Quentin Kimber

DATE: July 12, 2006

TOPIC: BSI. Gloves

Time Required for this mini-lesson:
Time Required for full lesson:

- Specific - Cognitive Objective(s) SWBAT
List 5 of these 7 BSI equipment. Gloves gown, goggles, Mask, Boots Hepa mask and Tyvet suit.

- Specific - Psychomotor Objective (s) SWBAT
Correctly Donn PPE 5 of 7 Listed during Skill evaluation with 100% accuracy According to State TTG.

- Specific - Affective Objective(s) SWBAT
List two feelings they might have if being exposed.

- Pre-test or Intros Word search of PPE.

- Evaluation Show correct donning of BSI equipment in skill evaluation

- Remediation/Enrichment

- Equipment & Media needs 1 word search for Intro.
Gloves and shaving cream.
Trashcan for

Lesson Content

step by step (your notes)

1. Remind that effective hand washing for a minimum of 20 seconds is the #1 best prevention of blood bourn Pathogens.
2. Explain different Kinds or types of blood bourn pathogens.
3. show gloves and correct donning
4. give everyone gloves to donn
5. give everyone some shaving cream representing a different pathogen.
6. Have students shake hands hold hands extra to represent the way these pathogens can easily be transfered.
7. Show correct removal of gloves to Prevent exposure of contracted pathogens.

DATE: 7/12/08

TOPIC: Anaphylactic Reactions

Time Required for this mini-lesson:
Time Required for full lesson:

- Specific - Cognitive Objective(s) The student will be able to: fully list the 10 major signs & symptoms of an anaphylactic reaction.

- Specific - Psychomotor Objective (s) AT the end of this lesson: the EMT-Intermediate will be able to properly administer Epinephrine 1:1000 Intra-muscularly for the treatment of anaphylaxis with 100% accuracy.
- Specific - Affective Objective(s) The student will be able to explain the sense of urgency for immediate transport and treatment of patients showing signs & symptoms of an anaphylactic Reaction.

- Pre-test or Intros Story of EMS calls.

- Evaluation
practical test of IM injection procedures of Epinephrine 1:1000.
- Remediation/Enrichment
S/S word search, repeat practical

- Equipment & Media needs
  - Epinephrine 1:1000
  - Syringes (1cc)
  - Cups
  - alcohol preps
  - Sharps container
  - word search

Lesson Content

step by step (your notes)

1. any questions from last class
2. Introduce the outline & topic as well as the plan for the night
3. Start w/ brief explanation of what anaphylaxis is
4. Common offenders: penicillin, insect stings, nuts, Shellfish, other foods.
5. Severity ↑ w/ each exposure
6. S/S
   - hoarseness
   - Anxiety
   - laryngeal/epiglottic edema
   - wheezing/stridor
   - ↓ BS
   - accessory muscle use
   - tachycardia
   - ↑ mucous production
   - angioedema
7. Introduce epi & how to administer
   Treat S/S
   - Syringe
   - dose 0.3-0.5 mL / 1mL if severe 1:10,000
   - Site
   - aseptic technique
   - procedures & steps to injection
8. Side effects of Epinephrine
   - Restlessness
   - Sever Tachycardia
   - Dysrhythmias
   - Hypertension

Dave Sumens

DATE: 7-12-08

TOPIC: Victim Empathy

Time Required for this mini-lesson:
Time Required for full lesson:

- **Specific - Cognitive Objective(s)**
  The student will be able to list at least 5 factors (effectors) of a victim(s) well-being
- **Specific - Psychomotor Objective (s)**
  The student will be able to demonstrate at least 5 ways to show empathy towards a victim(s)
- **Specific - Affective Objective(s)**
  The student will be able to explain 2-3 victims' emotional / psychological responses during a test/eval/scenario
- **Pre-test or Intros**
  Story (Bonn. Jr. High, CPR in religious setting)
- **Evaluation**
  Oral peer/inst. evaluation (small groups
- **Remediation/Enrichment**
  1-1 E instructor / review pt. care from reports
- **Equipment & Media needs**
  Class setup in circle/horseshoe, white board / markers, scenario cards, word search

