



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

HEALTHCARE SCIENCE

COURSE: 25.562 Concepts of Emergency Medicine

UNIT: 2.1 Medical, Legal and Ethical Issues



INTRODUCTION

Annotation:

This standard will give the student an understanding of the overview of the Emergency Medical Services system including personnel training, certification, and responsibilities.

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:

Mark Elsey, BS, NREMT-P

Additional Author(s):

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: Please list the standard and elements covered.

HS-CEM-4: Students will analyze the legal and ethical issues of Emergency Medical Services providers including First Responders and all levels of Emergency Medical Technicians.

- a. Discuss the various levels of scope of care for Emergency Medical Providers, including but not limited to: First Responder, Emergency Medical Technician-Basic, Emergency Medical Technician-Intermediate, and Emergency Medical Technician- Paramedic.
- b. Differentiate between “paid” First Responder’s services and “volunteer” services.
- c. Analyze the legal impact of abandonment, negligence, battery, advanced directives, consent, refusals, and confidentiality.
- d. Verbalize the conditions that require an Emergency Medical Service Provider to notify local law enforcement officials.
- e. Define and discuss Medical Directive and Control.

GPS Academic Standards:

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.

National / Local Standards / Industry / ISTE:

See module at:

www.nhsta.gov/people/injury/ems/pub/frnsc.doc

Module 1 Preparatory

Lesson 1-3



UNDERSTANDINGS & GOALS

Enduring Understandings:

- The scope of practice and legal considerations of a First Responder

- The rationale for the concept of varying degrees of DNR.

Essential Questions:

- What lawsuits can be avoided by providing good and proper patient care?
- How can better patient care occur without increased risk to a legal scenario?
- Sometimes in EMS, deviation from the medical norm occurs, how would you protect yourself from a lawsuit?

Knowledge from this Unit:

- The definition of a DNR.
- When to notify law enforcement.
- The importance of good documentation.

Skills from this Unit:

- Discuss the First Responder's scope of care and differentiate between paid First Responder's services and volunteer services.
- Analyze the legal impact of abandonment, negligence, battery, advanced directives, consent, refusals, and confidentiality.
- Verbalize the conditions that require a First Responder to notify local law enforcement officials.



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:

- Ethical slideshow
- GPS Quiz
- Vocabulary Contract

Assessment(s) Description/Directions:

- Students will create a Slideshow presentation on ethical issues in the news today related to medicine assessed by the project rubric on www.technology.com or individual teacher made rubric.
- As a group, students complete a written report and research legal issues related to EMS. Recommended to divide components of the plan into different partners in a team. Utilize an individualized, teacher made rubric for both the team work and project rubric at www.technology.com.
- Students will review and summarize scholarly medical articles related to ethics in EMS and report on their findings in a report. Reports will be evaluated using a teacher made rubric or research rubric from www.technology.com.
- Learners will complete the workbook pages related to this unit. Workbook pages will be graded on a 100 point scale.
- Students complete a written exam on a scale of 0-100 to assess understanding of emergency medical care.
- Students will complete the Chapter Key Terms (Definitions) using a vocabulary contract. Vocabulary Contract will be graded on a 100 point scale.

Attachments for Assessment(s): Please list.

Vocabulary contract



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-4. Students will analyze the legal and ethical issues of Emergency Medical Services providers including First Responders and all levels of Emergency Medical Technicians.

2. Review Essential Questions.

- What lawsuits can be avoided by providing good and proper patient care?
- How can better patient care occur without increased risk to a legal scenario?
- Sometimes in EMS, deviation from the medical norm occurs, how would you protect yourself from a lawsuit?

3. Identify and review the unit vocabulary.

Abandonment	Durable power of Attorney	Implied consent
Advance directive	Duty to Act	Negligence
Assault	Expressed consent (informed consent)	Scope of practice
Battery	HIPPA	Standard of Care

4. Assessment Activity

Interest Approach

Medicolegal and ethical issues are a vital element of the First Responder daily life. Should a First Responder stop and treat an automobile crash victim when off duty? Should patient information be released to the attorney on the telephone? Can a child with a broken arm be treated even though his parents are not at home and/or only his child care provider is around? These and many other medical/legal and ethical questions face the First Responder every day. Guidance will be given in this lesson to answer these questions and learn how to make the correct decision when other medicolegal and ethical questions arise.

