



# MVTHS--CTE DEPARTMENT

## *Health Science Technology*

### Health Occupation

**HE300A/B    AVC**

14002A003

This Health Occupations Core Skill class is open to junior and senior students who have an interest in the health field. The course includes affective, cognitive, and psychomotor skills which are common to most Health Occupations. Students spend time in the classroom learning basic medical terminology, body structure and function, and mastering tasks for various medical occupations. Second semester students will be certified in CPR/First Aid/AED as well as complete the 40-Hour First Responder course. Once completed, students will be eligible to sit for the Illinois state test for licensure. Students will also be rotated through clinical departments such as; x-ray, occupational therapy, physical therapy, laboratory, respiratory therapy, surgery, dietary; medical offices, which include veterinarian, dental, physical medicine; ambulance service, and other related health departments, are also included in the rotation. Student performance, in the clinical setting, is evaluated by the department supervisors and the regular classroom teacher. Final grades are determined by the classroom teacher. It is recommended that the Health Occupations course be taken before the Health Care Aide. Students are responsible for a uniform and white shoes as well as a watch with second hand and black EMS pants.

|                      |   |
|----------------------|---|
| Length of course:    | 2 Semesters   |
| Credits per semester | 1   |
| Grade level:         | 11, 12  |
| Prerequisite:        | None  |
| Dual Credit          | Rend Lake College: OFTC 1280 – Medical Terminology (3 credit hours) —Junior/Senior only |
| Application:         | Yes   |

### General Objectives:

For the first stage, students spend time in the classroom learning basic medical terminology, body structure and function, and mastering tasks for various medical occupations. Upon completion of this phase students will be able to:

1. Define and provide several examples of word roots, combining forms, suffixes, and prefixes.
2. Divide medical words into their component parts.
3. Identify and spell basic medical terms.
4. Pronounce medical terms.
5. Match medical terms with their definitions.
6. List and briefly define the levels of organization in the human body.

Second semester students will begin the second phase, CPR/First Aid/AED training and certification. This will consist of one week of hands-on training and if completed successfully students will be issued a CPR/First Aid card through the American Heart Association.

The third phase will be the First Responder course. We will follow the National Standard Curriculum developed by the United States Department of Transportation, National Highway Traffic Safety Administration, and the United States Department of Health and Human Services.

The First Responder section will consist of 40 hours of curriculum taught through 7 modules. These modules are as follows:

1. Preparatory
2. Airway
3. Patient Assessment
4. Circulation
5. Illness and Injury
6. Childbirth and Children
7. EMS Operations

Upon successful completion of this phase, students will be eligible to sit for the licensure exam provided by the state of Illinois.

The final phase of this class will be job shadowing. Students will be rotated through the following departments:

- CSU/ICU
- Floor Nursing
- Laboratory
- OB
- Pharmacy
- Physical and Occupational Therapy
- Radiology
- Respiratory
- Surgery

Course Outline:

| Units of Instruction  | Unit Objectives  | Standard(s) | Duration | Methods of Instruction  | Methods of Assessment  | Educational Resources  |
|---|--|-------------|----------|---|--|--|
| <p><b>Introduction to Medical Terminology</b></p> <ul style="list-style-type: none"> <li>- Word Parts</li> <li>- Prefixes/Suffixes</li> <li>- Forming Medical Words</li> <li>- Spelling</li> <li>- Abbreviations</li> <li>- Healthcare Settings</li> <li>- Legal/Ethical</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Discuss the four parts of medical terms.</li> <li>▪ Recognize word roots and combining forms.</li> <li>▪ State the rules for determining singular and plural endings.</li> <li>▪ Identify the most common prefixes and suffixes.</li> <li>▪ Define word building and describe a strategy for translating medical terms.</li> <li>▪ State the importance of correct spelling of medical terms.</li> <li>▪ Discuss the importance of using caution with abbreviations.</li> <li>▪ Recognize the different healthcare settings.</li> <li>▪ Understand the importance of confidentiality.</li> </ul>  |             | 6        | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Board work</li> <li>- Computer lead instruction</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- In-class assignments</li> <li>- Independent Study</li> <li>- Lecture</li> <li>- Modeling</li> <li>- Written exercises</li> <li>- CPE Clickers</li> </ul> | <ul style="list-style-type: none"> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> </ul> |
| <p><b>Body Organization</b></p> <ul style="list-style-type: none"> <li>- Combining Forms</li> <li>- Medical Terminology</li> <li>- Body Organization <ul style="list-style-type: none"> <li>~ Cells</li> <li>~ Tissue</li> <li>~ Organs</li> </ul> </li> <li>- Directional Terms, Planes, &amp; Regions</li> <li>- Abbreviations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Recognize the combining forms.</li> <li>▪ Correctly spell and pronounce medical terms and anatomical structures relating to body structure.</li> <li>▪ Build body organization medical terms from word parts.</li> <li>▪ Discuss the organization of the body in terms of cells, tissues, organs, and systems.</li> <li>▪ Describe the common features of cells.</li> <li>▪ Define the four types of tissue.</li> <li>▪ List the major organs found in the twelve organ systems.</li> <li>▪ Describe the anatomical position.</li> <li>▪ Define the body planes.</li> <li>▪ Identify regions of the body.</li> <li>▪ Define directional and positional terms.</li> <li>▪ List the body cavities and their contents.</li> <li>▪ Locate and describe the nine anatomical and four clinical divisions of the abdomen.</li> <li>▪ Interpret abbreviations associated with body organization.</li> </ul> |             | 4        | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Board work</li> <li>- Computer lead instruction</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- In-class assignments</li> <li>- Independent Study</li> <li>- Lecture</li> <li>- Modeling</li> <li>- Written exercises</li> <li>- CPE Clickers</li> </ul> | <ul style="list-style-type: none"> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Worksheet</li> </ul>  | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> </ul> |

|   |  |  |   |   |  |  |
|---|--|--|---|---|--|--|
| <p><b><i>Integumentary System</i></b></p> <ul style="list-style-type: none"> <li>- Combining Forms</li> <li>- Medical Terms</li> <li>- Structure &amp; Function</li> <li>- Diagnosis, Treatment, &amp; Laboratory Terms</li> <li>- Abbreviations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify and define the combining forms, prefixes, and suffixes introduced in this chapter.</li> <li>▪ Correctly spell and pronounce medical terms and major anatomical structures relating to the integumentary system.</li> <li>▪ Build and define integumentary system medical terms from word parts.</li> <li>▪ Identify and define integumentary system vocabulary words.</li> <li>▪ List and describe the three layers of skin and their function.</li> <li>▪ List and describe the four purposes of the skin.</li> <li>▪ Identify and define selected integumentary system pathology terms, diagnostic procedures, and therapeutic procedures.</li> <li>▪ Identify and define selected medications relating to the integumentary system.</li> <li>▪ Define selected abbreviations associated with the integumentary system.</li> </ul> |  | 5 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Board work</li> <li>- Computer lead instruction</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- In-class assignments</li> <li>- Independent Study</li> <li>- Lecture</li> <li>- Modeling</li> <li>- Written exercises</li> <li>- CPE Clickers</li> </ul> | <ul style="list-style-type: none"> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Worksheet</li> </ul>  | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> </ul> |
| <p><b><i>Musculoskeletal System</i></b></p> <ul style="list-style-type: none"> <li>- Combining Forms</li> <li>- Medical Terms</li> <li>- Anatomy</li> <li>- Skeletal System</li> <li>- Muscular System</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Identify and define the combining forms, prefixes, and suffixes introduced in this chapter.</li> <li>▪ Correctly spell and pronounce medical terms and major anatomical structures relating to the musculoskeletal system.</li> <li>▪ Build and define musculoskeletal system medical terms from word parts.</li> <li>▪ Identify and define musculoskeletal system vocabulary terms.</li> <li>▪ Locate and describe the major organs of the musculoskeletal system and their functions.</li> <li>▪ Correctly place bones in either the axial or the appendicular skeleton.</li> <li>▪ List and describe the components of a long bone.</li> <li>▪ Identify bony projections and depressions.</li> <li>▪ Identify the parts of a synovial joint.</li> <li>▪ Describe the characteristics of the three</li> </ul>                               |  | 9 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Board work</li> <li>- Computer lead instruction</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- In-class assignments</li> <li>- Independent Study</li> <li>- Lecture</li> <li>- Modeling</li> <li>- Written exercises</li> <li>- CPE Clickers</li> </ul> | <ul style="list-style-type: none"> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response.</li> <li>- Worksheet</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> </ul> |