Lesson Content

step by step (your notes)

1. Welcome Class
2. Relate Story / Experience
   - Experiencial learning
   - Bonneville Jr High/etc.
3. Review Factors of victim response
   - lecture
4. Review ways to properly show empathy towards victims
   - Brainstorm
5. Small Group Review/Eval
   - Small Groups
   - Use scenario cards
6. Close
   - Word Search (if needed)

DATE: July 11, 2008

TOPIC: Head & Spine Injuries

Time Required for this mini-lesson:
Time Required for full lesson:

- Specific - Cognitive Objective(s)
  Student will be able to List 3 Indications for using c- spine immobilization device
- Specific - Psychomotor Objective (s)
  Demonstrate stabilization of c-spine to TTG's.
- Specific - Affective Objective(s)
  Explain Rationale for immobilization of entire spine when c-spine injury is suspected.
- Pre-test or Intros
- Evaluation - Practical application of c-collar & Long board
- Remediation/Enrichment
- Equipment & Media needs
  C- collar (sizes) Long board, Spider Straps, padding Head Immobilizers.

Lesson Content

step by step (your notes)

Anatomy & Physiology of the nervous system
Skeletal System
MOI
Signs & Symptoms
OCAPBTLS
Assement/Responsive/UnResponsive
Complications
Emergency care
Head injury/Open/Closed
Skull "
Immobilization
Short Boards
Long Boards/Full spinal Imm.
Special Considerations
Helment Removal & Types

Chris Burk

DATE: July 12 2008

TOPIC: U&I Analysis Process.
(as it relates to EMS Wellness)

Time Required for this mini-lesson:
Time Required for full lesson:

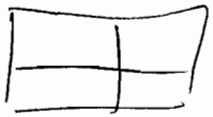
- **Specific - Cognitive Objective(s)**
  The student will be able to define and describe the difference between "Urgent" and "Important" in a class room setting to 100% accuracy
- **Specific - Psychomotor Objective (s)**
  Given a sheet of paper and a pen/pencil, the student will be able to recreate the U&I Matrix in a class room setting, in ≤ 2 mins.
- **Specific - Affective Objective(s)**
  After the presentation, the student will be able to explain at least two ways the U&I analysis will help them with thier schedule.
- **Pre-test or Intros**
  45 second Ice breaker at beginning
- **Evaluation**
  7 simple questions for post test.
- **Remediation/Enrichment**
  "4 box method" & websites.
- **Equipment & Media needs**

Laptop	Pensils (optnl)	Internet Connection
PPT	Projector	Power Chord
hand outs (if so choose)	Thumb Drive.	
Pens	Speakers	

Lesson Content

step by step (your notes)

1. Welcome, & encourage participation
2. Ice Breaker (clip)
3. Over view, Benefits
4. Cognitively discuss probs in schedule facing EMS.
5. Define Urgent
6. Define Important
7. Psychomotor exercise.



8. Discuss ea. box.
9. Recap, Affective reflection.
10. Quick Quiz.
11. Thank You.

Wendy Johnson DATE: July 12, 2008

TOPIC: Swimming Pool Water Rescue

Time Required for this mini-lesson: 20 min Lecture
Time Required for full lesson: 40 min. Scenario

- **Specific - Cognitive Objective(s)**
  The EMT will explain how to put an injured swimmer on a backboard and apply an AED with 100% accuracy.
- **Specific - Psychomotor Objective (s)**
  The EMT will demonstrate and explain different methods of reaching the injured swimmer without putting themselves in danger
- **Specific - Affective Objective(s)**
  The EMT will be aware of the feelings and take appropriate actions in helping bystanders
- Pre-test or Intros Drowning Facts
- Evaluation Apply skills learned in training scenario
- Remediation/Enrichment Group Discussion of Scenario - Any changes needed
- **Equipment & Media needs**
  Swimming Pool
  Patients
  Backboard
  C-Collar
  head blocks
  Spider straps
  AED

Lesson Content

step by step (your notes)

