



## HEALTHCARE SCIENCE

**COURSE:** 25.564 Emergency and Disaster Preparedness

**UNIT:** 13.1 Head-to-Toe Assessment



### INTRODUCTION

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**Annotation:**

This lesson is designed to inform students of the community emergency response team guidelines after triage lesson has been taught. Previous knowledge from the “Identifying and treating Life threatening emergencies” lesson plan will be necessary to complete this lesson. Students will practice the head-to-toe assessment skills.

**Grade(s):**

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

**Time:** Five 50 minute class periods

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**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

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## **GPS Focus Standards:**

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

- d. Take appropriate sanitation measures to protect the public health.
- e. Perform head-to-toe patient assessments.

## **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.

## **National / Local Standards / Industry / ISTE:**

See Units 4.11-4.13at CERT website [http://www.citizencorps.gov/cert/training\\_downloads.shtm](http://www.citizencorps.gov/cert/training_downloads.shtm)

**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

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### Enduring Understandings:

It is important to recognize that in an emergency situation some key pieces of information are needed to provide assistance to victim(s). This requires that the rescuers be able to perform a thorough head-to-toe assessment of the victim(s)' condition and determine what actions to take after the assessment. It is also important to remember that in a disaster situation, the rescuer may or may not have access to special equipment and may have to be creative in using materials as substitutes for equipment.

### Essential Questions:

- What are some common hazards that might endanger the rescuer and the victim?
- What is the importance of a systematic and thorough head-to-toe assessment?
- How should a safe and thorough head-to-toe assessment be performed?
- What signs and symptoms should the rescuer check during the assessment?

### Knowledge from this Unit: Factual information.

- The purpose for an accurate head-to-toe assessment
- The use of materials such as towels and tables to be used in stabilization
- Connect previous knowledge from “the killers” lesson plan to the knowledge for the importance of proper head to toe assessment.
- Recall during triage to look for “the killers”
- Recognize signs of a closed-head, neck, or spinal injury.
- Recall the correct order in which to perform head to toe assessment.
- Determine, as clearly as possible, the extent of injuries.
- Determine what type of treatment is needed.
- Document injuries.
- Describe what to look for during a head-to-toe assessment.

### Skills from this Unit: Performance.

- Demonstrate proper method to perform a head-to-toe assessment.
- Demonstrate personal and victim safety precautions in performing the assessment.
- Demonstrate “creative” in-line stabilization, using a table and towels.
- Demonstrate proper standard precautions when assessing a victim.



# ASSESSMENT(S)

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## 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:

Head to Toe Assessment Test

## Assessment(s) Description/Directions:

This test is a fill in the blank response question may be modified to multiple choice questions or word bank for differentiation.

## Attachments for Assessment(s):

Head to Toe Assessment Test



# LEARNING EXPERIENCES

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## 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 emergency situation.

### 2. Review Essential Questions.

- What are some common hazards that might endanger the rescuer and the victim?
- What is the importance of a systematic and thorough head-to-toe assessment?
- How should a safe and thorough head-to-toe assessment be performed?
- What signs and symptoms should the rescuer check during the assessment?

### 3. Identify and review the unit vocabulary.

- **Head- to- toe assessment**-evaluation of body for injuries in a systematic way
- **Bruise**- An injury to underlying tissues or bone in which the skin is not broken, often characterized by ruptured blood vessels and discolorations
- **Swelling**-an enlargement of a part of the body as the result of injury or infection
- **Disfigurement**-scar, defect
- **“Raccoon” Eyes**-bruising around eyes
- **Seizures**-a sudden attack, spasm, or convulsion, as in epilepsy or another disorder.
- **Nausea**-queasiness, stomach sickness
- **Vomiting**-the forcible voluntary or involuntary emptying of the stomach contents through the mouth
- **Deformity**-malformation
- **Stabilization**-prevention of movement
- **Assessment**-evaluation, judgment

### 4. Assessment Activity. Introduce lesson from Head-to-Toe Outline

5. Ask students to recall the “killers” they learned about in the triage lesson and describe what is meant by “the Killers”

6. Ask students what they think would indicate injury in a victim? Write down their responses on board.

7. Discuss the indicators of injury and show pictures of bruising, swelling, disfigurement, if have access to internet, can Google images of injuries or make on manikin using moulage kit and ask students to verbally describe what they see.