|   |  |  |   |   |  |  |
|---|--|--|---|---|--|--|
| <ul style="list-style-type: none"> <li>- Diagnostic, Treatment, and Laboratory Terms</li> <li>- Abbreviations</li> </ul>  | <p>types of muscle tissue.</p> <ul style="list-style-type: none"> <li>▪ Use movement terminology correctly.</li> <li>▪ Identify and define selected musculoskeletal system pathology terms, diagnostic procedures, and therapeutic procedures.</li> <li>▪ Identify and define selected medications relating to the musculoskeletal system.</li> <li>▪ Define selected abbreviations associated with the musculoskeletal system.</li> </ul>   |  |   |   |  |  |
| <p><b>Cardiovascular System</b></p> <ul style="list-style-type: none"> <li>- Combining Forms</li> <li>- Medical Terms</li> <li>- Anatomy <ul style="list-style-type: none"> <li>~ Heart</li> <li>~ Blood</li> </ul> </li> <li>- Diagnostic, Treatment, and Laboratory Terms</li> <li>- Abbreviations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify and define the combining forms and suffixes introduced in this chapter.</li> <li>▪ Correctly spell and pronounce medical terms and major anatomical structures relating to the cardiovascular system.</li> <li>▪ Build and define cardiovascular system medical terms from words parts.</li> <li>▪ Identify and define cardiovascular system vocabulary terms.</li> <li>▪ Describe the major organs of the cardiovascular system and their functions.</li> <li>▪ Describe the anatomy of the heart.</li> <li>▪ Describe the flow of blood through the heart.</li> <li>▪ Explain how the electrical conduction system controls the heartbeat.</li> <li>▪ List and describe the characteristics of the three types of blood vessels.</li> <li>▪ Define pulse and blood pressure.</li> <li>▪ Identify and define selected cardiovascular system pathology terms, diagnostic procedures, and therapeutic procedures.</li> <li>▪ Identify and define selected medications relating to the cardiovascular system.</li> <li>▪ Define selected abbreviations associated with the cardiovascular system.</li> </ul> |  | 6 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Board work</li> <li>- Computer lead instruction</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- In-class assignments</li> <li>- Independent Study</li> <li>- Lecture</li> <li>- Modeling</li> <li>- Written exercises</li> <li>- CPE Clickers</li> <li>- Laboratory</li> </ul> | <ul style="list-style-type: none"> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- Stethoscopes</li> <li>- Blood Pressure Cuffs</li> </ul> |
| <p><b>Blood and the Lymphatic and Immune System</b></p> <ul style="list-style-type: none"> <li>- Combining Forms</li> <li>- Medical Terms</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Recognize the combining forms and suffixes introduced in this chapter.</li> <li>▪ Gain the ability to pronounce medical terms and major anatomical structures.</li> <li>▪ Build blood and lymphatic and immune</li> </ul>   |  | 4 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Board work</li> <li>- Computer lead instruction</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- In-class assignments</li> <li>- Independent Study</li> <li>- Lecture</li> </ul>  | <ul style="list-style-type: none"> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> </ul>   | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- Lab-Aids Simulated Blood Typing Kit</li> </ul>          |

|  |   |  |   |   |   |   |
|--|---|--|---|---|---|---|
| <ul style="list-style-type: none"> <li>- Anatomy</li> <li>- Blood Typing</li> <li>- Immunity</li> <li>- Diagnostic, Treatment, and Laboratory Terms</li> <li>- Abbreviations</li> </ul>  | <p>system medical terms from word parts.</p> <ul style="list-style-type: none"> <li>▪ List the major components, structures, and organs of the blood and lymphatic and immune systems and their functions.</li> <li>▪ Describe the blood typing systems.</li> <li>▪ Discuss immunity, the immune response, and standard precautions.</li> <li>▪ Define vocabulary, pathology, diagnostic, and therapeutic medical terms relating to the blood and lymphatic and immune system.</li> <li>▪ Recognize types of medication associated with blood and the lymphatic and immune systems.</li> <li>▪ Interpret abbreviations associated with blood and the lymphatic and immune systems.</li> </ul>   |  |   | <ul style="list-style-type: none"> <li>- Modeling</li> <li>- Written exercises</li> <li>- CPE Clickers</li> <li>- Laboratory</li> </ul>   | <ul style="list-style-type: none"> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Worksheet</li> </ul>   |   |
| <p><b>Respiratory System</b></p> <ul style="list-style-type: none"> <li>- Combining Forms</li> <li>- Medical Terms</li> <li>- Anatomy</li> <li>- Lungs</li> <li>- Respiration</li> <li>- Diagnostic, Treatment, and Laboratory Terms</li> <li>- Abbreviations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify and define the combining forms and suffixes introduced in this chapter.</li> <li>▪ Correctly spell and pronounce medical terms and major anatomical structures relating to the respiratory system.</li> <li>▪ Build and define respiratory system medical terms from word parts.</li> <li>▪ Identify and define respiratory system vocabulary words.</li> <li>▪ Locate and describe the major organs of the respiratory system and their functions.</li> <li>▪ List and describe the lung volumes and capacities.</li> <li>▪ Describe the process of respiration.</li> <li>▪ Identify and define selected respiratory system pathology terms and diagnostic procedures.</li> <li>▪ Identify and define selected medications relating to the respiratory system.</li> <li>▪ Define selected abbreviations associated with the respiratory system.</li> </ul> |  | 5 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Board work</li> <li>- Computer lead instruction</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- In-class assignments</li> <li>- Independent Study</li> <li>- Lecture</li> <li>- Modeling</li> <li>- Written exercises</li> <li>- CPE Clickers</li> <li>- Laboratory</li> </ul> | <ul style="list-style-type: none"> <li>- Article review</li> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Worksheet</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- Stethoscope</li> </ul> |
| <p><b>Digestive System</b></p> <ul style="list-style-type: none"> <li>- Combining Forms</li> <li>- Medical Terms</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Identify and define the combining forms and suffixes introduced in this chapter.</li> <li>▪ Correctly spell and pronounce medical</li> </ul>   |  | 4 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Board work</li> <li>- Computer lead instruction</li> </ul>  | <ul style="list-style-type: none"> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer</li> </ul>  | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> </ul>                        |

|  |   |  |   |   |   |  |
|--|---|--|---|---|---|--|
| <ul style="list-style-type: none"> <li>- Anatomy</li> <li>- Accessory Organs</li> <li>- Teeth</li> <li>- Diagnostic, Treatment, and Laboratory Terms</li> <li>- Abbreviations</li> </ul>   | <p>terms and major anatomical structures relating to the digestive system.</p> <ul style="list-style-type: none"> <li>▪ Build and define digestive system medical terms from word parts.</li> <li>▪ Identify and define digestive system vocabulary terms.</li> <li>▪ Locate and describe the major organs of the digestive system and their functions.</li> <li>▪ Describe the function of the accessory organs of the digestive system.</li> <li>▪ Identify the shape and function of each type of tooth.</li> <li>▪ Identify and define selected digestive system pathology terms and therapeutic procedures.</li> <li>▪ Identify and define selected medications relating to the digestive system.</li> <li>▪ Define selected abbreviations associated with the digestive system.</li> </ul>  |  |   | <ul style="list-style-type: none"> <li>- Discuss</li> <li>- Guided practice</li> <li>- In-class assignments</li> <li>- Independent Study</li> <li>- Lecture</li> <li>- Modeling</li> <li>- Written exercises</li> <li>- CPE Clickers</li> </ul>   | <p>technology</p> <ul style="list-style-type: none"> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Worksheet</li> </ul>  |  |
| <p><b>Urinary System</b></p> <ul style="list-style-type: none"> <li>- Combining Forms</li> <li>- Medical Terms</li> <li>- Anatomy</li> <li>- Urine Production</li> <li>- Diagnostic, Treatment, and Laboratory Terms</li> <li>- Abbreviations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify and define the combining forms and suffixes introduced in this chapter.</li> <li>▪ Correctly spell and pronounce medical terms and major anatomical structures relating to the urinary system.</li> <li>▪ Build and define urinary system medical terms from word parts.</li> <li>▪ Identify and define urinary system vocabulary terms.</li> <li>▪ Locate and describe the major organs of the urinary system and their functions.</li> <li>▪ Describe the nephron and the mechanisms of urine production.</li> <li>▪ Identify the characteristics of urine and a urinalysis.</li> <li>▪ Identify and define selected urinary system pathology terms and therapeutic procedures.</li> <li>▪ Identify and define selected medications relating to the urinary system.</li> <li>▪ Define selected abbreviations associated with the urinary system.</li> </ul> |  | 4 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Board work</li> <li>- Computer lead instruction</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- In-class assignments</li> <li>- Independent Study</li> <li>- Lecture</li> <li>- Modeling</li> <li>- Written exercises</li> <li>- CPE Clickers</li> </ul> | <ul style="list-style-type: none"> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Worksheet</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> </ul> |