Welcome

Discuss Drowning Facts:
- Ages - Children under 5
  Adolescents 15-24
- Child can drown in 2" of water
- In less time that it takes to answer a phone
- can happen in your own backyard pool, spa, hot tub
- Typical Medical cost for a near drowning 75-180,000 if Brain damage occurs 4.5 million

Discuss injuries that could occur in a swimming accident
- head/neck
- drownings

Explain Rescue Techniques
- Reach
- Throw
- Row
- Go

Explain how to pull the swimmer to safety and backboard the patient

Use of CPR, AED

Talk about ways to comfort family and bystandards

Training Scenario

Group Discussion

Cindy Staples

DATE: 7/12/08

TOPIC: Creating unity in your agency

Time Required for this mini-lesson:
Time Required for full lesson:

- **Specific - Cognitive Objective(s)**
  students will be able to recite 5 positive phrases they can use when communicating with other EMT's on a call.

- **Specific - Psychomotor Objective (s)**
  students will be able to understand the value of having a united crew on calls.

- **Specific - Affective Objective(s)**
  students will be able to demonstrate 5 ways they can encourage unity on or after a run.

- **Pre-test or Intros** – have seats ~~in corners of room~~ arranged for activity

- **Evaluation**

- **Remediation/Enrichment**

- **Equipment & Media needs**

  poster board – markers
  supplies for making cookies

Lesson Content

step by step *(your notes)*

1. welcome – Expectations
2. object lesson – Seperate chair seating arrangement
3. Discussion
   A. what is Unity – definition
   B. Why is Unity important in EMS
      - improved pt. care
        - cardiac story
      - time saving
      - trust – ask – how do you feel
   C. Ways we can acquire agency unity
      - Positive phrases – Brainstorm
      - Positive actions encourage unity
4. Cookie making activity
   - symbolism of ingredients, spoon, oven
   - share finished product
5. Quiz – Role Playing
6. T. E. A. M.

DAVID LARSEN

DATE: 07-12-08

TOPIC:
DCAP-BTLS MODULE

Time Required for this mini-lesson: DEPENDS ON # OF STUDENTS
Time Required for full lesson: 20-30 MINUTES

- **Specific - Cognitive Objective(s)**
  THE STUDENT WILL BE ABLE TO LIST SIX OF THE MOST COMMON TYPES OF INJURIES ASSOCIATED WITH THE ACRONYM DCAP-BTLS.
- **Specific - Psychomotor Objective (s)**
  THE STUDENT WILL BE ABLE TO COMPLETE A FOCUSED TRAUMA ASSESSMENT LOOKING FOR SPECIFIC INJURIES USING THE DCAP-BTLS ACRONYM.
- **Specific - Affective Objective(s)**
  THE STUDENT WILL BE ABLE TO VALUE SPECIFIC CRITERIA OF A TRAUMA ASSESSMENT BY ASSESSING FOR HIDDEN INJURIES.
- **Pre-test or Intros**
  "OWNED" - VARIOUS STUNTS VIDEO
- **Evaluation**
  PICTURES - CLASS DISCUSSION/PARTICIPATION
  QUESTIONS AND ANWSER SESSION.
- **Remediation/Enrichment**
  REPEAT EVALUATION
- **Equipment & Media needs**
  COMPUTER
  PROJECTOR & SCREEN/TV w/ AV CORD
  POWER CORDS AND/OR STRIPS
  CLASS CD w/ VIDEO & PPT.

Lesson Content

step by step (your notes)

1- WELCOME

2- OWNED VIDEO

3- POWER POINT PRESENTATION
(SEE ATTACHED OUTLINE)

4- FINISH (QUESTIONS, COMMENTS, CONCERNS)

Amy Tauer

DATE: 7-11-08

TOPIC: Disposable Emergency O.B. Kit

Time Required for this mini-lesson: 6-10 mins.
Time Required for full lesson: 5 mins.

