

# Thomas Jefferson High School

## Emergency Response and Health Careers Curriculum Overview

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Curriculum Design Overview Title: **Emergency Response and Health Careers**

Grade Level: 11- 12

Unit Topics: The First Responder & Patient Assessment, CPR for the Professional Rescuer – Breathing and Cardiac Emergencies, Advanced First Aid, HIV/AIDS education and Disease Transmission, Drug Prevention.

### Link to Content Standards

#### Health

1. Identify and evaluate factors that contribute to a positive self-image.
2. Evaluate emergency situations at school, home, and in the community that may require First Aid or CPR.
3. Demonstrate proper CPR, airway management, and rescue breathing procedures.
4. Assess personal risk factors of communicable diseases, including STD's and HIV disease.
5. Understand how emotions influence decision-making.
6. Apply interpersonal relationship skills in a variety of situations involving peers and adults.

#### Reading

1. Understands & uses different skills & strategies to read.
2. Understands the meaning of what is read.
3. Reads different materials for a variety of purposes.
4. Sets goals & evaluates progress to improve reading.

#### Writing

1. Writes clearly & effectively.
2. Writes in a variety of forms for different audiences & purposes.
3. Understands & uses the steps of the writing process.
4. Analyzes & evaluates the effectiveness of written work

#### Speaking & Listening

1. Demonstrates previous grade level skills. (ie. Listening, observing, explaining, cooperative learning)
2. Communicates ideas clearly & effectively.
3. Uses communication strategies & skills to work effectively with others.
4. Analyzes & evaluates the effectiveness of formal & informal communication.

#### Math

1. Understands and applies concepts and procedures of mathematics.
2. Uses math to define and solve problems.
3. Uses mathematical reasoning.
4. Communicates knowledge and understanding in both everyday and mathematical language.
5. Understands how mathematical ideas connect within math, to other subject areas and real-life situations.

### What is the *Essential Question*?

In the overall scheme of pre-hospital medicine, what are the primary roles and responsibilities of the first responder?

**Mission Statement:** Thomas Jefferson High School's Emergency Response and Health Careers Curriculum provides students with the knowledge and skills necessary to initiate immediate care with limited equipment to help sustain life, reduce pain, and minimize the consequences of injury and sudden illness until more advanced medical help can arrive.

## What questions will be the focus of this course?

### Unit 1: *The First Responder*

- ❖ How does the first responder's role in the EMS system differ from a citizen responder's role?
- ❖ What are the steps to assure the well being of the first responder?
- ❖ What are the guidelines to follow to ensure the personal safety and safety of others on scene?
- ❖ What is the role of the first responder in EMS operations?

### Unit 2: *Preventing Disease Transmission*

- ❖ How are diseases transmitted and what body substance isolation techniques prevent disease transmission?
- ❖ How does the immune system work?

### Unit 3: *Patient Assessment*

- ❖ How does a first responder assess a victim's condition?
- ❖ What are the signs of internal and life-threatening bleeding and how are they controlled?
- ❖ What causes shock and how do you recognize signs and symptoms and minimize its effects?
- ❖ What are the signs and symptoms of various soft tissue and muscular-skeletal injuries, and what is the care for these?
- ❖ How do you recognize medical and behavioral emergencies including altered mental status, seizures, poisoning, heat and cold emergencies, and stroke?
- ❖ What are the common types of medical and trauma emergencies in infants and children and the necessary care?
- ❖ What are the appropriate methods to move a victim in an emergency?

### Unit 4: *Breathing and Cardiac Emergencies*

- ❖ In what ways does a first responder provide proper care for breathing emergencies such as an obstructed airway?
- ❖ What are the various devices to assist with breathing difficulties and how are they used on a patient?
- ❖ What are the signs and symptoms of a possible heart attack and how do you care for someone with these symptoms?
- ❖ What are the signs of cardiac arrest and how do you provide cardiopulmonary resuscitation (CPR)?
- ❖ How do you identify and control the major risk factors of cardiovascular disease?

## Emergency Response and Health Careers Class Objectives

The learning objectives in this class are separated into three categories:

**Knowledge (Cognitive)** objectives deal with knowledge, comprehension, and application of material.

**Skill (Psychomotor)** objectives deal with performance and demonstration of skills.

**Attitude (Affective)** objectives deal with emotions, feelings, and outlooks.

*The* following are skills and techniques the student will be able to master in this course:

1. Know and can fully demonstrate all responsibilities and characteristics of a first responder.
2. Know how to recognize signs and symptoms of infectious diseases along with prevention methods.
3. Know and can demonstrate all elements of patient assessments.
4. Able to recognize when someone is suffering from cardiac or respiratory distress, and knows the skills needed to treat the patient.
5. Demonstrate how to open an airway and provide rescue breathing without hesitation.
6. Able to recognize all types of bleeding/shock and provide appropriate care.
7. Demonstrate proper care of open soft tissue injuries.
8. Know and can demonstrate all aspects of scene safety.
9. Has full understanding of stress management and can describe the steps to assure the well being of a first responder.
10. Is able to state every legal and ethical issue pertaining to patient treatment.
11. Acquires the knowledge and skills necessary to reduce health risks and live safely.
12. Able to recognize the signs and symptoms of all respiratory and circulatory emergencies.
13. Understands the causes and effects of severe bleeding and shock.
14. Demonstrate emergency care for a victim with injured extremities.
15. Possess a full understanding of the importance of the Chain of Survival.
16. Knows all methods to move an injured person safely and can demonstrate without hesitation.
17. Knows all concepts of ABC's and LOC and are properly able to apply it in a demonstration.
18. Knows all precautions necessary to keep the respiratory and circulatory systems working efficiently.
19. Perform proper care for specific head and neck injuries.
20. Able to complete an initial assessment, then proceed to care for victims of bleeding and shock.
21. Knows how to communicate with victims effectively and compassionately. (Elderly, physically or mentally disabled)
22. Able to demonstrate all aspects of a physical exam.
23. Know how to properly use all equipment and techniques.
24. Provide proper care for behavioral emergencies and poisoning.

## Habits of Mind & Work Objectives

### A. Habits of Mind:

- **Connections:** Where have we seen this before? How is everything related to everything else?
- **Relevance:** So what? Why does it matter?
- **Alternatives:** What if? Could things be otherwise?
- **Viewpoint:** Who is the speaker/author/ and what difference does it make?  
What other perspectives are there?
- **Evidence** How do you know what you know? What is the evidence?

### B. Habits of Work: The student in Emergency Response and Health Careers class will:

- Set goals, make plans & schedules, meet deadlines.
- Stay focused on the task at hand.
- Try hard and persists in overcoming difficulties.
- Shows individual responsibility.
- Work well with different types of people; contribute to the overall effort of the group.
- When treating patients, show care, attention to detail, & audience awareness.
- Organize own materials, supplies & products.
- Take good care of shared resources, equipment and supplies.
- Do fair share of work to maintain a clean, safe, productive classroom and school environment.

- Your work consistently shows **mastery** of the learning goals designated by: Emergency Response, Health, Reading, Writing & Grammar, Speaking & Listening, Habits of Mind & Work
- Your work is **distinguished** in some or all of these ways:
  - Habits:** doing things listed in the learning goals on your own, not just when you are asked to do them.
  - Connections:** noticing and showing how ideas or things are related to each other.
  - Depth:** understanding something in a thorough and detailed way.
  - Breadth:** understanding a wide range of methods for treating a patient with various injuries or illnesses.
  - Insight:** showing wisdom and empathy in dealing with people and ideas.
  - Originality:** presenting ideas to improve the class in a ways that are fresh and new, ideas for fundraising for emergency supplies for TJ, community service projects.
  - Interest:** making people want to pay attention to your work and to know more.

#### You are getting a B if:

- Your work consistently meets mastery standard.

#### You are getting a C if:

- Your work meets at least half of the goals for mastery and shows progress toward the remaining goals. You must also present a detailed plan for meeting the remaining goals.

## Performance Tasks & Projects

- \***Portfolios:** Evidence of meeting standards/skills in Emergency Response, Health, Reading, Writing, Math, Speaking & Listening
- \***Socratic Seminars:** Discuss to what extent you feel you demonstrated skills necessary to treat the patients you encountered in the Emergency Evacuation Drill. Include what you believe to be your strengths and areas of improvement for your individual responsibilities and as a team member.
- \***Presentations:** How to respond to various emergencies; Adult, Child, and Infant CPR; Rescue breathing; Use of an AED, Verbal report to 9-1-1 of a trauma scenario; Oral drug project.

**\*\*\*\*\*State Mandated Units:** Attendance is required for the following units!!!: HIV/AIDS, CPR/First Aid, Abstinence/Birth Control/STD's, and Drug Unit. The Career Unit is also mandatory. Tests in CPR/First Aid need a minimum of 92% success.

- \***Progress Reports** will be given to students every three weeks as an assignment and a parent/guardian signature is required. This will be considered as Ms. Watchie's contact with parents on their student's achievement.

Please follow grades online every week!

**Classroom Guiding Principles**  
“Build lifetime habits of mind, heart and health.”

Guiding Principles

- ❖ Relationships                      Accept and appreciate diversity
- ❖ Respect                             Honor human dignity and rights
- ❖ Responsibility                    Invest in your education & be accountable for your choices
- ❖ Reverence                         Treat the earth, humans, animals, life and property tenderly

Classroom Rewards

- ❖ Selected as a Student of the Month
- ❖ Break Time
- ❖ Emergency Response Club member
- ❖ Job shadow with Federal Way Fire Dept, AMR Ambulance Co., St. Francis Hospital, Browns Point Fire Dept., and more.
- ❖ Apply to volunteer program at Browns Point-Dash Point Fire Department.

Classroom Consequences

- ❖ Warning: constructive feedback
- ❖ Time out: to another area of the classroom, a different classroom, outside.
- ❖ Parent/Guardian communication: phone or email
- ❖ Deferred Office Referral: (documentation in student file)

Attendance

Be on time and ready to participate everyday. If you are absent you will be able to make up work that you missed; however, be mindful that most of the learning activities directly require attendance and it will be difficult to make up learning of this sort. Meet and honor deadlines. Late work is not accepted, unless it is due to an absence or a prearranged agreement before the assignment is due by personal communication in these ways: personal eye to eye contact, phone call or email. If you are late to class (17 min. 1<sup>st</sup> period, 5 minutes – all other classes), you will be marked absent. If you have an unexcused absence you will be marked Truant if this absence is not cleared in 48 hours. The Emergency Response class will follow the school-wide policy for Thomas Jefferson students in regards to attendance, tardies and truanancies.

**\*\*\*If you are absent for the CPR or First Aid unit, you may be required to pay up to \$50 for each class for an American Heart Association class certification. You will be responsible for finding a class that meets your needs and your personal schedule.**

Materials

Pens, Pencils, Highlighters, Paper, 3 Ring Binder, Calendar or Planner. Come prepared daily!!

Assessment

This is an ongoing process. Everything you do counts! Your work, your discussions, and your behaviors are all evidence of your understanding, skills, and habits. The assignments and activities that we do are designed to help you meet the course learning goals. As you practice and prepare, your teacher and classmates will give you feedback on how your work compares with the learning goals.

Whenever you wonder, “What’s my grade?” or “Is this good enough?” your first step is to sit down with a parent or respected peer, and carefully compare your work to the standards on the rubric. It’s also helpful to look at models of successful student work.

Your teacher will sit down with you and your evidence at the end of each grading period and together you will come to an understanding of

**Evidence and Acknowledgement of Emergency Response and Health Careers Design Overview**

Student Name: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Student Email: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_ Best place and time to contact you: \_\_\_\_\_

Parent/Guardian Phone: (h): \_\_\_\_\_ (w): \_\_\_\_\_ (c): \_\_\_\_\_

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**Please follow grades online every week!**