs and symptoms of stress on the job.
2. Brainstorm ways to alleviate stress and discuss various stress management techniques.
3. Explain emotional reactions a first responder may have when dealing with a serious tragedy.
4. Through role play, demonstrate empathy to fellow students in different scenarios.
5. Discuss ways to communicate effectively with victims' family members.
6. Analyze the effect of stress on the employee. (9.4.12.I.50)
7. Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.(2.1.12.E.3)

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Instructor will assign students to participate in an art project which will reinforce one of themes/concepts stressed in this unit. (CS, CR, AS, AR)
4. Students will be required to construct a journal for writing their reflections with respect to topics/themes presented in this unit. (AR,CS)

C. Evaluation:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.
4. Artwork will be graded for content, accuracy, and neatness.

D. Resources:

1. Text- First Aid
2. Puzzles
3. Handouts
4. Videos
5. Mannequins
6. Mats

Unit VI- The Human Body/Vital Signs

A. Objectives: The student will be able to

1. Explain the structure and function of the respiratory, circulatory, and muscular-skeletal, nervous, reproductive and integumentary systems.
2. Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
3. Describe common maladies of all body systems.
4. Discuss how injuries to various body systems may affect other body systems.
5. Recommend behaviors to enhance and support the optimal functioning of body systems.
6. Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system.
7. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Journal writing for reflection and brainstorming. (AR,CS)

C. Evaluation:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.

D. Resources:

1. Text- First Aid
2. Videos/DVDs
3. Stethoscopes
4. Clocks

Unit VII- Obtaining Vital Signs

A. Objectives: The student will be able to

1. Define vital signs.
2. Explain the importance of accurate blood pressure, pulse and respiration measurement.
3. Using classmates as victims, demonstrate techniques to assess blood pressure, respiration and pulse. (2.1.12.D.6)

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Journal writing for reflection and brainstorming. (AR,CS)

C. Assessment:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.

D. Resources:

1. Text- First Aid
2. Videos/DVDs
3. Stethoscopes
4. Clocks

Unit VIII- Assessment of Respiratory and Circulatory Systems

A. Objectives: The student will be able to:

1. List the components of scene size-up.
2. Explain the reasons for evaluating scene safety prior to entering.
3. Discuss the reasons for initial assessments.
4. Describe methods to assess level of consciousness, breathing and circulation.
5. Identify the parts of a physical exam.
6. Demonstrate, through role play, the use of DOTS and SAMPLE as part of the initial assessment of a victim. (2.1.12.D.6)
7. Apply active listening skills to obtain and clarify information. (9.4.12.B.13)

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Journal writing for reflection and brainstorming. (AR,CS)

C. Assessment:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.

D. Resources:

1. Text- First Aid
2. Videos/DVDs
3. Stethoscopes
4. Clocks

Unit IX- Breathing Emergencies

A. Objectives: The student will be able to:

1. Explain the function of the respiratory system.
2. Describe symptoms of respiratory distress.
3. Through role play, demonstrate the care of a victim exhibiting signs of respiratory distress.
4. Describe rescue breathing techniques for adult, child and infant.
5. Describe the care of a choking victim.
6. Demonstrate the care of a choking victim. (2.1.12.D.6)
7. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. (2.5.12.B.1)

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Journal writing for reflection and brainstorming. (AR,CS)

C. Assessment:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.

D. Resources:

1. Text- First Aid
2. Videos/DVDs
3. Stethoscopes
4. Clocks

Unit X- Breathing Devices

A. Objectives: The student will be able to

1. Describe the purpose of a resuscitation mask and bag-valve mask.
2. Demonstrate, through role play, the proper technique to ventilate a victim using provided equipment. (2.1.12.D.6)

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Journal writing for reflection and brainstorming. (AR,CS)

C. Assessment:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.

D. Resources:

1. Text- First Aid
2. Videos/DVDs
3. Stethoscopes
4. Clocks

Unit XI- Cardiac Emergencies

A. Objectives: The student will be able to

1. Explain the function of the circulatory system.
2. Discuss risk factors for a cardiac condition and the importance of living a healthy life to decrease chances of a cardiac emergency.)
3. Describe symptoms of a heart attack.
4. Demonstrate correct technique to care for victims of heart attacks. (2.1.12.D.6).
5. Explain the components of CPR.
6. List steps for adult, child and infant CPR.
7. Using mannequins, demonstrate proper technique of one and two rescuer CPR on adults, children and infants. (2.1.12.D.6)
8. Describe reason for use of an AED.
9. Explain defibrillation.
10. Demonstrate proficiency of the use of a model defibrillator - AED machine. (2.1.12.D.6)
11. Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies. (2.1.12.D.6)

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Journal writing for reflection and brainstorming. (AR,CS)
4. Videos(AS)

C. Evaluation:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.

D. Resources:

1. Text- First Aid
2. Videos/DVDs
3. Mannequins
4. Masks/gloves
5. AED

Unit XII- Bleeding /Shock/Injuries

A. Objectives: The student will be able to

1. Explain the function of blood.
2. Describe the path of blood through different vessels.
3. Explain the care of a victim with severe bleeding.
4. Through role play, demonstrate how to control external bleeding. (2.1.12.D.6)
5. Explain the signs and symptoms of internal bleeding.
6. Demonstrate ways to care for a victim with signs and symptoms of shock. (2.1.12.D.6)
7. List signs and symptoms of shock.
8. Through role play, demonstrate how to care for a victim in shock. (2.1.12.D.6)

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Instructor will provide puzzle activities which will reinforce the main concepts of bleeding and shock injuries. (AS)
4. Journal writing for reflection and brainstorming. (AR,CS)

C. Evaluation:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation. 3. Journal writing will be assessed through class discussion.

