

# GEORGIA MIDDLE SCHOOL Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

# HEALTHCARE SCIENCE

**COURSE**: Healthcare Science

**UNIT 7**: Introduction to Emergency Services



#### **Annotation:**

In this unit, students will learn about proper methods for treating emergency medical situations and will learn the proper way to perform CPR.

# Grade(s):

X 7<sup>th</sup> 8<sup>th</sup>

# Time:

Five 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 appropriately. 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. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

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#### **GPS Focus Standards:**

<u>MSHS7-HS-5</u>- Students will describe the field of pre-hospital emergency care while attaining skills for dealing with emergency situations.

- a) Compare and contrast the roles and responsibilities of emergency medicine physicians, emergency medical technicians-paramedics (EMT's-paramedic), EMTs intermediate, EMTs-basic, and first responders, along with their education, training requirements, salary ranges, job outlooks, and facilities in which they work.
- b) Discuss disaster preparedness and emergency management agencies.
- c) Analyze components of scene size-up.
- d) Complete the AHA (American Heart Association) Heartsaver CPR in Schools curriculum or equivalent American Red Cross curriculum.
- e) Complete the AHA Heartsaver First Aid curriculum or equivalent American Red Cross curriculum.

#### **GPS Academic Standards:**

- **\$7C\$6** Students will communicate scientific ideas and activities clearly.
- **<u>\$712</u>** Students will describe the structure and function of cells, tissues, organs, and organ systems.
- **ML7P3** Students will communicate mathematically.

# National / Local Standards / Industry / ISTE:

- 4.31 Compare potential health science career pathways using a variety of health careers within the diagnostic services, therapeutic services, health informatics services, support services, or biotechnology research and development.
- **4.32** Recognize levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential for a service area.
- **5.12** Analyze implications of actions.
- 10.12 Apply skills to obtain training or certification in Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED)/Foreign Body Airway Obstruction (FBAO)/First Aid.

# **UNDERSTANDING & GOALS**

#### **Enduring Understandings:**

- Understand roles and responsibilities of emergency medicine physicians, emergency medical technicians-paramedics (EMT's-paramedic), EMTs intermediate, EMTs-basic, and first responders, along with their education, training requirements, salary ranges, job outlooks, and facilities in which they work.
- Understand how and why to prepare for disaster preparedness and the purpose of emergency management agencies.
- Understand the importance of CPR and First Aid skills.

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## **Essential Questions:**

- What is the purpose of First Aid?
- What is the purpose of CPR?
- What is the difference between a medical illness or accident?
- How do you make contact with EMS when needing additional care?
- What is disaster preparedness and why do we need to be prepared for disasters?

# **Knowledge from this Unit:**

- Identify persons needing CPR or First Aid.
- Explain the job skills of emergency personnel.
- Identify a disaster.

## **Skills from this Unit:**

- Perform CPR
- Perform First Aid Skills
- Make a 72 emergency supply list for their home in the event of a disaster.



# **Assessment Method Type:**

	Pre-test Pre-test			
X	Objective assessment - multiple-choice, true- false, etc.			
	Quizzes/Tests			
	Unit test			
	Group project			
Х	Individual project			
Χ	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			
X	Subjective assessment/Informal observations			
	Essay tests			
	Observe students working with partners			
V	Observe students role playing Peer-assessment			
<u>X</u>				
	Peer editing and 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			
Χ	Constructed Responses			
	Chart good reading/writing/listening/speaking habits			
	Application of skills to real-life situations/scenarios			
Х	Post-test			

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# Assessment(s) Title:

If instructor is a certified with American Heart Association may use test from manual. CPR Performance Test use Rubric First Aid written test Controlling bleeding lab rubric 72 hour emergency kit list

# Assessment(s) Description/Directions:

# Attachments for Assessment(s):



# Lesson Plan(s):

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

<u>MSHS7-HS-5</u>-- Students will describe the field of pre-hospital emergency care while attaining skills for dealing with emergency situations.

- a) Compare and contrast the roles and responsibilities of emergency medicine physicians, emergency medical technicians-paramedics (EMT's-paramedic), EMTs intermediate, EMTs-basic, and first responders, along with their education, training requirements, salary ranges, job outlooks, and facilities in which they work.
- b) Discuss disaster preparedness and emergency management agencies.
- c) Analyze components of scene size-up.
- d) Complete the AHA (American Heart Association) Heartsaver CPR in Schools curriculum or equivalent American Red Cross curriculum.
- e) Complete the AHA Heartsaver First Aid curriculum or equivalent American Red Cross curriculum.

# 2. Review Essential Questions.

- What is the purpose of First Aid?
- What is the purpose of CPR?
- What is the difference between a medical illness or accident?
- How do you make contact with EMS when needing additional care?
- What is disaster preparedness and why do we need to be prepared for disasters?

# 3. Identify and review the unit vocabulary.

Abrasion	C-Spine	First Aid	Paramedic
Amputation	Disaster	First Responder	Scene Size-up
Avulsion	Emergency Medical Technician	Fracture	Sprain
Cardiopulmonary Resuscitation	Emergency Resources	Laceration	Strain

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- 4. Lecture with power point for EMS personnel (1 day) NR EMT AAS P EMS Power Point
- 5. Lecture on Emergency preparedness and disasters. Have students complete a 72 hour survival list for every one living in their home. (1 day)
- 6. Lecture First Aid Power point. Power point day 1 bleeding control lab day 2 power point day 3 splinting and spinal immobilization lab day 4 finish power point day 5 (5 days to complete first aid) First Aid Power Point
- 7. Power point or American Heart DVD for Adult CPR and CPR Performance. ( 4 days) <u>Adult CPR Power Point</u>
- 8. Written Test (1 day)

# **Attachments for Learning Experiences:**

**Adult CPR Power Point** 

NR EMT AAS P EMS Power Point

**Bleeding Control Rubric** 

First Aid Power Point

**Immobilization Rubric** 

Spinal Immobilization Rubric

72 hour emergency bag

Controlled Bleeding Lab

**CPR Certificate** 

**CPR Rubric** 

**First Aid Test** 

Math Connection 1

Math Connection 2

**Math Connection 3** 

**Math Connection 4** 

Vocabulary

#### **Notes & Reflections:**

Optional: Teachers should complete requirements to become an instructor of first aid and CPR with Red Cross or American Heart Association.

# CULMINATING PERFORMANCE TASK

## **Culminating Unit Performance Task Title:**

- 1. Control Bleeding check off sheet
- 2. Splinting and spinal immobilization check off sheet
- 3. CPR check off sheet

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

Each student must practice procedures before final check off performance. Have students role play as victims and first responders.

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# **Attachments for Culminating Performance Task:**

Spinal immobilization lab check offs CPR check offs Control Bleeding lab check offs

# **UNIT RESOURCES** Web Resources: **GEMA** and FEMA Attachment(s): **Materials & Equipment:** What 21st Century Technology was used in this unit? Slide Show Software **Graphing Software** Audio File(s) Interactive Whiteboard Calculator **Graphic Organizer** Χ Student Response System **Desktop Publishing** Image File(s) Web Design Software Blog Video **Animation Software** Wiki Electronic Game or Puzzle Maker **Email** Website Χ

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