- **Specific - Cognitive Objective(s)**
  The EMT Student will be able to identify all contents of a O.B. Kit with a 90% accuracy. 13 items
- **Specific - Psychomotor Objective (s)**
  The EMT student will be able to demonstrate how to use each object with a 100% accuracy.
- **Specific - Affective Objective(s)**
  The EMT student will explain the reasons for being familar with the O.B. Kit.
- **Pre-test or Intros**
  Show a placenta from a recent Birth
- **Evaluation**
  Puzzle
- **Remediation/Enrichment**
  What does not belong (~~[illegible]~~
- **Equipment & Media needs**
  Emergency O.B. Kit
  Placenta
  Puzzle, Pen light, lighter, phone camera + suction cups

Lesson Content

step by step *(your notes)*

1. Welcome the class
2. Show a placenta
3. Have student look at the O.B. Kit + open it.
4. Write on chalk board and list items.
5. Puzzle
6. Review - What does not belong. ~~[illegible]~~ (Pen light, lighter, phone camera + suction cups)

EMS Instructor Course

DATE: 07 - 12 - 2008

TOPIC: Triage Basics

Time Required for this mini-lesson: 10
Time Required for full lesson: 40

- **Specific - Cognitive Objective(s)**
  SWBAT explain in a classroom setting the characteristics for all 4 of the triage levels.
  SWBAT- defend why they assigned the triage priority level to the practice pts to the groups satisfaction
- **Specific - Psychomotor Objective (s)**
  SWBAT appropriately triage and assign a priority level to practice pts with 90% accuracy
- **Specific - Affective Objective(s)**
  SWBAT identify with the stress and emotion involved with assignind triage tags in an MCI emergency, after viewing triage video
- **Pre-test or Intros**
  CERT Experience with disaster finals
- **Evaluation**
  Triage Practice cards 90% to pass
- **Remediation/Enrichment**
  Fema, CERT, Start, RPM
- **Equipment & Media needs**
  computer, Projector, jumpdrive, video file triage tape and tags, Practice handouts

Lesson Content

step by step *(your notes)*

I welcome / Intro

II Intro to subject
- A CERT experience
- B MCI Reality
- C a. Virginia Tech vs USU in Logan

III Power point
- A. Objectives
- B. What is triage
- C. Need for triage
- D Triage catagories
- E Triage tips and criteria

IV Video on Triage
- A Watch clip
- B. Discuss

V Visual Aids
- A Triage Tags
- B Triage tape
- C Explain, helpful tips

VI Triage practice
- A Use triage cards
- B Discuss

VII Closing
- A Finish Power Point
- B Summary
- C Thanks / Closing

Chris Burk

DATE: July 12 2008

TOPIC: U&I Analysis Process.
(as it relates to EMS Wellness)

Time Required for this mini-lesson:
Time Required for full lesson:

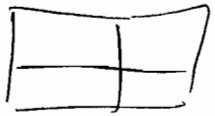
- **Specific - Cognitive Objective(s)**
  The student will be able to define and describe the difference between "Urgent" and "Important" in a class room setting to 100% accuracy
- **Specific - Psychomotor Objective (s)**
  Given a sheet of paper and a pen/pencil, the student will be able to recreate the U&I matrix in a class room setting, in ≤ 2 mins.
- **Specific - Affective Objective(s)**
  After the presentation, the student will be able to explain at least two ways the U&I analysis will help them with thier schedule.
- **Pre-test or Intros**
  45 second Ice breaker at beginning
- **Evaluation**
  7 simple questions for post test.
- **Remediation/Enrichment**
  "4 box method" & websites.
- **Equipment & Media needs**

Laptop	Pensils (optnl)	Internet Connection
PPT	Projector	Power Chord
handouts (if so choose)	Thumb Drive.	
Pens	Speakers	

Lesson Content

step by step (your notes)

1. Welcome, & encourage participation
2. Ice Breaker (clip)
3. Over view, Benefits
4. Cognitively discuss probs in schedule facing EMS.
5. Define Urgent
6. Define Important
7. Psychomotor exercise.