D. Resources:

1. Text- First Aid
2. Videos Splints
3. Bandages
4. Backboard

Unit XIII- Specific Injuries

A. Objectives: The student will be able to:

1. List different open soft tissue injuries.
2. Compare and contrast care for soft tissue, penetrating chest, embedded object abdominal open wound and amputations.
3. Demonstrate several techniques to treat a victim of trauma. (2.1.12.D.6)

4. Explain signs and symptoms of muscular-skeletal injury.
5. Demonstrate ways to care for muscular-skeletal injury. (2.1.12.D.6)
6. Demonstrate care for specific soft tissue injuries.
7. Identify the four stages of burns.
8. Explain care for the four stages of burns.
9. Discuss reasons for bandaging and dressing injuries.
10. List signs and symptoms of musculoskeletal injuries.
11. Describe emergency care of a swollen, painful or deformed extremity. (2.1.12.D.6)
12. Demonstrate proper use of a splint on various body parts. (2.1.12.D.6)
13. List the signs and symptoms of a head, neck or back injury.
14. Describe situations occurring which might cause head, back or neck injuries.
15. Describe appropriate care for specific head, neck and back injuries.
16. Through role play, demonstrate appropriate care for head, back and neck injuries. (2.1.12.D.6)
17. Explain the importance of proper immobilization for head, neck and back injuries.
18. Demonstrate in-line stabilization. (2.1.12.D.6)

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Instructor will provide puzzle activities to reinforce the concepts introduced in relation to specific injuries. (AS)
4. Journal writing for reflection and brainstorming. (AR,CS)

C. Evaluation:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.

D. Resources:

1. Text- First Aid
2. Videos Splints
3. Bandages
4. Backboards

Unit XIV- Medical and Behavioral Emergencies

A. Objectives: The students will be able to

1. Describe care for general medical concerns.
2. Identify signs and symptoms of change in level of consciousness, diabetic emergency, seizure, and stroke.
3. Explain the appropriate care for change in level of consciousness, diabetic emergency, seizure, and stroke.
4. List signs and symptoms of a heat and cold-related emergencies.
5. Explain methods to care for victims of thermal related emergencies.
6. Explain the meaning of behavioral emergencies.
7. List reasons to suspect a person may be experiencing a behavioral emergency.
8. Through role play, demonstrate how to care for a victim having a behavioral emergency. (2.1.12.D.6)
9. List the four ways poisons enter the body.
10. Explain the signs and symptoms of poisoning.
11. Detail methods to care for a poison victim.
12. Identify categories of abused substances.
13. Explain the signs and symptoms of substance abuse.
15. Explain methods to care for a victim of substance abuse.
16. Define anaphylaxis.
17. Describe the signs and symptoms of anaphylaxis.
18. Explain the care of a victim of anaphylaxis.
19. Analyze effectiveness of various strategies that support the ability to stop abusing drugs. (2.3.12.C.2)
20. Debate the use of steroids to improve performance. (2.6.12.A.5)

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Instructor will provide puzzle activities to reinforce the concepts introduced in relation to specific injuries. (AS)
4. Journal writing for reflection and brainstorming. (AR,CS)

C. Evaluation:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.

D. Resources:

- 1.Text- First Aid
2. Videos
- 3.Splints
- 4.Bandages
5. Backboards

Unit XV- Delayed Help Situations

A. Objectives: The student will be able to

1. List 3 types of environments that could cause a delayed help situation.
 2. Describe information to be gathered in a delayed help situation before making plans to get help.
 3. List steps to take before leaving a victim alone for an extended pd. Of time.
 4. Describe how to protect a victim from exposure to heat and cold.
 5. Demonstrate various ways to care victims in delayed response situations.
- (2.1.12.D.6)

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Puzzles (AS)
4. Journal writing for reflection and brainstorming. (AR, CS)
5. Videos (AS)

C. Evaluation:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
- 3 Journal writing will be assessed through class discussion.

D. Resources:

1. Text- Responding to Emergencies
2. Puzzles

Unit XVI- Infants and Children

A. Objectives: The student will be able to

1. Describe special emotional concerns children have when dealing with an emergency situation.
2. Compare and contrast differences in adult, child and infant anatomy.
3. Describe the assessment of a child.
4. Explain different respiratory emergencies of a child.
5. Through role play, demonstrate care of an infant or child victim.
6. List signs and symptoms of potential child abuse.
7. Describe legal responsibilities of the first responder in reporting suspected child abuse.