|   |  |  |   |   |   |   |
|---|--|--|---|---|---|---|
| <p><b>Reproductive System</b></p> <ul style="list-style-type: none"> <li>- Combining Forms</li> <li>- Medical Terms</li> <li>- Anatomy</li> <li>- Pregnancy</li> <li>- STD's</li> <li>- Diagnostic, Treatment, and Laboratory Terms</li> <li>- Abbreviations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify and define the combining forms and suffixes introduced in this chapter.</li> <li>▪ Correctly spell and pronounce medical terms and major anatomical structures relating to the reproductive system.</li> <li>▪ Build and define reproductive system medical terms from word parts.</li> <li>▪ Identify and define reproductive system vocabulary terms.</li> <li>▪ Locate and describe the major organs of the reproductive systems and their functions.</li> <li>▪ Use medical terms to describe circumstances relating to pregnancy.</li> <li>▪ Identify the symptoms and origin of sexually transmitted diseases.</li> <li>▪ Identify and define selected reproductive system pathology terms, diagnostic procedures, and therapeutic procedures.</li> <li>▪ Identify and define selected medications relating to the reproductive systems.</li> <li>▪ Define selected abbreviations associated with the reproductive systems.</li> </ul> |  | 7 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Board work</li> <li>- Computer lead instruction</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- In-class assignments</li> <li>- Independent Study</li> <li>- Lecture</li> <li>- Modeling</li> <li>- Written exercises</li> <li>- CPE Clickers</li> </ul> | <ul style="list-style-type: none"> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Worksheet</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- Guest Speaker</li> </ul> |
| <p><b>Endocrine System</b></p> <ul style="list-style-type: none"> <li>- Combining Forms</li> <li>- Medical Terms</li> <li>- Anatomy</li> <li>- Hormones</li> <li>- Diagnostic, Treatment, and Laboratory Terms</li> <li>- Abbreviations</li> </ul>                      | <ul style="list-style-type: none"> <li>▪ Identify and define the combining forms and suffixes introduced in this chapter.</li> <li>▪ Correctly spell and pronounce medical terms and major anatomical structures relating to the endocrine system.</li> <li>▪ Build and define endocrine system medical terms from word parts.</li> <li>▪ Identify and define endocrine system vocabulary terms.</li> <li>▪ Locate and describe the major organs of the endocrine system and their function.</li> <li>▪ List the major hormones secreted by each endocrine gland and describe their functions.</li> <li>▪ Identify and define selected endocrine system pathology terms, diagnostic procedures, and therapeutic procedures.</li> <li>▪ Identify and define selected medications relating to the endocrine system.</li> <li>▪ Define selected abbreviations associated with the endocrine system.</li> </ul>  |  | 5 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Board work</li> <li>- Computer lead instruction</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- In-class assignments</li> <li>- Independent Study</li> <li>- Lecture</li> <li>- Modeling</li> <li>- Written exercises</li> <li>- CPE Clickers</li> </ul> | <ul style="list-style-type: none"> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Worksheet</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>-</li> <li>-</li> </ul>    |

|   |  |  |   |   |  |  |
|---|--|--|---|---|--|--|
| <p><b><i>Nervous System</i></b></p> <ul style="list-style-type: none"> <li>- Combining Forms</li> <li>- Medical Terms</li> <li>- Anatomy</li> <li>- Neuron</li> <li>- CNS, PNS, ANS</li> <li>- Diagnostic, Treatment, and Laboratory Terms</li> <li>- Abbreviations</li> </ul>            | <ul style="list-style-type: none"> <li>▪ Identify and define the combining forms and suffixes introduced in this chapter.</li> <li>▪ Correctly spell and pronounce medical terms and major anatomical structures relating to the nervous system.</li> <li>▪ Build and define nervous system medical terms from word parts.</li> <li>▪ Identify and define nervous system vocabulary terms.</li> <li>▪ Locate and describe the major organs of the nervous system and their functions.</li> <li>▪ Describe the components of a neuron.</li> <li>▪ Distinguish between the central nervous system, peripheral nervous system, and autonomic nervous system.</li> <li>▪ Identify and define selected nervous system pathology terms, diagnostic procedures, and therapeutic procedures.</li> <li>▪ Identify and define selected medications relating to the nervous system.</li> <li>▪ Define selected abbreviations associated with the nervous system.</li> </ul> |  | 4 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Board work</li> <li>- Computer lead instruction</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- In-class assignments</li> <li>- Independent Study</li> <li>- Lecture</li> <li>- Modeling</li> <li>- Written exercises</li> <li>- CPE Clickers</li> </ul>                       | <ul style="list-style-type: none"> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Worksheet</li> </ul>  | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> </ul>   |
| <p><b><i>Special Senses: The Eye and Ear</i></b></p> <ul style="list-style-type: none"> <li>- Combining Forms</li> <li>- Medical Terms</li> <li>- Anatomy</li> <li>- Vision</li> <li>- Hearing</li> <li>- Diagnostic, Treatment, and Laboratory Terms</li> <li>- Abbreviations</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify and define the combining forms and suffixes introduced in this chapter.</li> <li>▪ Correctly spell and pronounce medical terms and major anatomical structures relating to the eye and ear.</li> <li>▪ Build and define eye and ear medical terms from word parts.</li> <li>▪ Identify and define eye and ear vocabulary terms.</li> <li>▪ Locate and describe the major structures of the eye and ear and their functions.</li> <li>▪ Describe how we see.</li> <li>▪ Describe the path of sound vibration.</li> <li>▪ Identify and define selected eye and ear pathology terms, diagnostic procedures, and therapeutic procedures.</li> <li>▪ Identify and define selected medications relating to the eye and ear.</li> <li>▪ Define selected abbreviations associated with the eye and ear.</li> </ul>   |  | 8 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Board work</li> <li>- Computer lead instruction</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- In-class assignments</li> <li>- Independent Study</li> <li>- Lecture</li> <li>- Modeling</li> <li>- Written exercises</li> <li>- CPE Clickers</li> <li>- Laboratory</li> </ul> | <ul style="list-style-type: none"> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- Chronic Care Challenges (Vision Disorders)</li> </ul> |

|  |   |  |          |   |   |  |
|--|---|--|----------|---|---|--|
| <p><b><i>CPR/First Aid/AED</i></b></p> | <ul style="list-style-type: none"> <li>▪ Explain how to perform adult, child, and infant CPR.</li> <li>▪ Explain how to relieve an obstructed airway for adults, children, and infants.</li> <li>▪ Explain basic first aid procedures.</li> <li>▪ Explain how to use an AED.</li> </ul> |  | <p>8</p> | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Assessment inventory</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- Individual instruction</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> <li>- Role play</li> <li>- Simulation</li> </ul> | <ul style="list-style-type: none"> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Oral presentations</li> <li>- Participation</li> <li>- Quiz</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student work displays</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Video</li> <li>- CPR Mannequins</li> <li>- First Aid Supplies</li> <li>- AED Trainer</li> </ul> |
|--|---|--|----------|---|---|--|