8. Discuss ea. box.
9. Recap, Affective reflection.
10. Quick Quiz.
11. Thank You.

Wendy Johnson DATE: July 12, 2008

TOPIC: Swimming Pool Water Rescue

Time Required for this mini-lesson: 20 min Lecture
Time Required for full lesson: 40 min. Scenario

- **Specific - Cognitive Objective(s)**
  The EMT will explain how to put an injured swimmer on a backboard and apply an AED with 100% accuracy.

- **Specific - Psychomotor Objective (s)**
  The EMT will demonstrate and explain different methods of reaching the injured swimmer without putting themselves in danger

- **Specific - Affective Objective(s)**
  The EMT will be aware of the feelings and take appropriate actions in helping bystanders

- Pre-test or (Intros) Drowning Facts

- Evaluation Apply skills learned in training scenario

- Remediation/Enrichment Group Discussion of Scenario - Any changes needed

- **Equipment & Media needs**
  Swimming Pool
  Patients
  Backboard
  C-Collar
  head blocks
  spider straps
  AED

Lesson Content

step by step (your notes)

Welcome

Discuss Drowning Facts:
- Ages - Children under 5
  Adolescents 15-24
- Child can drown in 2" of water
- In less time that it takes to answer a phone
- can happen in your own backyard pool, spa, hot tub
- Typical Medical cost for a near drowning 75-180,000 if Brain damage occurs 4.5 million

Discuss injuries that could occur in a swimming accident
- head/neck
- drownings

Explain Rescue Techniques
- Reach
- Throw
- Row
- Go

Explain how to pull the swimmer to safety and backboard the patient

Use of CPR, AED

Talk about ways to comfort family and bystandards

Training Scenario

Group Discussion

Cindy Staples

DATE: 7/12/08

TOPIC: Creating unity in your agency

Time Required for this mini-lesson:
Time Required for full lesson:

- **Specific - Cognitive Objective(s)**
  students will be able to recite 5 positive phrases they can use when communicating with other EMT's on a call.

- **Specific - Psychomotor Objective (s)**
  students will be able to understand the value of having a united crew on calls.

- **Specific - Affective Objective(s)**
  students will be able to demonstrate 5 ways they can encourage unity on or after a run.

- **Pre-test or Intros** – have seats ~~in corners of room~~ arranged for activity

- **Evaluation**

- **Remediation/Enrichment**

- **Equipment & Media needs**

  posterboard – markers
  supplies for making cookies

Lesson Content

step by step *(your notes)*

1. welcome – Expectations
2. object lesson – seperate chair seating arrangement
3. Discussion
   A. what is Unity – definition
   B. why is Unity important in EMS
      - improved pt. care
        - cardiac story
      - time saving
      - trust – ask – how do you feel
   C. Ways we can acquire agency unity
      - Positive phrases – Brainstorm
      - Positive actions encourage unity
4. Cookie making activity
   - symbolism of ingredients, spoon, oven
   - share finished product
5. Quiz – Role Playing
6. T. E. A. M.

DAVID LARSEN

DATE: 07-12-08

TOPIC:
DCAP-BTLS MODULE

Time Required for this mini-lesson: DEPENDS ON # OF STUDENTS
Time Required for full lesson: 20-30 MINUTES

- **Specific - Cognitive Objective(s)**
  THE STUDENT WILL BE ABLE TO LIST SIX OF THE MOST COMMON TYPES OF INJURIES ASSOCIATED WITH THE ACRONYM DCAP-BTLS.
- **Specific - Psychomotor Objective (s)**
  THE STUDENT WILL BE ABLE TO COMPLETE A FOCUSED TRAUMA ASSESSMENT LOOKING FOR SPECIFIC INJURIES USING THE DCAP-BTLS ACRONYM.
- **Specific - Affective Objective(s)**
  THE STUDENT WILL BE ABLE TO VALUE SPECIFIC CRITERIA OF A TRAUMA ASSESSMENT BY ASSESSING FOR HIDDEN INJURIES.
- **Pre-test or Intros**
  "OWNED" - VARIOUS STUNTS VIDEO
- **Evaluation**
  PICTURES - CLASS DISCUSSION/PARTICIPATION
  QUESTIONS AND ANWSER SESSION.
- **Remediation/Enrichment**
  REPEAT EVALUATION
- **Equipment & Media needs**
  COMPUTER
  PROJECTOR & SCREEN/TV w/ AV CORD
  POWER CORDS AND/OR STRIPS
  CLASS CD w/ VIDEO & PPT.