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock emergency scenarios, and respond appropriately, according to each situation. (CR, AR)
3. Journal writing for reflection and brainstorming. (AR,CS)
4. Videos (AS)

C. Evaluation:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.

D. Resources:

1. Text- First Aid
2. Video

Unit XVII- Patient Care Skills

A. Objectives: The student will be able to

1. Demonstrate proficiency in skin care, transfers, positioning and turning.
2. Explain personal care of residents.
3. Describe guidelines for assisting with grooming.
4. Identify guidelines for good skin care.
5. Define pressure points, bony prominences, pressure sores.
6. Discuss the common sites for pressure sores.
7. Explain the four stages of pressure sores and the characteristics of each.
8. Explain the guidelines for safely positioning and transferring residents.

9. Demonstrate wheelchair safety features.
10. Demonstrate proper techniques to move a patient back in his wheelchair.
11. Explain and demonstrate ways to transfer movement skills from one activity to another (2.5.12.A.1)
12. Discuss procedure if a resident starts to fall.
13. Demonstrate procedure if a resident starts to fall. (2.5.12.A.1)
14. Describe reasons for clean and wrinkle-free sheets.
14. Identify situations where pressure sores may be likely.
15. Make an unoccupied bed.
16. Make an occupied bed.
17. Identify circumstances where a patient may need an assistive device to ambulate.
18. Demonstrate proficiency in using cane.
19. Demonstrate proficiency in using walker.

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock scenario and demonstrate proper procedures. (CR, AR)
3. Journal writing for reflection and brainstorming. (AR,CS)
4. Videos (AS)

C. Evaluation:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Demonstrations of skills will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.

D. Resources:

1. Text- First Aid
2. Video
3. Mannequins
4. Beds
5. Bed linens
6. Wheel chair
7. Walker
8. Cane

Unit XVIII- Healthy Lifestyles

A. Objectives: *The student will be able to*

1. List 3 strategies to prevent injuries.
2. List 4 elements of a fire escape plan.
3. Identify 6 physical indicators of negative stress.
4. Discuss ways to improve safety at work, school and home.
5. Identify 5 risks of smoking and drinking alcohol.
6. Describe 4 steps you can take to reduce your risk of personal injury.

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS,CR,AS,AR)
2. Role play- Students will be given mock scenario and demonstrate proper procedures. (CR, AR)
3. Journal writing for reflection and brainstorming. (AR,CS)
4. Videos (AS)

C. Evaluation:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Demonstrations of skills will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.

APPENDIX A

Acronyms for Learning Styles

The Concrete Random Learner (CR)

The concrete random learning preference is characterized by an experimental attitude and accompanying behavior. CR learners get the gist or ideas quickly and demonstrate the ability to make intuitive leaps in exploring unstructured problem solving experience sometimes they also have insights and make leaps in structured situations. Then they are chided for not showing their work of jumping to conclusions.

Concrete random learners utilize the trial-and-error in acquiring information. They do not like cut-and-dries procedures that deny them opportunities to find answers in their own ways. They do not respond well to teacher intervention in their dependent efforts. They work well independently or in small groups.

CR instructional preferences- mini-lecture, games, simulation, open ended activities, brainstorming.

The Concrete Sequential Learner (CS)

The concrete sequential learning preference is characterized by the propensity to derive information through direct, hands on experience. CS learners exhibit extraordinary development of their five senses. They appreciate order and logical sequence of the if-then, premise-conclusion variety. They like touchable, concrete materials. In a biology class, a plaster model handled by the teacher would be insufficient for these learners. They want to have the real thing to take apart themselves. The CS learners prefer step-by-step directions when confronted with a learning situation. They not only look for directions but they follow them. They like clearly ordered presentations and a quiet atmosphere.

CR instructional preferences- Checklists, charts, practical problems, computer programs, outlines, demonstrations

The Abstract Sequential Learner (AS)

The abstract sequential learning preference is characterized by excellent decoding abilities with written, verbal, and image symbols. AS learners have a wealth of conceptual "pictures" in their minds against which they read, hear, or see in graphic and

pictorial form. They possess and like to use reading, listening, and visual translation skills. A symbol or picture is worth a thousand words to them.

These learners prefer a presentation that has substance, is rational and is sequential in nature. They are able to extract the main ideas from a logical presentation. They learn well from authorities and like vicarious experiences.

AS instructional preferences - lecture, note taking, writing reports, individualized study, instructional media

The Abstract Random Learner (AR)

Abstract random learners are distinguishable by their attention to human behavior and a capacity to sense and interpret "vibrations". They are attuned to nuances of atmosphere and mood. They associate the medium with the message and tie a speaker's manner, delivery, and personality to the message being conveyed. In doing so, they evaluate a learning experience as a whole.

Abstract act random learners prefer to receive information in an unstructured manner and therefore like group discussions, activities which involve multi-sensory experiences, and busy environments. They prefer freedom from rules and guidelines. They seem to gather information and delay reaction; they organize material through reflection to get what they want.

AR instructional preferences- group work, music, poetry, short reading or lecture with discussion, personalized examples role play, journals