|   |  |  |   |   |   |   |
|---|--|--|---|---|---|---|
| <p><b>Module 1 Preparatory</b><br/><b>Lesson 1-1</b><br/><b>Introduction to EMS Systems</b></p> | <ul style="list-style-type: none"> <li>▪ Define the components of Emergency Medical Services (EMS) systems.</li> <li>▪ Differentiate the roles and responsibilities of the First Responder from other out-of-hospital care providers.</li> <li>▪ Define medical oversight and discuss the First Responder's role in the process.</li> <li>▪ Discuss the types of medical oversight that may affect the medical care of a First Responder.</li> <li>▪ State the specific statutes and regulations in your state regarding the EMS system.</li> <li>▪ Accept and uphold the responsibilities of a First Responder in accordance with the standards of an EMS professional.</li> <li>▪ Explain the rationale for maintaining a professional appearance when on duty or when responding to calls.</li> <li>▪ Describe why it is inappropriate to judge a patient based on a cultural, gender, age, or socioeconomic model, and to vary the standard of care rendered as a result of that judgment.</li> </ul>  |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Discuss</li> <li>- In-class assignments</li> <li>- Lecture</li> <li>- Reading Assignments</li> <li>- Written exercises</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- Homework</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Report on findings</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> </ul>  |
| <p><b>Module 1</b><br/><b>Lesson 1-2</b><br/><b>The Well-Being of the First Responder</b></p>   | <ul style="list-style-type: none"> <li>▪ List possible emotional reactions that the First Responder may experience when faced with trauma, illness, death, and dying.</li> <li>▪ Discuss the possible reactions that a family member may exhibit when confronted with death and dying.</li> <li>▪ State the steps in the First Responder's approach to the family confronted with death and dying.</li> <li>▪ State the possible reactions that the family of the First Responder may exhibit.</li> <li>▪ Recognize the signs and symptoms of critical incident stress.</li> <li>▪ State the possible steps that the First Responder may take to help reduce/alleviate stress.</li> <li>▪ Explain the need to determine scene safety.</li> <li>▪ Discuss the importance of body substance isolation (BSI).</li> <li>▪ Describe the steps the First Responder should take for personal protection from airborne and bloodborne pathogens.</li> <li>▪ List the personal protective equipment necessary for each of the following situations:</li> <li>▪ Hazardous materials, rescue operations, violent scenes, crime scenes, electricity, water and ice, exposure to bloodborne pathogens, exposure to airborne pathogens.</li> </ul> |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Discuss</li> <li>- In-class assignments</li> <li>- Lecture</li> <li>- Reading Assignments</li> <li>- Written exercises</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- Homework</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Report on findings</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: Eye protection, gowns, gloves, masks, forms for reporting exposures.</li> </ul> |

|  |  |  |   |   |   |  |
|--|--|--|---|---|---|--|
| <p><b>Module 1</b><br/><b>Lesson 1-3</b><br/><b>Legal and Ethical Issues</b></p> | <ul style="list-style-type: none"> <li>▪ Define the First Responder scope of care.</li> <li>▪ Discuss the importance of Do Not Resuscitate (DNR) and local or state provisions regarding EMS application.</li> <li>▪ Define consent and discuss the methods of obtaining consent.</li> <li>▪ Differentiate between expressed and implied consent.</li> <li>▪ Explain the role of consent of minors in providing care.</li> <li>▪ Discuss the implications for the First Responder in patient refusal of transport.</li> <li>▪ Discuss the issues of abandonment, negligence, and battery and their implications to the First Responder.</li> <li>▪ State the conditions necessary for the First Responder to have a duty to act.</li> <li>▪ Explain the importance, necessity and legality of patient confidentiality.</li> <li>▪ List the actions that a First Responder should take to assist in the preservation of a crime scene.</li> <li>▪ State the conditions that require a First Responder to notify local law enforcement officials.</li> <li>▪ Discuss issues concerning the fundamental components of documentation.</li> <li>▪ Explain the rationale for the needs, benefits and usage of advance directives.</li> <li>▪ Explain the rationale for the concept of varying degrees of DNR.</li> </ul> |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Discuss</li> <li>- In-class assignments</li> <li>- Lecture</li> <li>- Reading Assignments</li> <li>- Written exercises</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- Homework</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Report on findings</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> </ul> |
| <p><b>Module 1</b><br/><b>Lesson 1-4</b><br/><b>The Human Body</b></p>           | <ul style="list-style-type: none"> <li>▪ Describe the anatomy and function of the respiratory system.</li> <li>▪ Describe the anatomy and function of the circulatory system.</li> <li>▪ Describe the anatomy and function of the musculoskeletal system.</li> <li>▪ Describe the components and function of the nervous system.</li> </ul>  |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Discuss</li> <li>- In-class assignments</li> <li>- Lecture</li> <li>- Reading Assignments</li> <li>- Written exercises</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- Homework</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Report on findings</li> <li>- Review questions</li> <li>- Student Guided Practice</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> </ul> |

|   |  |  |   |  |  |   |
|---|--|--|---|--|--|---|
| <p><b>Module 1</b><br/><b>Lesson 1-5</b><br/><b>Lifting and Moving Patients</b></p> | <ul style="list-style-type: none"> <li>▪ Define body mechanics.</li> <li>▪ Discuss the guidelines and safety precautions that need to be followed when lifting a patient.</li> <li>▪ Describe the indications for an emergency move.</li> <li>▪ Describe the indications for assisting in non-emergency moves.</li> <li>▪ Discuss the various devices associated with moving a patient in the out-of-hospital arena.</li> <li>▪ Explain the rationale for properly lifting and moving patients.</li> <li>▪ Explain the rationale for an emergency move.</li> <li>▪ Demonstrate an emergency move.</li> <li>▪ Demonstrate a non-emergency move.</li> <li>▪ Demonstrate the use of equipment utilized to move patient's in the out-of-hospital arena.</li> </ul> |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul>   | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> </ul>                          |
| <p><b>Module 1</b><br/><b>Lesson 1-6</b><br/><b>Evaluation: Preparatory</b></p>     | <ul style="list-style-type: none"> <li>▪ Demonstrate competence in the cognitive objective of Lesson 1-1, 1-2, 1-3, 1-4, 1-5.</li> <li>▪ Demonstrate competence in the affective objectives of Lesson 1-1, 1-2, 1-3, 1-4, 1-5.</li> <li>▪ Demonstrate competence in the psychomotor objectives of Lesson 1-1, 1-2, 1-3, 1-4, 1-5.</li> </ul>   |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Assessment inventory</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Individual instruction</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment</li> </ul> |