Lesson Content

step by step (your notes)

1- WELCOME

2- OWNED VIDEO

3- POWER POINT PRESENTATION
(SEE ATTACHED OUTLINE)

4- FINISH (QUESTIONS, COMMENTS, CONCERNS)

Luna Rae Taylor

DATE: 7-12-2008

TOPIC: Anaphylaxis / Body's physiological changes

Time Required for this mini-lesson: 10 min
Time Required for full lesson: 50 min

- **Specific - Cognitive Objective(s)**
  EMT will be able to list 6 signs + symptoms of an anaphylactic reaction
- **Specific - Psychomotor Objective (s).**
  After determining a patient is having an allergic reaction * EMT-I will be able to administer EPI by correct methods following local protocols. * EMT-B will be able to assist with patient to EPI PEN per state protocol
- **Specific - Affective Objective(s)**
  EMT's will be able to list three feelings a patient having an allergic reaction may have.
- **Pre-test or Intros**
- **Evaluation** - Demonstrate use of EPI
- **Remediation/Enrichment** - use epi-pens + EPI vials to practice use and treatment.
- **Equipment & Media needs** - zipdrive, computer, projector, epi-pen, epi 1:1000, syringes TTG + protocol for EPI

Lesson Content

step by step *(your notes)*

Intro
Define, allergic reaction, anaphylaxis
ways allergens enter body -
Pictures of reactions
review signs + symptoms
what happens physiologically
SHOCK - hypo perfusion -
Histamine causes
Epi - side effects
Review signs + symptoms
Scenario's x2
Treatments -
Practice skills

Luna Rae Taylor

DATE: 7-12-2008

TOPIC: Anaphylaxis / Body's physiological changes

Time Required for this mini-lesson: 10 min
Time Required for full lesson: 50 min

- **Specific - Cognitive Objective(s)**
  EMT will be able to list 6 signs + symptoms of an anaphylactic reaction
- **Specific - Psychomotor Objective (s).**
  After determining a patient is having an allergic reaction * EMT-I will be able to administer EPI by correct methods following local protocols. * EMT-B will be able to assist with patients EPI PEN per state protocol
- **Specific - Affective Objective(s)**
  EMT's will be able to list three feelings a patient having an allergic reaction may have.
- **Pre-test or Intros**
- **Evaluation** - Demonstrate use of EPI
- **Remediation/Enrichment** use epi-pens + EPI vials to practice use and treatment.
- **Equipment & Media needs** - zipdrive, computer, projector, epi-pen, epi 1:1000, syringes TTG + protocol for EPI

Lesson Content

step by step *(your notes)*

Intro
Define, allergic reaction, anaphylaxis
ways allergens enter body -
Pictures of reactions
review signs + symptoms
what happens physiologically
SHOCK - hypo perfusion -
Histamine causes
Epi - side effects
Review signs + symptoms
Scenario's x2
Treatments -
Practice skills

Patrina Johnson

DATE: 7/12/08

TOPIC: asthma attack / prescribed inhaler

Time Required for this mini-lesson: 10-12 min
Time Required for full lesson: 1 hour

- **Specific - Cognitive Objective(s)**
  SWBAT cite the physiological affects of an asthmatic patient w/80% accuracy

  SWBAT list the 5 signs and symptoms of respitory emergency
- **Specific - Psychomotor Objective (s)**
  SWBAT administer a prescribed inhaler to an asthmatic patient w/100% accuracy
- **Specific - Affective Objective(s)**
  SWBAT display empathy to an asthmatic patient by using 4 of the 5 empathy skills
- **Pre-test or Intros**
  students breath through straws - explain what they represent
- **Evaluation**
  10 question quiz/fill in the blank
- **Remediation/Enrichment**
  practice administering inhaler again
- **Equipment & Media needs**
  straws, placebo inhaler, actual inhaler

Lesson Content

step by step *(your notes)*

- welcome class
- straws
- discuss TTG #22
- practice administering prescribed inhaler
- give quiz
- review

Chris Unsworth

DATE: 7-12-08

TOPIC: SAFE "CODE" DRIVING.

