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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Principles of Law, Public Safety, Corrections, and Security |
| **Lesson/Unit Title** | The Role of Emergency Medical Services |
| **TEKS Student Expectations** | **130.332. (c)** **Knowledge and Skills**  (4) The student formulates ideas, proposals, and solutions to address problems related to the career field in order to ensure effective and efficient delivery of services.  (A) The student is expected to use analytical skills to formulate ideas, proposals, and solutions to problems  (B) The student is expected to formulate ideas, proposals, and solutions to ensure delivery of services and  (C) The student is expected to use critical-thinking skills to solve ethical issues identified in the career field.  (9) The student identifies the roles of the public safety professional.  (F) The student is expected to examine the role of emergency medical services in public safety |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | |  | | --- | | The students will be able to: | | * Define the following key terms: EMS, private EMS, public EMS, | | professionalism, core values, continuous care and transfer, patient | | advocacy, and public safety answering point (PSAP) | | * Distinguish between public EMS and private EMS | | * Identify the purpose of public safety answering points (PSAP) | | * Describe the role and responsibilities of the EMS professional | | * Discuss the history or EMS | | * Detail various careers in EMS | | * Explain how ethics affect interactions with patients, healthcare | | professionals, and the public | |
| **Rationale** | |  | | --- | | The main purpose of Emergency Medical Services (EMS) is to provide | | immediate medical care to those who need it. No one wants to imagine | | themselves or a loved one in medical peril, but it is a possibility that we may | | have to face at some point in our lives. EMS provides aid and medical | | assistance from primary response to definitive care, involving personnel | | trained in rescue, stabilization, and transportation. EMS improves the quality | | of life in the community it serves. | |
| **Duration of Lesson** | 3 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Materials**   * Computers with Internet access or reference books * Cooperative Team Rubric * Discussion Rubric * Individual Work Rubric * Research Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | |  | | --- | | View a video clip that introduces the concept of EMS. To find a video do an | | Internet search for the following: Emergency Medical Technicians | | CollegeGradCareers video. Ask the students if they have ever been | | personally, involved with a medical emergency or an emergency with a friend | | or loved one. Ask the students to discuss how they felt during this time. Then | | ask the students how the EMS professional helped them during the | | emergency. Use the Discussion Rubric for assessment. | |
| **Direct Instruction \*** | |  |  | | --- | --- | | I. Definition of EMS | | | A. A coordinated network of professionals whose function is to provide a | | | variety of medical services, such as pre-hospital medical and trauma | | | care and transportation for those in need of emergency care | | | B. Begins with a call for service made to a 9-1-1 call center | | | C. Ends when the patient is delivered to a source of more advanced | | | medical treatment, such as a hospital | | | D. The gateway to the healthcare system | | | E. Components in the private and public sectors | | | 1. Public EMS | | | a) | Provided by a city, county, or other political subdivision | | b) | Funded by a combination of user fees and taxes |  * + - 1. May be provided as part of a local fire or police department     1. Private EMS        1. Places to handle emergencies, such as hospitals        2. Can include both for-profit and non-profit  1. The History of EMS    1. 1797   1. Baron Dominique-Jean Larrey   * + - 1. Chief physician of Napoleon’s army       2. Instituted the first triage-like system for injured soldiers in battle       3. Suggested the introduction of “ambulances volantes”          1. “ambulances volantes” (flying ambulance) –horse drawn wagons used to collect and carry wounded from the battlefield to base hospitals   1. 1865 – America’s first ambulance service was instituted by the US Army   2. 1869 – America’s first city ambulance service was instituted in New York City by Bellevue Hospital   3. 1937   1. A 5-fatality fire on Wimpole Street in Britain was caused by the delayed reporting of phone calls  2. Britain implemented its 999-emergency telephone system serving police, fire, and EMS   * 1. 1940s – ambulance services were turned over to local police and fire departments due to a shortage of manpower caused by WWII   2. 1951 – helicopters began to be used for medical evacuations during the Korean War   3. 1957 –the traffic emergency number zenith 1-2000 was debuted by the California Highway Patrol   4. 1959 – North America's first three-digit (999) emergency telephone system was introduced in Winnipeg, Canada   5. 1966   1.The National Research Council published a research paper known as “The White Paper”   * + - 1. Considered the catalyst for improving emergency medical care       2. Actually titled “The Neglected Disease of Modern Society”       3. Recommended that ambulance service should be provided by local government, helicopter ambulance services, streamlined communications between ambulances, emergency rooms, and other health-related agencies   1. 1967 – President Lyndon B. Johnson’s Commission on Law Enforcement recommended one phone number for calling the police   2. 1968 – 9-1-1 was designated the emergency number at a press conference in Washington, DC   3. Feb. 16, 1968 – the first 9-1-1 call was made in Haleyville, AL   4. 