|   |  |  |   |  |  |  |
|---|--|--|---|--|--|--|
| <p><b>Module 2 Airway</b><br/><b>Lesson 2-1</b><br/><b>Airway</b></p> | <ul style="list-style-type: none"> <li>▪ Name and label the major structures of the respiratory system on a diagram.</li> <li>▪ List the signs of inadequate breathing.</li> <li>▪ Describe the steps in the head-tilt chin-lift.</li> <li>▪ Relate the mechanism of injury to opening the airway.</li> <li>▪ Describe the steps in the jaw thrust.</li> <li>▪ State the importance of having a suction unit ready for immediate use when providing emergency medical care.</li> <li>▪ Describe the techniques of suctioning.</li> <li>▪ Describe how to ventilate a patient with a resuscitation mask or barrier device.</li> <li>▪ Describe how ventilating an infant or child is different from an adult.</li> <li>▪ List the steps in providing mouth-to-mouth and mouth-to-stoma ventilation.</li> <li>▪ Describe how to measure and insert an oropharyngeal airway.</li> <li>▪ Describe how to measure and insert a nasopharyngeal airway.</li> <li>▪ Describe how to clear a foreign body airway obstruction in a responsive adult.</li> <li>▪ Describe how to clear a foreign body airway obstruction in a responsive child with complete obstruction or partial airway obstruction and poor air exchange.</li> <li>▪ Describe how to clear a foreign body airway obstruction in a responsive infant with complete obstruction or partial airway obstruction and poor air exchange.</li> <li>▪ Describe how to clear a foreign body airway obstruction in an unresponsive adult.</li> <li>▪ Describe how to clear a foreign body airway obstruction in an unresponsive child.</li> <li>▪ Describe how to clear a foreign body airway obstruction in an unresponsive infant.</li> <li>▪ Explain why basic life support ventilation and airway protective skills take priority over most other basic life support skills.</li> <li>▪ Demonstrate a caring attitude towards patients with airway problems who request emergency medical services.</li> <li>▪ Place the interests of the patient with airway problems as the foremost consideration when making any and all patient care decision's.</li> <li>▪ Communicate with empathy to patients with airway problems, as well as with family members and friends of the patient.</li> <li>▪ Demonstrate steps in head-tilt chin-lift, jaw thrust, suctioning, mouth-to-mouth with body substance isolation.</li> <li>▪ Demonstrate how to use a resuscitation mask to ventilate a patient, ventilate a patient with a stoma.</li> <li>▪ Demonstrate how to measure and insert an oropharyngeal and nasopharyngeal airway.</li> <li>▪ Demonstrate how to ventilate an infant and child patients.</li> <br/> <li>▪ Demonstrate how to clear a foreign body airway obstruction in a responsive adult, child, and infant.</li> <li>▪ Demonstrate how to clear a foreign body airway obstruction in an unresponsive adult, child, and infant.</li> </ul> |  | 4 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: Resuscitation mask, barrier devices, oral airways, nasal airways, suction units (manual and battery powered), suction catheters, tongue blade, and lubricant.</li> </ul> |
|---|--|--|---|--|--|--|

|   |   |  |   |  |  |  |
|---|---|--|---|--|--|--|
| <p><b>Module 2</b><br/><b>Lesson 2-2</b><br/><b>Practical Lab: Airway</b></p> | <ul style="list-style-type: none"> <li>▪ Demonstrate the cognitive objectives of lesson 2-1.</li> <li>▪ Demonstrate the affective objectives of lesson 2-1.</li> <li>▪ Demonstrate the steps in the head-tilt chin-lift, jaw thrust, and mouth-to-mouth ventilation with body substance isolation.</li> <li>▪ Demonstrate the techniques of suction.</li> <li>▪ Demonstrate how to use a resuscitation mask to ventilate a patient and how to ventilate a patient with a stoma.</li> <li>▪ Demonstrate how to measure and insert an oropharyngeal and nasopharyngeal airway.</li> <li>▪ Demonstrate how to ventilate infant and child patients.</li> <li>▪ Demonstrate how to clear a foreign body airway obstruction in a responsive adult, responsive child, responsive infant, unresponsive adult, unresponsive child, and unresponsive infant.</li> </ul> |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: Resuscitation mask, barrier devices, oral airways, nasal airways, suction units (manual and battery powered), suction catheters, tongue blade, and lubricant.</li> </ul> |
| <p><b>Module 2</b><br/><b>Lesson 2-3</b><br/><b>Evaluation: Airway</b></p>    | <ul style="list-style-type: none"> <li>▪ Demonstrate competence in the cognitive, affective, and psychomotor objectives lesson 2-1.</li> </ul>  |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: Resuscitation mask, barrier devices, oral airways, nasal airways, suction units (manual and battery powered), suction catheters, tongue blade, and lubricant.</li> </ul> |

|   |   |  |                |  |  |   |
|---|---|--|----------------|--|--|---|
| <p><b>Module 3 Patient Assessment</b><br/> <b>Lesson 3-1</b><br/> <b>Patient Assessment</b></p> | <ul style="list-style-type: none"> <li>▪ Discuss the components of scene size-up.</li> <li>▪ Describe common hazards found at the scene of a trauma and a medical patient.</li> <li>▪ Determine if the scene is safe to enter.</li> <li>▪ Discuss common mechanisms of injury/nature of illness.</li> <li>▪ Discuss the reason for identifying the total number of patients at the scene.</li> <li>▪ Explain the reason for identifying the need for additional help or assistance.</li> <li>▪ Summarize the reasons for forming a general impression of the patient.</li> <li>▪ Discuss methods of assessing mental status.</li> <li>▪ Differentiate between assessing mental status in the adult, child, and infant patient.</li> <li>▪ Describe methods used for assessing if a patient is breathing.</li> <li>▪ Differentiate between a patient with adequate and inadequate breathing.</li> <li>▪ Describe the methods used to assess circulation.</li> <li>▪ Differentiate between obtaining a pulse in an adult, child, and infant patient.</li> <li>▪ Discuss the need for assessing the patient for external bleeding.</li> <li>▪ Explain the reason for prioritizing a patient for care and transport.</li> <li>▪ Discuss the components of the physical exam.</li> <li>▪ State the areas of the body that are evaluated during the physical exam.</li> <li>▪ Explain what additional questioning may be asked during the physical exam.</li> <li>▪ Explain the components of the SAMPLE history.</li> <li>▪ Discuss the components of the on-going assessment.</li> <li>▪ Describe the information included in the First Responder "hand off" report.</li> <li>▪ Explain the rationale for crew members to evaluate scene safety prior to entering.</li> <li>▪ Serve as a model for others by explaining how patient situations affect your evaluation of the mechanism of injury or illness.</li> <li>▪ Explain the importance of forming a general impression of the patient.</li> <li>▪ Explain the value of an initial assessment.</li> <li>▪ Explain the value of questions the patient and family.</li> <li>▪ Explain the value of the physical exam.</li> <li>▪ Explain the value of an on-going assessment.</li> <li>▪ Explain the rationale for the feelings that these patients might be experiencing.</li> <li>▪ Demonstrate a caring attitude when performing patient assessment.</li> <li>▪ Place the interests of the patient with as the foremost consideration when making any and all patient care decisions during patient assessment.</li> <li>▪ Communicate with empathy during patient assessment to patients as well as with family members and friends of the patient.</li> <li>▪ Demonstrate the ability to differentiate various scenarios and identify potential hazards.</li> <li>▪ Demonstrate the techniques for assessing mental status, airway, if the patient is breathing, if the patient has a pulse, patient for external bleeding.</li> <li>▪ Demonstrate the techniques for assessing the patient's skin color, temperature, condition, and capillary refill.</li> <li>▪ Demonstrate questioning a patient to obtain a SAMPLE history.</li> <li>▪ Demonstrate the skills involved in performing the physical exam.</li> <li>▪ Demonstrate the on-going assessment.</li> </ul> |  | <p>3 hours</p> | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: Exam gloves, airway management equipment, and suction.</li> </ul> |
|---|---|--|----------------|--|--|---|

|   |   |  |   |  |  |   |
|---|---|--|---|--|--|---|
| <p><b>Module 3</b><br/><b>Lesson 3-2</b><br/><b>Practical Lab; Patient Assessment</b></p> | <ul style="list-style-type: none"> <li>▪ Demonstrate the cognitive and affective objectives of lesson 3-1.</li> <li>▪ Demonstrate the ability to differentiate various scenarios and identify potential hazards.</li> <li>▪ Demonstrate the techniques for assessing mental status, airway, if the patient is breathing, if the patient has a pulse, patient for external bleeding.</li> <li>▪ Demonstrate the techniques for assessing the patient's skin color, temperature, condition, and capillary refill.</li> <li>▪ Demonstrate questioning a patient to obtain a SAMPLE history.</li> <li>▪ Demonstrate the skills involved in performing the physical exam.</li> <li>▪ Demonstrate the on-going assessment.</li> </ul> |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: Exam gloves, airway management equipment, and suction.</li> </ul> |
| <p><b>Module 3</b><br/><b>Lesson 3-3</b><br/><b>Evaluation: Patient Assessment</b></p>    | <ul style="list-style-type: none"> <li>▪ Demonstrate the competence in the cognitive, affective, and psychomotor objectives of lesson 3-1.</li> </ul>   |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: Exam gloves, airway management equipment, and suction.</li> </ul> |

