



HEALTHCARE SCIENCE

COURSE: 25.562 Concepts of Emergency Medicine

UNIT: 24.1 Behavioral Emergencies



INTRODUCTION

Annotation:

Students will learn how to accurately assess and treat emergencies of the behavioral nature within this standard as it relates to emergency medicine through researching and discussing abnormal behaviors and role-play.

Grade(s):

	9 th
X	10 th
X	11 th
X	12 th

Time: 5 hours

Author: Alicia McCracken

Additional Author(s): Teresa L. Lass, M.Ed. (Special Education)

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.

- When grouping students for the role-play, place non-disabled students together with students with disabilities to allow for peer tutoring.
- Students with disabilities might also need to be paired for the creation of the behavioral emergency guide.

- Differentiated instruction should be built in by allowing for practice and repetition of material, which is necessary for students with special needs.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

HS-CEM-11:

Students will accurately assess and treat emergencies of a medical, environmental, and behavioral nature.

- Integrate the knowledge and skills necessary to assure the provision of necessary assessment of medical, respiratory, diabetic, environmental, and behavioral emergency patients, including but not limited to: seizures; upper airway obstruction and lower airway diseases; administration of oral glucose and assessment of blood glucose; heat/cold exposure; water-related emergencies; altered mental status; stroke; and psychological crisis.
- Demonstrate the skills necessary to provide emergency care of the patient suffering from (including but not limited to) seizures; upper airway obstruction and lower airway diseases; hypoglycemia and hyperglycemia; heat/cold exposure; water-related emergencies; altered mental status; stroke; and psychological crisis.

GPS Academic Standards:

ELA11LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

National / Local Standards / Industry / ISTE:

COGNITIVE OBJECTIVES

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

- 4-8.1 Define behavioral emergencies.(C-1)
- 4-8.2 Discuss the general factors that may cause an alteration in a patient's behavior.(C-1)
- 4-8.3 State the various reasons for psychological crises.(C-1)
- 4-8.4 Discuss the characteristics of an individual's behavior which suggests that the patient is at risk for suicide.(C-1)
- 4-8.5 Discuss special medical/legal considerations for managing behavioral emergencies.(C-1)
- 4-8.6 Discuss the special considerations for assessing a patient with behavioral problems. (C-1)
- 4-8.7 Discuss the general principles of an individual's behavior which suggests that he is at risk for violence.(C-1)
- 4-8.8 Discuss methods to calm behavioral emergency patients.(C-1)

AFFECTIVE OBJECTIVES

- 4-8.9 Explain the rationale for learning how to modify your behavior toward the patient with a behavioral emergency.(A-3)

PSYCHOMOTOR OBJECTIVES

4-8.10 Demonstrate the assessment and emergency medical care of the patient experiencing a behavioral emergency. (P-1,2)



UNDERSTANDINGS & GOALS

Enduring Understandings:

- How people behave is related to many factors.
- When behavior is unacceptable or intolerable to others it is considered abnormal.
- EMS providers may be called or encounter abnormal behavior when responding to emergencies.
- It is vital that EMS providers not only understand the nature of abnormal behaviors but also how to recognize and care for patients with this disorder.

Essential Questions:

- How does a person's opinion of mental illness affect their ability to respond to a behavioral emergency?
- What factors or situations impact a person's behavior?
- How can the EMS provider recognize and safely respond to emergencies involving abnormal behavior?

Knowledge from this Unit:

- The steps in providing emergency medical care to a patient with a behavioral change.
- How to provide emergency medical care to a patient with a psychological crisis.
- Define behavioral emergencies.
- Discuss the general factors that may cause an alteration in a patient's behavior
- State the various reasons for psychological crises
- Discuss the characteristics of an individual's behavior which suggests that the patient is at risk of suicide.
- Discuss special medical/legal considerations for managing behavioral emergencies.
- Discuss the special considerations for assessing a patient with behavioral problems.
- Discuss the general principles of an individual's behavior which suggests that he/she is at risk of violent behavior.
- Discuss methods to calm behavioral emergency patients.

Skills from this Unit:

- Demonstrate the steps in providing emergency medical care to a patient with a behavioral change.
- Demonstrate the steps in providing emergency medical care to a patient with a psychological crisis.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ 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:

- Behavioral Emergencies Role Play
- Behavioral Emergencies Guide

Assessment(s) Description/Directions:

- Behavioral Emergencies Role Play – students will create scenarios for responding to behavioral emergencies
- Behavioral Emergencies Guide – Students will create a “how to” guide for responding to behavioral emergencies

Attachments for Assessment(s):

- Behavioral Emergencies Guide

- Behavioral Emergencies Guide Rubric
- Role Play Rubric



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

Lesson 1:

1. **Identify the Standards.** Standards should be posted in the classroom for each lesson.
2. **Review Essential Questions.**
3. **Identify and review the unit vocabulary.**

Vocabulary:

- **Behavior-** Defined as the manner in which a person acts or performs
 - **Behavioral emergency-**situation in which a person exhibits abnormal behavior that is unacceptable or intolerable to the patient, family, or community
 - **Positional asphyxia-** is a form of asphyxia which occurs when someone's position prevents them from breathing adequately.
4. Introduce behavioral emergencies by initiating a discussion about the students' preconceptions of what a behavioral emergency is.
 5. Present multimedia presentation about behavioral emergencies
 - Provide students with disabilities a note copy of the presentation, if applicable

Lesson 2:

1. **Identify the Standards.** Standards should be posted in the classroom for each lesson.
2. **Review Essential Questions.**
3. **Identify and review the unit vocabulary.**
4. Divide students into groups of 3-4. Give students a copy of the Role Play Rubric
5. Each group should create a role play that depicts a behavioral emergency and the emergency response. The group should have two versions: the correct emergency response and an incorrect response (the students should use their text and notes as references).
6. Have each group present their role-plays to the class.

Lesson 3:

1. **Identify the Standards.** Standards should be posted in the classroom for each lesson.
2. **Review Essential Questions.**
3. **Identify and review the unit vocabulary.**
4. Divide students into pairs and distribute the Behavioral Emergency “How to” activity.
5. Allow class time to complete the project, assess with rubric, and share final products

Lesson 4:

1. **Identify the Standards.** Standards should be posted in the classroom for each lesson.
2. **Review Essential Questions.**
3. **Identify and review the unit vocabulary.**
4. Have students search local newspapers for articles related to a behavioral emergency or psychological crisis.
5. Have the students write a summary of the article and a response commenting on how the article describes the situation being handled. How would the students have handled that situation and patient?

Attachments for Learning Experiences:

- Multimedia Presentation
- Behavioral Emergency “how-to” Activity
- Behavioral Emergency “how-to” Activity Rubric

Notes & Reflections:

- A Language Arts centered enrichment may include researching medical trade journals (professional or nonprofessional) and reading and summarizing articles relevant to the unit.
- A rubric may be created to assess the role-plays



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

- Computer
- LCD projector
- art supplies
- paper

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker