

Martensdale- St. Marys Community School

Grades 9-12 Emergency Care/First Aid

Standard 1: Academic Foundations: The student will know the academic subject matter required for proficiency in health occupations.

Grade Level/Course: Emergency Care/ First Aid

| <i>Benchmark: The student will:</i> | <i>Course/Grade Level Objectives</i> | <i>Instructional Strategies</i> | <i>Assessments</i> | <i>Instructional Timeline</i> |
|---|--|--|---------------------------|--------------------------------------|
| a. Apply knowledge of human growth and development. | 1. Identify the need for knowledge and skills required for administration of emergency care. | | | |
| b. Use basic life science concepts related to health. | 1. Identify symptoms of respiratory emergencies. (CE) 2. Identify common childhood, adult illnesses and injuries. (CE) 3. Express a minimal knowledge of circulatory, respiratory and skeletal systems. (CE) 4. Evaluate an injured victim by use of a primary and secondary survey. 5. Demonstrate correct procedures for rescue breathing for an adult, child and infant. 6. Demonstrate the correct procedures for relieving FBOA for the conscious, becomes unconscious, and found unconscious adult, child and infant. 7. Perform one rescuer CPR for the adult, child and infant. 8. State and demonstrate correct methods for controlling bleeding including direct pressure, elevation, and pressure point. 9. Define shock and identify injuries which are most likely to cause shock. (CE) | | | |

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| | <p>10. Recognize the signs and symptoms of shock and demonstrate appropriate methods of treatment.</p> <p>11. State the principals of care for open and closed soft tissue injuries.</p> <p>12. Identify signs and symptoms of fractures.</p> <p>13. Identify and manage common medical emergencies including seizures, asthma, abdominal distress, diabetic coma, and insulin shock.</p> <p>14. Identify four ways children/adults are poisoned. (CE)</p> <p>15. Identify heat and cold emergencies.</p> <p>16. Identify the symptoms of a patient under the influence of alcohol or drugs. (CE)</p> | | | |
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Standard 3: Systems: The student will understand how their role fits into their department, their organization, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.

Grade Level/Course: Emergency Care

| <i>Benchmark: The student will:</i> | <i>Grade Level/Course Objectives</i> | <i>Instructional Strategies</i> | <i>Assessments</i> | <i>Instructional Timeline</i> |
|---|--|--|---------------------------|--------------------------------------|
| a. Identify the relationship between the health care delivery system and the community. | <ol style="list-style-type: none"> 1. Define emergency care /first aid/ OSHA 2. Express knowledge of protection given a rescuer by the Good Samaritan Law. 3. Determine emergency situations one can manage. 4. Decide when an emergency requires a more advanced trained responder and the need to activate the EMS system. (CE) | | | |
| b. Identify major types of health care facilities. | <ol style="list-style-type: none"> 1. Identify the need for knowledge and skills required for administration of emergency care. 2. Decide when an emergency requires a more advanced trained responder and the need to activate the EMS system. (CE) | | | |

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Standard 4: Legal Responsibility: The student will understand the legal responsibilities, limitations, and implication of their actions within the health care delivery setting. They will perform their duties according to established, regulations, policies, laws and legislated rights of clients.

Grade Level/Course: Emergency Care

| Benchmark: The student will: | Grade Level/Course Objectives | Instructional Strategies | Assessments | Instructional Timeline |
|---|--------------------------------------|---------------------------------|--------------------|-------------------------------|
| a. Comply with policy and | 1. Define emergency care/first | | | |

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| <p>procedural guidelines including institutional regulatory agencies.</p> | <p>aid/OSHA</p> <ol style="list-style-type: none"> 2. Know when NOT to move a person with a fracture. 3. Identify situations in which the necks or backs of a client might be fractured and know NOT to move the patient. | | | |
| <p>b. Describe the legal aspects of the health care worker and client relationship.</p> | <ol style="list-style-type: none"> 1. Express knowledge of protection given a rescuer by the Good Samaritan Law. (CE) 2. Define actual and implied consent and know how consent applies in helping an adult in an emergency. 3. Students will understand the importance and meaning of confidentiality in the health care system. (CE) | | | |
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Standard 5: Ethics: The student will understand accepted ethical practices with respect to cultural, social, and ethic differences within the health care environment. They will perform their duties within established ethical guidelines, supporting sensitive and quality health care delivery.

Grade Level/Course: Emergency Care

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|---|---|--|---------------------------|--------------------------------------|
| a. Adhere to ethical concepts including integrity and confidentiality as they relate to the health care industry, the patient, and the patients family. | <ol style="list-style-type: none"> 1. Understand the different ways that various culture's and family structure's perceive and use medical care. (CE) 2. Understand the concept of | | | |

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| | confidentiality and its implications for emergency care. (CE) | | | |
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Standard 6: Safety Practices: The student will understand the existing and potential hazards to clients, coworkers and self. They will prevent injury or illness through safe work practices, and follow health and safety policies and procedures.

Grade Level/Course: Emergency Care

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|---|---|--|---------------------------|--------------------------------------|
| a. Explain varied aspects of safety related to patient, client and worker in health occupations and how to reduce risks and hazards in the workplace. | 1. Evaluate “scene safety” before starting rescue procedures to insure the safety of the patient and the caregiver. (CE) 2. Knowledgeable of the dangers of bloodborne pathogens. (CE) 3. Demonstrate Universal | | | |