|  |  |  |   |  |  |  |
|--|--|--|---|--|--|--|
| <p><b>Module 4 Circulation</b><br/><b>Lesson 4-1</b><br/><b>Circulation</b></p>    | <ul style="list-style-type: none"> <li>▪ List the reasons for the heart to stop beating.</li> <li>▪ Define the components of cardiopulmonary resuscitation.</li> <li>▪ Describe each link in the chain of survival and how it relates to the EMS system.</li> <li>▪ List the steps of one-rescuer adult CPR.</li> <li>▪ Describe the technique of external chest compressions on an adult, child, and infant patient.</li> <li>▪ Explain when the First Responder is able to stop CPR.</li> <li>▪ List the steps of two-rescuer adult CPR.</li> <li>▪ List the steps of infant and child CPR.</li> <li>▪ Respond to the feelings that the family of a patient may be having during a cardiac event.</li> <li>▪ Demonstrate a caring attitude towards patients with cardiac events who request emergency medical services.</li> <li>▪ Place the interests of the patient with a cardiac event as the foremost consideration when making any and all patient care decisions.</li> <li>▪ Communicate with empathy with family members and friends of the patient with a cardiac event.</li> <li>▪ Demonstrate the proper technique of chest compressions on an adult, child, and infant.</li> <li>▪ Demonstrate the steps of adult one rescuer CPR and two rescuer CPR.</li> <li>▪ Demonstrate child and infant CPR.</li> </ul> |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: CPR manikins, artificial ventilation manikins, suction equipment, airway management equipment, eye protection, exam gloves.</li> </ul> |
| <p><b>Module 4</b><br/><b>Lesson 4-2</b><br/><b>Practical Lab: Circulation</b></p> | <ul style="list-style-type: none"> <li>▪ Demonstrate the cognitive and affective objectives of lesson 4-1.</li> <li>▪ Demonstrate the proper technique of chest compressions on an adult, child, and infant.</li> <li>▪ Demonstrate the steps of adult one rescuer CPR and two rescuer CPR.</li> <li>▪ Demonstrate child and infant CPR.</li> </ul>  |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: CPR manikins, artificial ventilation manikins, suction equipment, airway management equipment, eye protection, exam gloves.</li> </ul> |

|   |   |  |   |  |  |  |
|---|---|--|---|--|--|--|
| <p><b>Module 4</b><br/> <b>Lesson 4-3</b><br/> <b>Evaluation: Circulation</b></p> | <ul style="list-style-type: none"> <li>▪ Demonstrate the competence in the cognitive objectives of lesson 4-1 and 4-2.</li> <li>▪ Demonstrate the competence in the affective objectives of lesson 4-1 and 4-2.</li> <li>▪ Demonstrate the competence in the psychomotor objectives of lesson 4-1 and 4-2.</li> </ul> |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: CPR manikins, artificial ventilation manikins, suction equipment, airway management equipment, eye protection, exam gloves.</li> </ul> |
|---|---|--|---|--|--|--|

|  |  |  |   |  |  |  |
|--|--|--|---|--|--|--|
| <p><b>Module 5 Illness &amp; Injury</b><br/> <b>Lesson 5-1</b><br/> <b>Medical Emergencies</b></p> | <ul style="list-style-type: none"> <li>▪ Identify the patient who presents with a general medical complaint.</li> <li>▪ Explain the steps in providing emergency medical care to a patient with a general medical complaint.</li> <li>▪ Identify the patient who presents with a specific medical complaint of altered mental status.</li> <li>▪ Explain the steps in providing emergency medical care to a patient with an altered mental status.</li> <li>▪ Identify the patient who presents with a specific medical complaint of seizures.</li> <li>▪ Explain the steps in providing emergency medical care to a patient with seizures.</li> <li>▪ Identify the patient who presents with a specific medical complaint of exposure to cold.</li> <li>▪ Explain the steps in providing emergency medical care to a patient with an exposure to cold.</li> <li>▪ Identify the patient who presents with a specific medical complaint of exposure to heat.</li> <li>▪ Explain the steps in providing emergency medical care to a patient with an exposure to heat.</li> <li>▪ Identify the patient who presents with a specific medical complaint of behavioral change.</li> <li>▪ Explain the steps in providing emergency medical care to a patient with a behavioral change.</li> <li>▪ Identify the patient who presents with a specific complaint of a psychological crisis.</li> <li>▪ Explain the steps in providing emergency medical care to a patient with a psychological crisis.</li> <li>▪ Attend to the feelings of the patient and/or family when dealing with the patient with a general medical complaint.</li> <li>▪ Attend to the feelings of the patient and/or family when dealing with the patient with a specific medical complaint.</li> <li>▪ Explain the rationale for modifying your behavior toward the patient with a behavioral emergency.</li> <li>▪ Demonstrate a caring attitude towards patients with a general medical complaint who request emergency medical services.</li> <li>▪ Place the interests of the patient with a general medical complaint as the foremost consideration when making any and all patient care decisions.</li> <li>▪ Communicate with empathy to patients with a general medical complaint, as well as with family members and friends of the patient.</li> <li>▪ Demonstrate a caring attitude towards patients with a specific medical complaint who request emergency medical services.</li> <li>▪ Place the interests of the patient with a specific medical complaint as the foremost consideration when making any and all patient care decisions.</li> <li>▪ Communicate with empathy to patients with a specific medical complaint, as well as with family members and friends of the patient.</li> <li>▪ Demonstrate a caring attitude towards patients with a behavioral problem who request emergency medical services.</li> <li>▪ Place the interests of the patient with a behavioral problem as the foremost consideration when making any and all patient care decisions.</li> <li>▪ Communicate with empathy to patients with a behavioral problem, as well as with family members and friends of the patient.</li> <li>▪ Demonstrate the steps in providing emergency medical care to a patient with a general medical complaint, altered mental status, seizures, exposure to cold, exposure to heat, a behavioral change, and in a psychological crisis.</li> </ul> |  | 4 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: Personal protective equipment, hot and cold packs, and a space blanket.</li> </ul> |
|--|--|--|---|--|--|--|

|   |  |  |   |  |  |  |
|---|--|--|---|--|--|--|
| <p><b>Module 5</b><br/><b>Lesson 5-2</b><br/><b>Bleeding and Soft Tissue Injuries</b></p> | <ul style="list-style-type: none"> <li>▪ Differentiate between arterial, venous, and capillary bleeding.</li> <li>▪ State the emergency medical care for external bleeding.</li> <li>▪ Establish the relationship between body substance isolation and bleeding.</li> <li>▪ List the signs of internal bleeding.</li> <li>▪ List the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding.</li> <li>▪ Establish the relationship between body substance isolation (BSI) and soft tissue injuries.</li> <li>▪ State the types of open soft tissue injuries.</li> <li>▪ Describe the emergency medical care of the patient with a soft tissue injury.</li> <li>▪ Discuss the emergency medical care considerations for a patient with a penetrating chest injury.</li> <li>▪ State the emergency medical care considerations for a patient with a penetrating chest injury.</li> <li>▪ Describe the emergency medical care for an impaled object.</li> <li>▪ State the emergency medical care for an amputation.</li> <li>▪ Describe the emergency medical care for burns.</li> <li>▪ List the functions of dressing and bandaging.</li> <li>▪ Explain the rationale for body substance isolation when dealing with bleeding and soft tissue injuries.</li> <li>▪ Attend to the feelings of the patient with a soft tissue injury or bleeding.</li> <li>▪ Demonstrate a caring attitude towards patients with a soft tissue injury or bleeding who request emergency medical services.</li> <li>▪ Place the interests of the patient with a soft tissue injury or bleeding as the foremost consideration when making any and all patient care decisions.</li> <br/> <li>▪ Communicate with empathy to patients with a soft tissue injury or bleeding, as well as with family members and friends of the patient.</li> <li>▪ Demonstrate direct pressure as a method of emergency medical care for external bleeding.</li> <li>▪ Demonstrate the use of diffuse pressure as a method of emergency medical care for external bleeding.</li> <li>▪ Demonstrate the use of pressure points as a method of emergency medical care for external bleeding.</li> <li>▪ Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding.</li> <li>▪ Demonstrate the steps in the emergency care of open soft tissue injuries.</li> <li>▪ Demonstrate the steps in the emergency medical care of a patient with an open chest wound.</li> <li>▪ Demonstrate the steps in the emergency medical care of a patient with open abdominal wounds.</li> <li>▪ Demonstrate the steps in the emergency medical care of a patient with an impaled object.</li> <li>▪ Demonstrate the steps in the emergency medical care of a patient with an amputation.</li> <li>▪ Demonstrate the steps in the emergency medical care of an amputated part.</li> </ul> |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: Personal protective equipment, sterile dressings, triangular bandages, universal dressings, occlusive dressings, 4x4 gauze pads, self adherent bandages, roller bandages.</li> </ul> |
|---|--|--|---|--|--|--|

