



HEALTHCARE SCIENCE

COURSE: 25.564 Emergency and Disaster Preparedness

UNIT: 11.1 Triage



INTRODUCTION

Annotation:

In this unit students will be introduced to the basic components of triage. Knowledge will be applied in a scenario-based setting in which students will practice and demonstrate basic triage skills including documentation, based on the CERT guidelines. The importance of safety will be emphasized during this lesson.

Grade(s):

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

Time: Seven 50 minute class periods

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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-EDP-6 Students will demonstrate the ability to identify and treat injuries of victims in a disaster or emergence situation.

- c. Conduct triage under simulated disaster conditions.

GPS Academic Standards:

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

ELA10C. 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.

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

National / Local Standards / Industry / ISTE:

CTAE-FS -3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS- 4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organization structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE FS- 8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.



UNDERSTANDINGS & GOALS

Enduring Understandings:

Emergencies and disasters can be very chaotic when there are multiple victims. It is important that rescuers understand that there will be victims with varying levels of injury or illness. It is also important for rescuers to understand the value of knowing how to sort victims based on the degree of injury or illness and the difference that can be made in outcomes for many victims. Safety for all involved persons is of utmost importance. The goal for the rescuer is to do the greatest good for the greatest number of victims.

Essential Questions:

- How should a rescuer perform triage for mass casualties to do the greatest good for the greatest number?
- What safety precautions should be taken by the rescuer before and during triage?

Knowledge from this Unit:

Students should know

- How victims' conditions are evaluated and categorized
- The importance of wearing safety equipment when performing triage
- How to apply and remove safety equipment, especially gloves without contaminating oneself
- The general procedures in performing triage
- How to identify victims who need immediate care as fast as possible
- Describe normal and abnormal findings when assessing victims of an injury or illness.
- Summarize the reasons for forming a general impression of a victim and or victims.
- Determine when to assign bystanders to help with treatment of the victims at the scene until advance care arrives on the scene
- Arrange a triage area for mass casualties
- Recognize the guidelines for Triage assessment and tagging the victims

Skills from this Unit:

- Identify the walking wounded
- Demonstrate knowledge for the appropriate tagging of various victims
- Conduct triage assessment using the S.T.A.R.T. method
 - Step 1 Respiration (breathing) checks
 - Step 2 Perfusion check
 - Step 3 Mental Status



ASSESSMENT(S)

Assessment Method Type:

- ☒ Pre-test - see the web resources, there is a website listed indicating it can be used as a 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:

Triage Test

Assessment(s) Description/Directions:

Fill in the blank responses

Attachments for Assessment(s):

Triage Test



LEARNING EXPERIENCES

Sequence of Instruction

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

HS-EDP-6. Students will demonstrate the ability to identify and treat injuries of victims in a disaster or emergence situation.

2. Review Essential Questions. Write these questions on the board.

- How should a rescuer perform triage for mass casualties to do the greatest good for the greatest number?
- What safety precautions should be taken by the rescuer during before and during triage?

3. Identify and review the unit vocabulary.

Triage is the process for sorting injured people into groups based on their need for or likely benefit from immediate medical treatment.

4. Assessment Activity.

Introduce lesson by asking the group how many remember the scene from a TV show such as “MASH” in which there were a lot of injuries? Discuss what they can recall about how the situation was handled. Ask them if there seemed to be a lot of confusion. Discuss how in emergency situations a lot can be going on that can make it difficult to determine how to help or where to start. By knowing and practicing a systematic way of sorting what is going on, it can make things go much smoother.

5. Review the Triage Outline, the teacher can have students take notes or provide the information as a hand-out.

6. Create hand out of the S.T.A.R.T.pdf file (Start Triage) or lecture and have students take notes. If you have the ability to show the S.T.A.R.T.pdf file document with an LCD project, you may select full view and have students copy down the information.

7. Present the CERT multimedia presentation “Triage” from the

http://www.citizencorps.gov/cert/training_downloads.shtm website or discuss. Discuss each slide. You can create handouts from the slide show and or create note pages by copying and pasting information from the handout portion of the slide show.

8. Have students review this website and recreate the scene and demonstrate how the group would respond to the accident. <http://www.cert-la.com/triage/start.htm> . The teacher should move about the room and monitor student progress. Have the students critique each group and discuss with the class.

Hand out the triage activity sheet and rubric.

9. Hand out index cards for the students to create the situations as instructed on the triage activity sheet. Follow the steps listed on that sheet.

10. Have students create their own tags. The students can go to the following site for an example of the tags.

<http://www.metttag.com/cb100.html>

11. Have students present the project from the triage activity sheet. Listed at the bottom of the sheet are instructions for students to write and discuss events that took place during presentation. The teacher should move about the area and give feedback as needed to the students.