Time Required for this mini-lesson: 15 mins.
Time Required for full lesson:

- **Specific - Cognitive Objective(s)**

  THE EMT STUDENT WILL BE ABLE TO LIST THE PHYSICAL EFFECTS DRIVING "CODE" HAS UPON THEM WITH 100% ACCURACY.

- **Specific - Psychomotor Objective (s)**

  THE EMT STUDENT WILL BE ABLE TO DRIVE AN EMERGENCY VEHICLE IN A SAFE MANNER CONFORMING TO ALL STATE AND LOCAL PROTOCOLS.

- **Specific - Affective Objective(s)**

  THE EMT STUDENT WILL BE ABLE TO RECOGNIZE THE EXCITMENT THEY FEEL WITH DRIVING CODE AND BE ABLE TO EXPLAIN HOW TO COMBAT THEM.

- **Pre-test or Intros**

  VIDEOS CLIPS OF EMERGENCY VEHICLE ACCIDENTS

- **Evaluation**

  PRE QUIZ AND PRACTICAL DRIVING EXAM

- **Remediation/Enrichment**

  ONE ON ONE TIME
  DISCUSS DANGER AREAS WITHIN THEIR RESPONDING AREAS.

- **Equipment & Media needs**

  COMPUTER, PROJECTOR, SPEAKERS
  VEHICLES AND OPEN PRACTICE AREA
  TOY TOWN AND TOY CARS.

Lesson Content

step by step (your notes)

OPEN WITH FUN PICS / MUSIC / VIDEO.

1. WELCOME
2. SHOW VIDEO CLIPS OF ACCIDENTS.
3. DISCUSS CLIPS
4. DISCUSS LAWS AND PROTOCOLS GOVERNING DRIVING EMERGENCY VEHICLES.
5. DISCUSS CONSEQUENCES OF IGNORING ABOVE ITEM.
6. LEARNING TO RECOGNIZE AND COMBAT EXCITMENT WHILE DRIVING.
7. PLANNING ROUTES AND SCENE POSITIONING
8. DRIVING AND EXAM.
9. ACCIDENT AVOIDENCE
10. WRITTEN QUIZ

~~Bleeding Control in~~

7/12/08 DATE: CONTROL OF EXTERNAL BLEEDING IN EXTREMITIES

~~TOPIC~~: JOHN PARKER

Time Required for this mini-lesson:
Time Required for full lesson:

- Specific - Cognitive Objective(s) NSC 5-1.2 & 1.3
  - EMTSWBAT list in proper order the first 3 methods of controlling external, extremity bleeding.
  - EMTSWBAT state the two primary types of external extremity bleeding.
- Specific - Psychomotor Objective (s) NSC 5-1.12, 13, & 14
  EMTSWBAT to demonstrate proper use of direct pressure, diffuse pressure, elevation, and pressure point techniques to control external bleeding in an extremity.
- Specific - Affective Objective(s)
  EMTSWBAT will be able to correctly and concisely explain the risks of tourniquet use and verbalize the limited circumstances under which its use should be considered in the context of counselling a patient c̄ external extremity bleeding uncontrolled by other means.
- Pre-test or Intros
  Trauma morbidity & mortality data
- Evaluation Written 5-question quiz & graded (P/F) evaluation of students in scenarios.
- Remediation/Enrichment Remediation by 1:1 c̄ students not passing ester evaluation.
  Group discussion of local factors ↑ criticality
- Equipment & Media needs external extremity bleeding

4 rolls of gauze	flip chart
2 ABD pad dressings	or
triangular bandage	white board
BP cuff (optional)	PowerPoint equip. (optional)
written test	photos of bleeding extremities
scenarios	

Lesson Content

step by step (your notes)

Welcome including facilities, rules of class, respect for all ideas.

