



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

HEALTHCARE SCIENCE

COURSE: 25.562 Concepts of Emergency Medicine

UNIT: 26.1 Obstetrics & Gynecology (OBGYN)



INTRODUCTION

Annotation:

This unit will cover the process of pregnancy and childbirth. Students will learn how to manage potential complications of pregnancy and childbirth.

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time:

Five 50 minute periods

Author:

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Additional Author(s):

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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-CEM-5:

Students will demonstrate knowledge of the different systems of the body and how they relate to patient care.

- a.** Summarize the importance of the Emergency Medical Services Provider's knowledge of the body's anatomy and physiology in relation to providing competent care and accurate communication to other health care providers.
- b.** Demonstrate knowledge of the body's anatomy and physiology to provide competent patient care and accurate communication to other health care providers.

GPS Academic Standards:

SAP1: Students will analyze anatomical structures in relationship to their physiological functions.

SAP5: Students will analyze the role of the reproductive system as it pertains to the growth and development of humans.

ELA11C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELAALRC3: The student acquires new vocabulary in each content area and uses it correctly.

ELA11SLV: The student participates in student-to-teacher, student-to-student, and group verbal interaction.

ELA11W3: The student uses research and technology to support writing.

ELAALRC4: The student establishes a context for information acquired by reading across subject areas.

National / Local Standards / Industry / ISTE:

Refer to modules 6:1.1 - 6:1.19 at <http://www.nhtsa.gov/people/injury/ems/pub/frnsc.doc>



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand how to recognize and manage obstetrical emergencies and how to assist in an out-of-hospital labor and delivery.

Essential Questions:

- What are the stages of pregnancy and labor?
- What are potential complications of pregnancy and childbirth?
- What supplies would I need to assist in an out-of-hospital labor and delivery, and what actions would I take?

Knowledge from this Unit:

- Student can describe the stages of pregnancy and labor.
- Student can describe the cause(s), signs/symptoms, and treatment of three complications related to pregnancy.

Skills from this Unit:

- Student can demonstrate technique to assist in an emergency delivery.
- Student can recognize and manage obstetrical emergencies appropriately.
- Student can provide care to a neonate in an out-of-hospital setting until emergency help arrives.



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
 - __X_ 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
- __X_ Dialogue and Discussion
 - ___ Student/teacher conferences
 - ___ Partner and small group discussions
 - __X_ 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:

- Reproductive System and Obstetrical Emergencies Unit Exam.

Assessment(s) Description/Directions:

- Reproductive System and Obstetrical Emergencies Unit Exam: administer exam at end of unit(s).
- Reproductive System and Obstetrical Emergencies Unit Exam REVIEW SHEET: hand out as class assignment or homework prior to exam.

Attachments for Assessment(s): Please list.

- Reproductive System and Obstetrical Emergencies Unit Exam.
- Reproductive System and Obstetrical Emergencies Unit Exam REVIEW SHEET.
- Exam key



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

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

HS-CEM-5. Students will demonstrate knowledge of the different systems of the body and how they relate to patient care.

SAP1. Students will analyze anatomical structures in relationship to their physiological functions.

SAP5. Students will analyze the role of the reproductive system as it pertains to the growth and development of humans.

ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELAALRC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA11SLV. The student participates in student-to-teacher, student-to-student, and group verbal interaction.

ELA11W3. The student uses research and technology to support writing.

ELAALRC4. The student establishes a context for information acquired by reading across subject areas.

2. Review Essential Questions.

- What are the stages of pregnancy and labor?
- What are potential complications of pregnancy and childbirth?
- What supplies would I need to assist in an out-of-hospital labor and delivery, and what actions would I take?

3. Identify and review the unit vocabulary.

Abortion	Amenorrhea	Amniotic Sac	APGAR	Bloody Show
Braxton Hicks Contractions	Breech Presentation	Cervix	Dilation	
Eclampsia	Ectopic Pregnancy	Effacement	Fallopian tube	Fetus
Fundus	Gravidity	Labor	Meconium	Miscarriage
Multiparous	Ovary	Ovulation	Ovum	Parity
Placenta	Placenta Previa	Placental Abruptio	Prematurity	Primiparous
Products of Conception (POC)	Prolapsed Umbilical Cord	Quickening		
Spontaneous Abortion	Uterus			

4. Assessment Activity.

LESSON ONE/TWO/THREE

1. Slideshow presentation: OB Emergencies.

- When discussing L & D, at slide 27, hold out your tightly closed fist. Show top of your fist to the students so that they can do the same (everyone should be looking at their curled forefinger and thumb wrapped around each other) and explain that this is similar to what a closed cervix looks like. Have students touch the end of their nose and then their lip. The nose represents what the cervix feels like before it begins to efface, and the softer lip represents what it feels like after it begins to efface. This is what the nurse, midwife, or doctor is palpating--dilation and effacement. Then demonstrate by slowly opening your fist what 1 cm, 2 cm, etc would look like. With both hands, show the diameter of 10 cm. Give students rulers (or pass one around the room) so they can visualize 10 cm.
- When discussing assisting in an uncomplicated delivery, show video clip (approximately one minute in length) found at <http://www.operationalmedicine.org/Videos/BulbSyringe.htm> on how to suction a newborn using a bulb syringe. Take a break from the slideshow and assign students into groups of three: two to compete and one to be the judge. Each competitor should be given a bulb syringe, a bowl of water, an empty bowl, and a towel to clean up any spills. The goal

is to move all the water from one bowl to the other (or can modify: who moves more water in 15 seconds, 30 seconds, etc). The judge must watch to ensure that the bulb is never depressed into the water (creating bubbles). If it is, the competitor is disqualified. Create a championship grid on the board and let winners play winners until you have a class champion.

Attachments for Learning Experiences:

- OB Emergencies Slideshow Presentation.

LESSON FOUR/FIVE

1. Assign students into groups of three to four. Assign each one of the following topics (or create other options as desired) for a debate: scheduled cesarean section, vaginal birth after cesarean, in-hospital vaginal delivery with epidural, in-hospital delivery with light intravenous narcotics as needed (but no epidural), all-natural delivery (no pain killers) in hospital, at-home delivery with a midwife, water-delivery at birthing center. Groups are to research the benefits of their assigned delivery method and be familiar with the negative aspects of the other methods in preparation for a debate. (Day one = research, Day two = debate).
2. Draw group numbers to determine who will present first, second, and so forth. Allow each group four to five minutes to present its argument. Give groups opportunity to challenge each other's beliefs and answer questions.
3. Wrap-up Activity: Have students journal about which option they would choose (for themselves or their future mother of their children as applicable) and why.

Attachments for Learning Experiences: Please list.

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.

- Refer to reproductive system information from Applications of Healthcare Science course for additional resources.

- Invite guest speaker from women's center or local OBGYN office.
- Birthing demonstration if birthing model available.
- Show video of childbirth.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated

Attachments for Culminating Performance Task



UNIT RESOURCES

Web Resources:

<http://msjensen.cehd.umn.edu/webanatomy/default.htm> has self-quizzes and copyright-free images as long as they are used for educational purposes

<http://www.operationalmedicine.org/Videos/BulbSyringe.htm>

<http://www.notablebiographies.com/An-Ba/Apgar-Virginia.html> VIRGINIA APGAR Biography

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

- Bulb syringes
- bowls
- towels
- rulers
- computers for student research

What 21st Century Technology was used in this unit:

<input checked="" 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		