1990 – the fire department pushed to expand into EMS Services   III. Careers in EMS   * 1. Emergency Medical Technicians (EMTs) and Paramedics      1. Duties         1. Care for the sick or injured in emergency medical settings         2. Work in all types of environments         3. Include work that is physically demanding and highly stressful      2. Education         1. Need a minimum of a high school education and a structured post-secondary training program         2. Specific guidelines            1. Vary from state-to-state            2. Have been established by the National Registry of Emergency Medical Technicians (NREMT) which provides national certification of EMTs and Paramedics at three levels:   EMT basic  Advanced EMT  Paramedic   * 1. Dispatchers      1. Duties         1. Answer emergency and nonemergency calls         2. Take information from the caller and send the appropriate type and number of units         3. Determine from the caller the type of emergency and its location         4. Give over-the-phone medical help and other instructions before emergency personnel get to the scene         5. Monitor and track the status of police, fire, and ambulance units on assignment         6. Work in communication centers called Public Safety Answering Points (PSAP)         7. Some states have developed 40+hour training programs   IV. Roles and Responsibilities of EMS Professionals   1. Readiness    1. More than just showing up to work on time    2. Includes being physically ready and keeping supplies stocked and in working condition 2. Safety    1. a priority (the professional’s and the patient’s)       1. Requires an awareness of the physical and the psychological changes occurring during a crisis that can affect judgment       2. Requires keeping emotions under control    2. Advocate    3. Maintain effective communication skills because patient injuries are not always apparent by sight    4. Have a caring and patient attitude    5. Ensure that patients receive care that is in their best interest    6. Ensure that patients receive continuous care and transfer    7. Maintain patient confidentiality    8. Maintain professionalism       1. Professionalism – the behavior, goals, or qualities such as skilled, caring, confident, and courteous demeanor that characterize a medical professional (Grafft, 2012)       2. Includes core values 3. EMS Today    1. Expanding into more areas than just providing advanced life support services    2. For example, Fire Service EMTs       1. Receive training in extrication procedures       2. Train in using extrication tools       3. Receive search and rescue training   Use technologically advanced methods to locate wireless and voice-over-Internet protocol (VoIP) callers  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Guided Practice \*** | EMS Professional Guest Speaker. Invite an EMT, paramedic, or dispatcher to come and speak to the class about his or her experiences as an EMS professional. Before he or she arrives have students write one question that they want to ask the speaker on a piece of paper. Check the questions and then give them to the speaker to read and answer as he or she speaks. Have students write a short reflection about the experience. Use the Individual Work Rubric for assessment.  Mock Crisis Scenario. Create a crisis scenario such as a natural disaster. Divide the students into four groups. Have the groups represent EMS, law enforcement, injured victims, and community members. Have each group discuss the main concerns and objectives for their group. Then reassign a member from each group to make a new group that includes a representative from each of the first groups. Have the new groups work together to create a plan of action. Use the Individual Work Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Students will create a Venn diagram comparing and contrasting private and public EMS. Use the Individual Work Rubric for assessment. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | History of EMS Research. Have students research the history of EMS and create a “Top 10” list of the most important moments in EMS history. Have the students explain why they selected each of the moments. Use the research rubric for assessment  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | The Role of Emergency Medical Services Exam and Key  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  Accommodations for Learning Differences For reinforcement, students will create a Venn diagram comparing and contrasting private and public EMS. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | Grafft, J. A. (2012). *Essentials For The Emergency Medical Responder.*  Clifton Park: Delmar Cengage Learning.  U.S. Bureau of Labor Statistics. (2013, January 7). *EMTs and Paramedics*. Retrieved from Occupational Outlook Handbook: <http://www.bls.gov/ooh/healthcare/print/emts-and-paramedics.htm>  U.S. Bureau of Labor Statistics. (2013, January 8). *Police, Fire, and* *Ambulance Dispatchers*. Retrieved from Occupational OutlookHandbook:  [http://www.bls.gov/ooh/office-and-administrative-support/police-fire-and-ambulance-dispatchers.htm#](http://www.bls.gov/ooh/office-and-administrative-support/police-fire-and-ambulance-dispatchers.htm%23)  <http://www.fcems.org/EMS-purpose.html>  Do an Internet search for the following:   * Emergency Medical Technicians CollegeGradCareers video * Whonamedit * Medical-dictionary free * Basic ems extrication procedures by Elizabeth Otto |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **Cross-Disciplinary Standards**  I. Key Cognitive Skills  C. Problem solving   1. Analyze a situation to identify a problem to be solved. 2. Develop and apply multiple strategies to solve a problem.   3. Collect evidence and data systematically and directly relate to solving a problem |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, students will create a public service announcement about the new developments in EMS. Use the Individual Work Rubric for assessment |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)