

# 05\_Bandaging and various wound care treatment

Content Area: **Science**  
Course(s):  
Time Period: **Full Year**  
Length: **2-3 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 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 credits with the passing of the final exam.

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

- Cravat: folded triangular bandage used to hold splints may also be used to apply pressure over a dressing or as a sling or swathe
- Roller bandage: type of bandage used to wrap body part
- Gauze roller: type of bandage that is cotton and non elastic
- Gauze pad: sterile dressing used for small wounds, may have a non-stick coating
- Self-adhering bandage: bonds to itself available in rolls and is elastic. Maybe known as Coban
- Trauma dressing: Large thick, absorbent dressing that is sterile

## **CONTENT AREA STANDARDS**

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|-----------------------|---|
| VHEL.9-12.9.4.12.H.1  | Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.   |
| VHEL.9-12.9.4.12.H.3  | Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.   |
| VHEL.9-12.9.4.12.H.5  | Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.  |
| VHEL.9-12.9.4.12.H.44 | Demonstrate an understanding of the roles and responsibilities of all members of the healthcare team, including their ability to promote the delivery of quality healthcare.  |
| VHEL.9-12.9.4.12.H.62 | Demonstrate knowledge of technical skills required for career pathways in this cluster, including occupational safety techniques, OSHA Standard Precautions, and safety procedures designed to protect clients, co-workers, and self. |

## **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.9.2.12.CAP    | Career Awareness and Planning  |
| TECH.9.4.12.CI    | Creativity and Innovation  |

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- Describe how to bandage a wound using various methods.
- Describe the three different types of burns and how to evaluate the victim’s injury.
- Identify and care for scalp wounds, skull fractures, and brain injuries.

## **Procedural Knowledge**

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Students will be able to:

- Identify various wounds
- Treat various wounds
- Treat and splint various fractures
- Identify and treat head and chest injuries

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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- Worksheets
- Current events
- Group and partner activities are assigned when possible

### **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

## **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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- Informal writing
- ethics
- Data Analysis

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.