Motivation: Trauma is leading c/D from 1 to 44 yrs of age. Of those trauma pts who survive to EMS arrival, the majority of those who die will expire as result of shock i.e. blood loss. Loss of as little as 1L in adult or 150cc in 1yr infant can be threat to life. ∴ control of blood loss is important life-saving skill. This lesson focus on external, extremity

Types of external bleeding: arterial, venous, capillary
A= bright red, spurting V= dark red, flowing C= dark oozing
Arterial is harder to control 2° ↑ pressure

Basic approach: Scene safe, BSI, A-B-C.

Key concept: stop (or ↓ to acceptable rate) blood loss c̄ undue damage to tissue or unnecessary pain to pt.

Direct pressure (wrist, femoral ...)
Diffuse pressure (large gravel rash or degloving)
Elevation
Pressure point (crush inj to hand, longitudinal slashed wrist)
Tourniquet (massive crush injury to foot & leg)
Scenarios (grade students as they go c̄ saying so)
Written Quiz
Enrichment (Group discussion)

Local reasons for ↑ frequency or ↑ criticality
Difficult/confounding injuries
impaled object prevents pressure
Fx bars pressure points

Kayli Frazier

DATE: 7/12/2008

TOPIC: Obstetrics

Time Required for this mini-lesson:
Time Required for full lesson:

- **Specific - Cognitive Objective(s)**
  When asked by the instructor the student will be able to verbilize the 3 stages of labor.
- **Specific - Psychomotor Objective (s)**
  When asked by the instructor the student will be able to exhibit the skills needed to care for both mother and infant(s) post delivery with 100% accuracy.
- **Specific - Affective Objective(s)**
  When asked by the instructor the student will be able to explain 3 ways to ensure pt. privacy during all stages of labor.
- **Pre-test or Intros** – Story of delivery in the field.
- **Evaluation**: Activity – Water balloon with baby oil on it simulating how slippery a baby can be.
- **Remediation/Enrichment**: Word Search/Crossword
- **Equipment & Media needs** wordsearch/crossword; manikin; water balloons; baby oil; gloves; ob kit;

Lesson Content

step by step *(your notes)*

1- Welcome to class. Answer any questions from previous class.
2- Share stories from field experiences.
3- Discuss the 3 stages of labor
4. Discuss patient privacy during all stages of labor.
5. Give demonstration of what a complication free birth would look like.
6. Activity: water balloon activity simulates what real baby might feel like directly after birth.
7. Pass out crossword / wordsearch with key terms to help students recall parts of lesson.
8. Close with any questions. And summarize objectives.

Ronnie Lamprecht

DATE: 7-11-08

TOPIC: maintenance of an Emergency Vehicle.

Time Required for this mini-lesson: 6 min
Time Required for full lesson: 7 min

- **Specific - Cognitive Objective(s)**
  The EMT student will be able to list at least four major things needed to maintain an emergency vehicle with 80% accuracy.
- **Specific - Psychomotor Objective (s)**
  The EMT student will be able to check at least four things needed in maintaing an emergency vehile
- **Specific - Affective Objective(s)**
  the EMT student will appreciate the cost of maintaining an Emergency vehicle.
- **Pre-test or Intros** I will tell a personal experience I had about the importance of maintaing an emergency vehicle.
- **Evaluation**
  I will give the EMT student a three question verble quiz.
- **Remediation/Enrichment** I will show the EMT student 1 on 1 how to check the maintaince on an Emergency vehicle
- **Equipment & Media needs**
  Emergency vehicle.
  Check off sheets

Lesson Content

step by step *(your notes)*

1- welcome class
2- Show the students how to check the:
A. oil
B. fuel
C. Anti-freeze
D. washer fluid
E. Air pressure
F. Tranmission

3- I will show the students.
The cost of:
A- Trans. 900.00
B- Engine. 2500.00
C. Tires. 800.00
D. fuel filter. 60.00

4- I will share the importance of maintaing an Emergency vehicle.

5- I will personally show the student one on one how to maintain an Emergency vehicle.