8. Discuss three things that can be accomplished from conducting a head-to-toe assessment

Wrap up lesson by reviewing vocabulary and principles discussed.

#### Lesson 2

Assign a student to Review GPS Standard, Essential Questions and Vocabulary

1. Describe a scene in which there are multiple victims such as an auto accident with a few people who appear uninjured. Ask students which people they think needs a head-to-toe assessment.
2. Discuss who should receive head-to toe assessments and types, remind students the importance of making care observations with senses.
3. Discuss signs and symptoms of a closed head, neck, or spinal injury from the list on the outline.
4. Demonstrate how to perform a head-to-toe assessment.
5. Pass out the Headactivity sheet to each student. Assign students to pairs. Have students practice head to toe assessment. The teacher should move about the room and provide feed back to the students as they practice.
6. Check the student's final head-to-toe assessment for accuracy. Ask if anyone has any additional questions about conducting head-to-toe assessments.

#### Lesson 3

1. Assign a student to Review GPS Standard, Essential Questions and Vocabulary

2. Introduce lesson:

Ask students what they think would be the first priority in providing care to someone with suspected head, neck or spine injury.

3. Discuss the importance of stabilization and how to improvise if stabilization devices are not available.
4. Provide items that may be used in stabilization of a victim's head, explain the need for rescuers to be creative. Items could be back board, towels, draperies, or sandbags.
5. Demonstrate stabilization by tucking them snugly on either side of the head to immobilize.
6. Pair up students and allow students to practice in-line stabilization using a variety of items you have set out from which they can choose.
7. Wrap up by reviewing the symptoms of closed head, neck or spinal injury and the importance of immobilization.

#### Lesson 4

1. Assign a student to review GPS Standard, Essential Questions and Vocabulary

2. Have students review steps in head-to-toe assessment and signs and symptoms of head, neck and spinal injuries.

3. (Should be done in advance of this lesson) Use a moulage kit or pictures of different injuries and place them on manikins to make simulated injuries.

4. Have students perform a head-to -toe assessment on the manikin and write down what that saw.

5. Place students in small groups of 4 and have them compare and compile their assessments on a large sheet of paper or poster board. Bring groups together and allow a person from each group to share their observations and make a common list, discuss and correct observations. Administer written assessment at end of lessons.
6. Pass out the test for head to toe assessment.

**Attachments for Learning Experiences:**

There is a multimedia presentation that follows the head to toe outline. This can be found at this website:  
<http://www.citizencorps.gov/cert/downloads/training/CERTUnit4-Rev3.ppt>

**Notes & Reflections:**

The teacher may alter the test as needed. Previous knowledge from “the Killers” lesson plan is necessary before starting this lesson plan. Reminders of important knowledge are mentioned in the word document created from the CERT instructor’s guide. Information was taken from the instructor’s material so that only the information that pertained to this lesson could be simplified. If the links provided in this lesson plan do not work, in order to get to the material on the cert website, you need to look down at the bottom of the page of the instructor’s materials and select download these materials.



## CULMINATING PERFORMANCE TASK (Optional)

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**Culminating Unit Performance Task Title:**

Conducting head activity sheet

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

This guide was taken from the CERT instructor’s material from pages 4-20 to 4-28.

**Attachments for Culminating Performance Task:** Please list.

Conducting head activity sheet



# UNIT RESOURCES

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## Web Resources:

[http://www.citizencorps.gov/cert/training\\_downloads.shtm](http://www.citizencorps.gov/cert/training_downloads.shtm)

<http://www.citizencorps.gov/cert/downloads/training/CERTUnit4-Rev3.ppt>

## Attachment(s):

## Materials & Equipment:

- Gloves
- Back Board
- Towels
- Sandbags
- LCD Projector
- Computer
- Moulage kit of wound simulation kit or pictures of injuries
- Large sheets of paper or poster board

## 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 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