At this point ask the students look at their driver license to see if they are an organ donor. Discuss organ donation with students.

LESSON ONE

At the beginning of the lesson, make it very clear that the laws differ from state to state and that you will explain what is true in your state. ***If possible, have a local attorney come visit the class to answer questions. ***

Discuss with the class the **Scope of care**

- Legal duties
 1. Standard of care
 - a. Based on laws, administrative orders, and guidelines by EMS systems and other healthcare agencies.
 - b. Allows you to be judged based on what is expected of someone with your same level of training & experience, if they are working under the same conditions.
 2. This may come from your medical director
 3. Always keep written notes of what you do at an emergency scene.
- Ethical responsibilities
 1. Make your patient priority; Meet there physical and emotional needs
 2. Always maintain your skills

Assign vocabulary contract and Unit workbook pages to be handed in on day 3.

LESSON TWO

Discuss with class **Consent**

- Competence
 - c. Explain how to measure O_x4. oriented by person, place, time and event
 - d. Ability to understand questions being asked, and understand implications of their decisions
- Refusing care
 - e. A patient, who is Alert and Oriented x 4, has the right to refuse care. They might do it orally or with gestures
 - f. Don't argue with the patient
 - g. Do not touch the patient

- h. Always remain professional and contact with your dispatch
 - i. Explain your concerns to the patient
 - j. If your service uses patient care reports, ask them to sign a patient refusal.
- Expressed consent
 - a. Expressed (Informed) must be made by a rational adult patient
 - b. You must tell your patient
 - Your level of training
 - Why care is needed
 - What care you will do
 - If there is any risk involved with the care or refusal of said care
 - Implied consent
- 1. If the patient is unconscious or very badly hurt, it is assumed that they would consent to care
- 2. Can apply to mentally ill, and children whose parents are not present (minor's consent)

LESSON THREE

Cover with the class the following items:

- DO NOT RESUSCITATE (DNR) ORDERS
 - A. Explain that it is a Legal document
 - 1. The DNR is signed by patient and his/her physician
 - 2. The DNR states that the patient has a terminal illness and does not wish to prolong life through resuscitative measures
 - B. A DNR is also called an "advance directive"

At this point have students view copies of DNR orders (and bracelets if applicable) from Georgia, as well as adjoining states if possible.

Open up discussion about hospice care. Allow students to share their own family stories and how hospice affected their family.

- NEGLIGENCE
 - A. Standard of care relates directly to the concept of negligence.
 - B. A First Responder may be liable if
 - 1. He/she had a duty to act.
 - 2. Care was not provided to standard of care.

3. Patient was injured in some way as a result of this improper care. (Injury may be physical or psychological in nature.)
- ABANDONMENT
 - A. Leaving the scene once emergency care has begun before the arrival of more highly trained personnel

LESSON FOUR

Special Situations

A. Potential organ donors

Provide information regarding local donor organizations in your area, or have a representative from that organization provide information for the students.

1. Requires a signed legal permission document
 - a. Separate donor card
 - b. Intent to be a donor on the reverse of patient's driver's license
 2. A potential organ donor should not be treated differently from any other patient requesting treatment
- B. Medical identification insignia
1. Bracelet, necklace, card
 2. Indicates a serious medical condition of the patient
 - a. Allergies
 - b. Diabetes
 - c. Epilepsy
 - d. Others

C. Considerations at possible crime scenes

Show crime scene photos from your local coroner or EMS journals and ask students what actions they might take to preserve the scene. Remind the students not to withhold patient care to preserve the chain of evidence.

1. Dispatch should notify police personnel
2. Responsibility of the EMT-Basic
 - a. Emergency care of the patient is EMS priority
 - b. Do not disturb any item at the scene unless emergency care requires it
 - c. Observe and document anything unusual at the scene
 - d. If possible, do not cut through holes in clothing from gunshot wounds or stabbings

LESSON FIVE

Ask students to clear their desks and use a pen or pencil.

Administer the Units written assessment, approximately 8 multiple choice, and 2 short answers.

Grade and return.

Prepare students for GPS CEM-4

Attachments for Learning Experiences: Please list.

Notes & Reflections:

Have various medical identification devices available in the classroom. Students will be able to handle and identify the different medical identification devices. Then the students will have a visual quiz to identify each.

Remediation Sheets or "Ticket out the Door"

The remediation sheet should be completed after every class to identify individual students or groups of students having difficulty demonstrating the cognitive, affective or psychomotor objectives of the lesson. The instructor should provide appropriate remediation to the individual or group before the next class. Instructors should assist students to achieve success in the program.

These sheets should be copied and placed at the end of each lesson.

First Responder Remediation Sheet

Date	Student
Area of Difficulty	
Action Plan	
Completed	



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:

EMS-Related Organizations

The organizations listed below offer resources for specific EMS interests and information. Some organizations offer training opportunities through local branches. To obtain membership, dues, and participation information, write to the organization(s) most closely associated with your interests.

This is only a sampling of EMS-related organizations. EMS journals and other EMS professionals may provide information on additional organizations.

American Red Cross (ARC)

National Disaster Response
Contact your local Red Cross chapter

American Trauma Society (ATS)

Membership Department
8903 Presidential Parkway, Suite 512
Upper Marlboro, MD 20772-2656

FARMEDIC National Training Center

ATTN: Dave Oliver
Alfred State College
Alfred, NY 14802

Florida EMS Clearinghouse

2002 Old St. Augustine Road, Building D
Tallahassee, FL 32301

International Association of Dive Rescue Specialists (IADRS)

P.O. Box 5259
San Clemente, CA 92674-5259

International Critical Incident Stress Foundation, Inc.

ATTN: Team Information
5018 Dorsey Hall Drive, Suite 104
Ellicott City, MD 21042

National Association For Search And Rescue

4500 Southgate Place, Suite 100
Chantilly, VA 22021

National Association of Emergency Medical Technicians (NAEMT)

102 West Leake Street
Clinton, MS 39056

National Association of EMS Physicians (NAEMSP)

230 McKee Place, Suite 500
Pittsburgh, PA 15213

National Flight Paramedic's Association

35 South Raymond Avenue, Suite 205
Pasadena, CA 91105

National Registry of Emergency Medical Technicians (NREMT)

ATTN: First Responder Department
6610 Busch Boulevard
Columbus, OH 43229

Air Medical Physician Association (AMPA) Ms. Pat Petersen, Executive Director 383 F St. Salt Lake City, UT 84103

Website: www.ampa.org.

Association of Air Medical Services (AAMS)

Ms. Dawn Mancuso, Executive Director
110 North Royal St., Suite 307
Alexandria, VA 22314
703 836 8732; fax 703 836 8920
e-mail: dmancuso@aams.org website: www.aams.org.

National EMS Pilots Association (NEMPSA)

Ms. Dawn Mancuso, Executive Director
110 North Royal St., Suite 307
Alexandria, VA 22314
703 836 8732; fax 703 836 8920
e-mail: dmancuso@aams.org
Website: www.nemspa.org.

Air & Surface Transport Nurses Association (ASTNA) Ms. Karen Wojdyla, Executive Director 9101 E. Kenyon Ave., Suite 3000

Denver, CO 80237
303-770-2220; fax 303-770-1812
e-mail: info@gwami.com
Website: www.astna.org.

National Flight Paramedics Association (NFPA) Ms. Pat Petersen, Executive Director 383 F St. Salt Lake City, UT 84103

801 381 NFPA; fax 801 321 1668

Website: www.nfpa.rotor.com.

<http://health.state.ga.us/programs/ems/offices>

www.mosbyjems.com

www.dhs.gov

www.nhtsa.dot.gov

www.lungusa.org

www.innerbody.com

www.spinalcord.org

www.emsmagazine.com

www.childbirth.org

www.amhrt.org

www.techrescue.org

www.jems.com

www.nremt.org

www.osha.gov

www.cdc.gov

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

Materials & Equipment:

AV Equipment: Use various audiovisual materials relating to medicolegal and ethical issues. The continuous design and development of new audiovisual materials relating to EMS requires careful review to determine which best meet the needs of the program. Materials should be edited to ensure the objectives of the curriculum are met.

PowerPoint Slides to accompany the GPS CEM-4

EMS Equipment: None

Additional Materials: State and local legislation and policies regarding scope of practice, consent, and confidentiality; special situation reporting forms and legislation (i.e., organ donation, DNR orders, crime scenes); information on local organ donor organizations; crime scene photographs

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		