|   |   |  |   |  |  |  |
|---|---|--|---|--|--|--|
| <p><b>Module 5</b><br/><b>Lesson 5-3</b><br/><b>Injuries to Muscles and Bones</b></p> | <ul style="list-style-type: none"> <li>▪ Demonstrate the function of the musculoskeletal system.</li> <li>▪ Differentiate between an open and a closed painful, swollen, deformed extremity.</li> <li>▪ List the emergency medical care for a patient with a painful, swollen, deformed extremity.</li> <li>▪ Relate mechanism of injury to potential injuries of the head and spine.</li> <li>▪ State the signs and symptoms of a potential spine injury.</li> <li>▪ Describe the method of determining if a responsive patient may have a spine injury.</li> <li>▪ List the signs and symptoms of injury to the head.</li> <li>▪ Describe the emergency medical care for injuries to the head.</li> <li>▪ Explain the rationale for the feeling patients who have need for immobilization of the painful, swollen, deformed extremity.</li> <li>▪ Demonstrate a caring attitude towards patients with a musculoskeletal injury who request emergency medical services.</li> <li>▪ Place the interests of the patient with a musculoskeletal injury as the foremost consideration when making any and all patient care decisions.</li> <li>▪ Communicate with empathy to patients with a musculoskeletal injury, as well as with family members and friends of the patient.</li> <li>▪ Demonstrate the emergency medical care of a patient with a painful, swollen, deformed extremity.</li> <li>▪ Demonstrate opening the airway in a patient with suspected spinal cord injury.</li> <li>▪ Demonstrate evaluating a responsive patient with a suspected spinal cord injury.</li> <li>▪ Demonstrate stabilizing of the cervical spine.</li> </ul> |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: Blanket, pillow, improvising splinting material, e.g. magazines, etc.</li> </ul> |
|---|---|--|---|--|--|--|

|   |   |  |   |  |  |  |
|---|---|--|---|--|--|--|
| <p><b>Module 5</b><br/><b>Lesson 5-4</b><br/><b>Practical Lab: Illness and Injury</b></p> | <ul style="list-style-type: none"> <li>▪ Demonstrate the cognitive objectives of lesson 5-1, 5-2, and 5-3.</li> <li>▪ Demonstrate the affective objectives of lesson 5-1, 5-2, and 5-3.</li> <li>▪ Demonstrate the steps in providing emergency medical care to a patient with a general medical complaint, altered mental status, seizures, exposure to cold, exposure to heat, a behavioral change, a psychological crisis.</li> <li>▪ Demonstrate direct pressure as a method of emergency medical care for external bleeding.</li> <li>▪ Demonstrate the use of diffuse pressure as a method of emergency medical care for external bleeding.</li> <li>▪ Demonstrate the use of pressure points as a method of emergency medical care for external bleeding.</li> <li>▪ Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding.</li> <li>▪ Demonstrate the steps in the emergency medical care of open soft tissue injuries, a patient with an open chest wound, open abdominal wound, an impaled object, an amputation, the amputated part, and the patient with a painful, swollen, deformed extremity, suspected spinal cord injury, a responsive patient with a suspected spinal injury.</li> <li>▪ Demonstrate stabilizing of the cervical spine.</li> </ul> |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: hot packs, cold packs, and space blankets, sterile dressings, triangular bandages, universal dressings, occlusive dressings, 4x4 gauze pads, self adherent bandages, roller bandages, blanket, pillow, improvised splinting material, e.g. magazines, umbrellas, etc.</li> </ul> |
| <p><b>Module 5</b><br/><b>Lesson 5-5</b><br/><b>Evaluation: Illness and Injury</b></p>    | <ul style="list-style-type: none"> <li>▪ Demonstrate competence in the cognitive objectives of lesson 5-1, 5-2, and 5-3.</li> <li>▪ Demonstrate competence in the affective objectives of lesson 5-1, 5-2, and 5-3.</li> <li>▪ Demonstrate competence in the psychomotor objectives of lesson 5-1, 5-2, and 5-3.</li> </ul>   |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: All equipment used in Module 5.</li> </ul>   |

|   |  |  |   |  |  |   |
|---|--|--|---|--|--|---|
| <p><b>Module 6 Childbirth and Children</b><br/><b>Lesson 6-1 Childbirth</b></p> | <ul style="list-style-type: none"> <li>▪ Identify the following structures: birth canal, placenta, umbilical cord, amniotic sac.</li> <li>▪ Define the following terms: crowning, bloody show, labor, abortion.</li> <li>▪ State indications of an imminent delivery.</li> <li>▪ State the steps in the pre-delivery preparation of the mother.</li> <li>▪ Establish the relationship between body substance isolation and childbirth.</li> <li>▪ State the steps to assist in the delivery.</li> <li>▪ Describe care of the baby as the head appears.</li> <li>▪ Discuss the steps in delivery of the placenta.</li> <li>▪ List the steps in the emergency medical care of the mother post-delivery.</li> <li>▪ Discuss the steps in caring for a newborn.</li> <li>▪ Explain the rationale for attending to the feeling of a patient in need of emergency medical care during childbirth.</li> <li>▪ Demonstrate a caring attitude towards patients during childbirth who request emergency medical services.</li> <li>▪ Place the interests of the patient during childbirth as the foremost consideration when making any and all patient care decisions.</li> <li>▪ Communicate with empathy to patients during childbirth, as well as with family members and friends of the patient.</li> <li>▪ Demonstrate the steps to assist in the normal cephalic delivery.</li> <li>▪ Demonstrate necessary care procedures of the fetus as the head appears.</li> <li>▪ Attend to the steps in the delivery of the placenta.</li> <li>▪ Demonstrate the post-delivery care of the mother.</li> <li>▪ Demonstrate the care of the newborn.</li> </ul> |  | 4 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: Childbirth kit, airway management equipment, eye protection, gloves.</li> </ul> |
|---|--|--|---|--|--|---|