12. Review for the test. Question the students using some of the questions from the test, slide show and S.T.A.R.T. information.

13. Give out the test to the students.

Attachments for Learning Experiences: Please list.

- PDF – Triage Tags
- “Start” Triage handout
- Triage Outline – taken from the CERT instructor materials and created a shorten version
- IG-CERT Unit 3 & 4 downloaded documents from the CERT instructor materials
- “Triage” multimedia presentation

Notes & Reflections:

Previous knowledge of assessing the victim should be reviewed through out this lesson. Topics such as opening an airway should be covered, as well as control bleeding. This is totally a teacher option to use these materials. The Virtual Responder Slide Share” has some good information, about triage that is not covered in the previous multimedia. The word in the title “virtual” is somewhat misleading because this presentation was taken from the Slide Share Website with just all kinds of presentations of all kinds of subjects. But you have to develop the simulation of the victims and the idea is there.

Perhaps a triage clip from MASH could be located and shown. If not, ER or another more recent show could be referenced.

Attachments for Learning Experiences:

- PDF – Triage Tags
- Start Triage handout (From PDF Document)
- Triage Outline – taken from the CERT instructor materials and created a shorten version
- IG-CERT Unit 3 & 4 downloaded documents from the CERT instructor materials
- “Triage” multimedia presentation



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

- Triage Activity
- Victims of Triage Handout and Rubric

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Hand out the paper with the rubric to each student. Explain the procedure that the teacher would like for them to follow. The teacher can use and or copy the rubric to another paper for each of the students to critique each group. Put discussion comments at the bottom of the paper. Review with the students.

- **Triage Activity:** has steps listed of an activity from the CERT website. The instructions are presented step by step. This activity can combined with the Victims of Triage Handout and Rubric
- **Victims of Triage Handout and Rubric:** This is a rubric that can coordinate with the Triage activity.

Attachments for Culminating Performance Task:

Triage Activity

Victims of Triage Handout and Rubric



UNIT RESOURCES

Web Resources:

<http://www.citizencorps.gov/cert/downloads/training/PM-CERT-Unit3Rev4.doc>

Pages 3-13 to 3-18. This is the official site for CERT materials. Instructor material can be found there and downloaded. Multimedia presentation is available as well.

<http://www.ojp.usdoj.gov/odp/docs/EmergencyRespGuidelinesRevB.pdf> A pdf document for guidelines for emergency preparedness with weapons of mass destruction and hazardous materials. This is interesting supplement materials prepared by Office for Domestic Preparedness.

<http://www.raisin.com/cert/StartTriage.pdf> a simple document for S.T.A.R.T. that gives instructions for triaging victims.

http://www.nremt.org/nremt/EMTServices/exam_coord_man.asp?secID=1#BSkillSheets skills check-off sheets for advanced and basic training.

<http://www.cert-la.com/triage/start.htm>

<http://www.slideshare.net/category/health-medicine> A website I found while researching information related to first responder. This site requires free sign up and it has many slide shows related to various topics.

<http://www.ems1.com/mass-casualty-incidents-mci/articles/449780-CDC-releases-new-field-triage-guidelines-for-EMTs> Support information from the CDC related to EMS and First Responder topics.

<http://www.metttag.com/cb100.html> A website that has picture of triage tags and you can order them if you like. I have included the pdf document that can be printed for use as an example.

https://www.rkb.us/contentdetail.cfm?content_id=96818 Triage poster

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

- Triage poster
- Triage for Chemicals – extra type information for triage
- Oral station scenario – can be used as a guidelines for creating ideas of what to do with the victim and types of injuries
- Triage Tags
- Virtual Presentation
- Triage Test Key
- Triage Multimedia Presentation
- “Jump Start Triage EXAM” online triage test for first responders - *can be used as a pre-test*

- <http://www.surveymonkey.com/s.asp?u=2634557354> this website “Jump Start Triage EXAM” has an online test for first responders. (This can also be used as a pre-test tool)
- Also other multimedia is included and can be used as time permits.
- There is an “optional” multimedia presentation “Virtual Responder Slide Share” <http://www.slideshare.net/category/health-medicine> which has some good information, but you have to develop the simulation of the victims.

Materials & Equipment:

- Manikins
- Simulated Triage Tags
- Computer
- LCD projector
- Index Cards
- Markers if created own triage tags

What 21st Century Technology was used in this unit:

x	Slide Show Software
	Interactive Whiteboard
	Student Response System
	Web Design Software
	Animation Software
	Email

	Graphing Software
	Calculator
	Desktop Publishing
	Blog
	Wiki
X	Website

	Audio File(s)
	Graphic Organizer
	Image File(s)
x	Video
	Electronic Game or Puzzle Maker