



HEALTHCARE SCIENCE

COURSE: 25.552 Applications of Therapeutic Services

UNIT: 7.1 CPR-Basic Life Support for Infants and Children



INTRODUCTION

Annotation:

In this unit students will further develop skills in CPR by completing training for infants and children based on the American Heart Association or American Red Cross course completion requirements. This will include demonstrating skills in foreign body airway obstruction conscious and unconscious, CPR for infant and child.

Grade(s):

	9 th
X	10 th
X	11 th
X	12 th

Time:

5 days to complete practice and check-offs for 28 students

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

HS-ATS-11:

The student will demonstrate basic life support techniques for both infants and children while utilizing personal protective equipment devices and adhering to all standard precautions within OSHA guidelines. Simulations may be used for demonstration purposes as necessary.

- a. Contrast infant and child risk factors for choking, respiratory, and cardiac distress.
- b. Apply automatic external defibrillator and follow directions based on scenario for a child.
- c. The student will successfully complete the AHA or ARC Basic life Support training for infants and children.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- “Chain of Survival” and activation of the EMS system for infants and children
- Identify emergency situations regarding the cardiopulmonary system
- Demonstrate appropriate CPR techniques per AHA and/or ARC guidelines for infants and children

Essential Questions:

- How do I know if a child/infant is choking and needs assistance?
- How would I assess an infant or child victim requiring CPR?
- How would I identify the signs and symptoms of specific problems requiring CPR?
- How do I perform CPR on an infant or child?

Knowledge from this Unit:

Skills from this Unit:



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☒ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☒ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

- CPR Competency Exam (practical and written test)

Assessment(s) Description/Directions:

- Follow directions on the written test and submit test to instructor. Students will be given a scenario and must demonstrate appropriate CPR techniques as indicated for the victim.

Attachments for Assessment(s):

- American Heart Association and/or American Red Cross handbook, classroom textbook



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-ATS-11: The student will demonstrate basic life support techniques for both infants and children while utilizing personal protective equipment devices and adhering to all standard precautions within OSHA guidelines.

Simulations may be used for demonstration purposes as necessary.

- a. Contrast infant and child risk factors for choking, respiratory, and cardiac distress.
- b. Apply automatic external defibrillator and follow directions based on scenario for a child.
- c. The student will successfully complete the AHA or ARC Basic life Support training for infants and children.

2. Review Essential Questions.

3. Identify and review the unit vocabulary.

4. Assessment Activity.

Note: The American Heart Association training is based on a watch DVD then practice, instructional method. The teacher's role is more of a facilitator for most of the training

- a) Read information in chapter/unit related to CPR.
- b) Complete workbook pages related to CPR
- c) Show the corresponding videos from either the ARC or AHA
- d) Demonstrate CPR techniques to students.
- e) Students will practice CPR on mannequins.
- f) Students will role-play resuscitation on a mannequin while instructor monitors student progress.
- g) Allow additional class time the following day for students to practice one and two rescuer CPR.
- h) Administer written test followed by practical exam.
- i) Students must pass the written competency exam with the minimum requirements of American Heart Association or ARC to receive Healthcare Provider Card.

Attachments for Learning Experiences:

Notes & Reflections:

Teachers should be instructors with the American Red Cross and or American Heart Association. The materials supplied by these organizations must be followed in your classroom. These materials must be used from your handbook and not utilized from this lesson plan. Supplemental Check off is included in this plan. For teachers who are not yet trained as a CPR instructor for the American Heart Association or American Red Cross, an additional resource so that students may receive credentials may be to contact your local fire department or healthcare facility who may have trained instructors willing to help provide instruction.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

- Role-playing the appropriate response for a victim requiring CPR

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

- Divide students into small groups and provide a mannequin and a specific victim scenario to respond to.- scenarios provided with curriculum
- Students will role-play appropriate response.

Attachments for Culminating Performance Task:



UNIT RESOURCES

Web Resources:

- Google webquest for CPR data
- www.americanheart.org
- www.redcross.org

Attachment(s):

Materials & Equipment:

- Textbook-ARC or AHA
- Computer/internet access
- TV/DVD/DVD player
- Worksheets
- Skills checklist rubrics
- AED
- Infant/child manikins 1 manikin every 3 students

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		