|  |  |  |   |  |  |  |
|--|--|--|---|--|--|--|
| <p><b>Module 6</b><br/><b>Lesson 6-2 Infants and Children</b></p>    | <ul style="list-style-type: none"> <li>▪ Describe differences in anatomy and physiology of the infant, child, and adult patient.</li> <li>▪ Describe assessment of the infant or child.</li> <li>▪ Indicate various causes of respiratory emergencies in infants and children.</li> <li>▪ Summarize emergency medical care strategies for respiratory distress and respiratory failure/arrest in infants and children.</li> <li>▪ List common causes of seizures in the infant and child patient.</li> <li>▪ Discuss emergency medical care of the infant and child trauma patient.</li> <li>▪ Summarize the signs and symptoms of possible child abuse and neglect.</li> <li>▪ Recognize need for First Responder debriefing following a difficult infant or child transport.</li> <li>▪ Attend to the feelings of the family when dealing with an ill or injured infant or child.</li> <li>▪ Understand the providers own emotional response to caring for infants or children.</li> <li>▪ Demonstrate a caring attitude towards infants and children with illness or injury who require emergency medical services.</li> <li>▪ Place the interests of the infant or child with an illness or injury as the foremost consideration when making any and all patient care decisions.</li> <li>▪ Communicate with empathy to infants and children with an illness or injury, as well as with family members and friends of the patient.</li> <li>▪ Demonstrate assessment of the infant and child.</li> </ul> |  | 2 | <ul style="list-style-type: none"> <li>– Activity</li> <li>– Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>– Demonstrate</li> <li>– Discuss</li> <li>– Guided practice</li> <li>– Hands-on experience</li> <li>– In-class assignments</li> <li>– Laboratory</li> <li>– Lecture</li> <li>– Modeling</li> </ul> | <ul style="list-style-type: none"> <li>– Case Study</li> <li>– Critical thinking activity</li> <li>– Daily work</li> <li>– Demonstrate</li> <li>– Evaluate student work</li> <li>– In-class assignments</li> <li>– Independent Reading</li> <li>– Journaling</li> <li>– Laboratory</li> <li>– Lesson reviews</li> <li>– Multimedia and computer technology</li> <li>– Observation of student</li> <li>– Oral feedback</li> <li>– Participation</li> <li>– PowerPoint presentation</li> <li>– Project activities</li> <li>– Quiz</li> <li>– Reading Assignments</li> <li>– Review questions</li> <li>– Role play</li> <li>– Student Guided Practice</li> <li>– Student presentations</li> <li>– Teacher Guided Practice</li> <li>– Teacher observation</li> <li>– Technology</li> <li>– Test</li> <li>– Verbal response</li> <li>– Visual evaluation</li> <li>– Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>– Handouts</li> <li>– Teacher handouts</li> <li>– Textbook</li> <li>– Various web resources</li> <li>– Video</li> </ul>   |
| <p><b>Module 6</b><br/><b>Lesson 6-3 Childbirth and Children</b></p> | <ul style="list-style-type: none"> <li>▪ Demonstrate the cognitive objectives of lesson 6-1 and 6-2.</li> <li>▪ Demonstrate the affective objectives of lesson 6-1 and 6-2.</li> <li>▪ Demonstrate the steps to assist in the normal cephalic delivery.</li> <li>▪ Demonstrate necessary care procedures of the fetus as the head appears.</li> <li>▪ Attend to the steps in the delivery of the placenta.</li> <li>▪ Demonstrate the post-delivery care of the mother.</li> <li>▪ Demonstrate the care of the newborn.</li> <li>▪ Demonstrate assessment of the infant and child.</li> </ul>  |  | 2 | <ul style="list-style-type: none"> <li>– Activity</li> <li>– Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>– Demonstrate</li> <li>– Discuss</li> <li>– Guided practice</li> <li>– Hands-on experience</li> <li>– In-class assignments</li> <li>– Laboratory</li> <li>– Lecture</li> <li>– Modeling</li> </ul> | <ul style="list-style-type: none"> <li>– Case Study</li> <li>– Critical thinking activity</li> <li>– Daily work</li> <li>– Demonstrate</li> <li>– Evaluate student work</li> <li>– In-class assignments</li> <li>– Independent Reading</li> <li>– Journaling</li> <li>– Laboratory</li> <li>– Lesson reviews</li> <li>– Multimedia and computer technology</li> <li>– Observation of student</li> <li>– Oral feedback</li> <li>– Participation</li> <li>– PowerPoint presentation</li> <li>– Project activities</li> <li>– Quiz</li> <li>– Reading Assignments</li> <li>– Review questions</li> <li>– Role play</li> <li>– Student Guided Practice</li> <li>– Student presentations</li> <li>– Teacher Guided Practice</li> <li>– Teacher observation</li> <li>– Technology</li> <li>– Test</li> <li>– Verbal response</li> <li>– Visual evaluation</li> <li>– Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>– Handouts</li> <li>– Teacher handouts</li> <li>– Textbook</li> <li>– Various web resources</li> <li>– Video</li> <li>– EMS Equipment: Childbirth manikin, sheets and towels, pillow or blanket, gloves, eye protection, bulb syringe.</li> </ul> |

|  |   |  |   |  |  |   |
|--|---|--|---|--|--|---|
| <p><b>Module 7 EMS Operations</b><br/><b>Lesson 7-1 EMS Operations</b></p> | <ul style="list-style-type: none"> <li>▪ Discuss the medical and non-medical equipment needed to respond to a call.</li> <li>▪ List the phases of an out-of-hospital call.</li> <li>▪ Discuss the role of the First Responder in extrication.</li> <li>▪ List various methods of gaining access to the patient.</li> <li>▪ Distinguish between simple and complex access.</li> <li>▪ Describe what the First Responder should do if there is reason to believe that there is a hazard at the scene.</li> <li>▪ State the role the First Responder should perform until appropriately trained personnel arrive at the scene of a hazardous materials situation.</li> <li>▪ Describe the criteria for a multiple-casualty situation.</li> <li>▪ Summarize the components of basic triage.</li> <li>▪ Explain the rationale for having the unit prepared to respond.</li> <li>▪ Given a scenario of a mass casualty incident, perform triage.</li> </ul> |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: Triage tags, emergency response guidebook.</li> </ul> |
| <p><b>Module 7</b><br/><b>Lesson 7-2 Evaluation: EMS Operations</b></p>    | <ul style="list-style-type: none"> <li>▪ Demonstrate competence in the cognitive objectives of lesson 7-1.</li> <li>▪ Demonstrate competence in the affective objectives of lesson 7-1</li> <li>▪ Demonstrate competence in the psychomotor objectives of lesson 7-1.</li> </ul>  |  | 2 | <ul style="list-style-type: none"> <li>- Activity</li> <li>- Audio, videos, overhead transparencies, and electronic presentations for illustration</li> <li>- Demonstrate</li> <li>- Discuss</li> <li>- Guided practice</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Laboratory</li> <li>- Lecture</li> <li>- Modeling</li> </ul> | <ul style="list-style-type: none"> <li>- Case Study</li> <li>- Critical thinking activity</li> <li>- Daily work</li> <li>- Demonstrate</li> <li>- Evaluate student work</li> <li>- In-class assignments</li> <li>- Independent Reading</li> <li>- Journaling</li> <li>- Laboratory</li> <li>- Lesson reviews</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Quiz</li> <li>- Reading Assignments</li> <li>- Review questions</li> <li>- Role play</li> <li>- Student Guided Practice</li> <li>- Student presentations</li> <li>- Teacher Guided Practice</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Test</li> <li>- Verbal response</li> <li>- Visual evaluation</li> <li>- Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>- Handouts</li> <li>- Teacher handouts</li> <li>- Textbook</li> <li>- Various web resources</li> <li>- Video</li> <li>- EMS Equipment: Triage tags, emergency response guidebook.</li> </ul> |

|                      |   |  |                |  |  |   |
|----------------------|---|--|----------------|--|--|---|
| <p>Job Shadowing</p> | <ul style="list-style-type: none"> <li>▪ Identify areas of career interest.</li> <li>▪ Observe in areas of interest including: Respiratory, Floor, Pharmacy, Lab, Surgery, Physical Therapy, Occupational Therapy, ICU, CSU, OB, Radiology, and EMS/Ambulance.</li> </ul> |  | <p>45 days</p> | <ul style="list-style-type: none"> <li>- Discuss</li> <li>- Field Experience</li> <li>- Hands-on experience</li> <li>- In-class assignments</li> <li>- Modeling</li> <li>- Project based</li> <li>- Research</li> <li>- Role play</li> </ul> | <ul style="list-style-type: none"> <li>- Daily work</li> <li>- Evaluate student work</li> <li>- Journaling</li> <li>- Multimedia and computer technology</li> <li>- Observation of student</li> <li>- Oral feedback</li> <li>- Participation</li> <li>- PowerPoint presentation</li> <li>- Project activities</li> <li>- Student presentations</li> <li>- Teacher observation</li> <li>- Technology</li> <li>- Verbal response</li> <li>- Visual evaluation</li> </ul> | <ul style="list-style-type: none"> <li>- Career Center Lab</li> <li>- Career Cruising program</li> <li>- Computer Lab</li> <li>- Internet</li> <li>- Various web resources</li> </ul> |
|----------------------|---|--|----------------|--|--|---|

***Materials to be Used in the Classroom***

**Textbook:**

- Medical Terminology, A Living Language -- Prentice Hall

**Additional References:**

- First Responder National Standard Curriculum
- American Heart Association Heartsaver CPR and First Aide
- DVD American Heart Association Heartsaver CPR and First Aide.

***Last updated:***

Friday, April 2, 2010

***Date Approved:***

Tuesday, April 6, 2010

rk