



HEALTHCARE SCIENCE

COURSE: 25.564 Emergency and Disaster Preparedness

UNIT: 15.1 Soft Tissue & Basic Treatment for Other Wounds



INTRODUCTION

Annotation:

This unit will give basic guidelines for the level training of CERT standards. Topics covered under this lesson plan are burns, basic care for wounds and impaled objects. Know from previous unit on the “killers” is mentioned in this unit.

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:

Fifteen 50 minute periods

Author:

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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.

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.
- f.** Employ basic treatments for other wounds.

GPS Academic Standards:

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

SAP2. Students will analyze the interdependence of the Integumentary, skeletal, and muscular systems as these relate to the protection, support and movement of the body.

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:

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:

In a disaster, there will be more victims than rescuers and that immediate help will not be available. Rescuers must be able to function quickly and efficiently to save lives. It is important to understand how to provide care for patients with different soft tissue injuries in a safe manner.

Essential Questions:

- How should a rescuer identify and provide care for patients with different types of soft tissue wounds?
- How can soft tissue wound care be provided in a safe manner?

Knowledge from this Unit:

Students should know...

- How to identify and care for first, second and third degree burn.
- Identify method in which a burn could occur.
- The steps for basic first aid for a victim with a laceration.
- The steps for basic first aid for a victim with an impaled object.
- The steps for basic first aid for a victim with an amputation.
- Describe steps to care for an amputated part.

Skills from this Unit:

In this unit the student will be able to:

- Demonstrate proper care for a victim with a burn injury.
- Demonstrate proper care for a victim with an open wound.
- Demonstrate proper care for a victim with an amputation.
- Demonstrate proper care for a victim with an impaled object.



ASSESSMENT(S)

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:

CERT Soft Tissue Test

Assessment(s) Description/Directions:

This test is a fill in the blank and short answer. The test is taken from the Cert Soft tissue guideline.

Attachments for Assessment(s):

CERT Soft Tissue 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 emergency situation.

2. Review Essential Questions.

- How should a rescuer identify and provide care for patients with different types of soft tissue wounds?
- How can soft tissue wound care be provided in a safe manner?

3. Identify and review the unit vocabulary.

- First degree burn-burn that affects the top layer of skin
- Second degree burn-burn that causes damage to the dermis and epidermis
- Third Degree burn-burn that cause damage to the epidermis, dermis, and subcutaneous tissue.
- Dressing-covering for wound
- Bandage- A strip of material such as gauze used to protect, immobilize, compress, or support a wound or injured body part.

4. Assessment Activity.

- Instruct the students that the method for treating of wounds is very basic and not to be confused with control of bleeding. They will learn how to care and clean a wound after the bleeding has stopped. Control bleeding was covered in unit 3 of the CERT instructor's manual.
- Review the CERT manual information from Unit 4 -1 Part 2 the corresponding pages with this unit are 4-29 to 4-38. If a projector is available, the teacher can go to the website and students may follow along and take notes. <http://www.citizencorps.gov/cert/downloads/training/PM-CERT-Unit4Rev4.doc>
- Inform the students when the test over this unit will be and write the date on the board
- Review prior knowledge of controlling bleeding; instruct the students that this unit is how to care for a basic wound.
- Demonstrate the care of a wound and the step to clean the wound.
- Distribute the wound care rubric.

- Have the students practice. The Teacher should walk around the area and observe the students with feedback.
- Student should sign up for check off. Write the date on the board that the procedure needs to be completed.
- Demonstrate the care of an impaled object.
- Have students practice this procedure. The Teacher should walk around the area and observe the students with feedback.
- Distribute the Scenario CERT Soft Tissue worksheet. Divide students into groups. Have students write the correct response to each injury and record the supplies that would be needed. If time allows, the students my role play the response as well and have the observing students critique and or provide feedback.
- Review for the test
- Distribute the test

Attachments for Learning Experiences:

CERT Unit 4: Disaster Medical Operations – Part 2 (IG-CERT 4unit4 – this is the name of the attachment as it was saved from the website). Pages that correspond with this unit are **4-29 to 4-38**. This portion of the manual covers other topics used also with other lesson plans. The teacher can pull out the information that pertains to the topic of burns, wounds. This is where the information comes from for the test. The teacher may create a note taking worksheet from the test if they desire to do so.

Notes & Reflections:



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

1. CERT Rubric Wound Care
2. scenarios CERT soft tissues answers
3. scenarios CERT soft tissues

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

- This is a check off list for the proper steps to care for a wound after the bleeding is controlled.
- Scenarios CERT soft tissues worksheet has scenarios related to soft tissue injury. The injury is described and the student must explain and or role plays the correct response and list the supplies needed. There is an answer sheet that correlates to this activity.

Attachments for Culminating Performance Task:

1. CERT Rubric Wound Care
2. Scenarios CERT soft tissues worksheet
3. Scenarios CERT soft tissues



UNIT RESOURCES

Web Resources:

<http://www.citizencorps.gov/cert/downloads/training/PM-CERT-Unit4Rev4.doc>

This is the site from which the outline material was retrieved

Attachment(s):

- Public health considerations
- Worksheet burns can be used as optional note taking and or have students answer each question.

Materials & Equipment:

- Gauze Pads
- Roller Bandage
- Bulb Syringe

What 21st Century Technology was used in this unit:

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