

# 01\_Emergency and Clinical Care

Content Area: **Science**  
Course(s):  
Time Period: **Full Year**  
Length: **3-4 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

This course covers introductory information as it relates to the evaluation of individuals who have either critical medical conditions or sustained acute injuries, and their subsequent pre-hospital treatment. Students are minimally expected to have the knowledge and skills to perform basic life support and elementary treatment to stabilize a patient for transport to a hospital but not be proficient in utilizing complex life sustaining equipment. Students are expected to know first aid, understand when more experienced or sophisticated help is needed, and to prioritize the need for care. They also must do no harm. The first aid provider is not expected to offer the same level of care as a licensed EMT. This course offers 3 Rutgers University credit with the passing of the final exam.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

### Identifying Medical Law & Ethics: Health Safety Standards

- Abandonment: leaving a person after starting treatment without arranging continued care
- Act of Omission: failure to perform similar to a person with similar training
- Good Samaritan Law: grants protection against lawsuit as long as the first aider is acting during an emergency and in good faith and not guilty of misconduct or negligence, and is not compensated
- Implied Consent: assumption that an unconscious patient would agree to treatment
- Standard of Care: expected level of care as what would be provided by another practitioner with similar training
- Negligence: break from accepted care that results in further injury
- Scene size-up: quick (10 second) review of a scene and environment for safety

- **Standard Precautions:** protective techniques for use when dealing with blood and bodily fluids to minimize exposure risks for infectious disease. Assume every patient has an infectious disease so that precautions are universally followed for all treatments
- **Personal Protective Equipment:** devices that include gloves, mouth to barrier devices, eye protection, and gowns

## **CONTENT AREA STANDARDS**

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SCI.HS-LS1-2                      Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.8	Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
WRK.9.1.2.CAP	Career Awareness and Planning
WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

Students will understand that:

- Identify and care for closed and open chest injuries.
- Identify and care for closed and open abdominal injuries.

- Identify and care for pelvic injuries.
- Identify and care for open and closed fractures.
- Identify and care for joint injuries.
- Identify and care for muscle injuries.

## **Procedural Knowledge**

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Students will be able to:

- Demonstrate treatment of strains and sprains
- Demonstrate RICE
- Demonstrate splinting and bracing

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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Required Activities:

- 1) Checkpoint questions
- 2) Hands-on activities
- 3) Scenario review
- 4) Comprehension of key terms
- 5) Completion of Study Guide
- 6) Chapter Quiz Question reviews

## **Summative Assessments**

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- Benchmarks – departmental benchmark given at the end of MP1, MP2, and MP3 based on lab practices
- Alternative Assessments
  - Lab inquiries and investigations
  - Lab Practicals
  - Exploratory activities based on phenomenon
  - Gallery walks of student work
  - Creative Extension Projects
  - Build a model of a proposed solution
  - Let students design their own flashcards to test each other
  - Keynote presentations made by students on a topic
  - Portfolio

### Writing assignments:

Have students write a brief three-paragraph compare-and-contrast essay. The first paragraph should compare and contrast open and closed fractures. The second paragraph should compare and contrast dislocations and sprains. The third paragraph should compare and contrast strains and cramps.

### Group activities:

Have each person work with a partner to go through the CSM steps presented in Skill Drill 14-1 and through the RICE procedures presented in this chapter for a victim who might have fractured a leg.

### Medical terminology review:

Have students make flashcards containing the names of fractures on one side and a written definition and picture on the other.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Textbook required by Rutgers University:

Advanced First Aid, CPR, and AED, Seventh Edition

Jones and Bartlett

ISBN-13: 978-1284105315

ISBN-10: 1284105318

## **INTERDISCIPLINARY CONNECTIONS**

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Integrate quantitative or technical information expressed in words in a text.

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.