

# Lesson 5-4

## Practical Lab: Illness and Injury



# Objectives

## Objectives Legend

C=Cognitive P=Psychomotor A=Affective

1 = Knowledge level

2 = Application level

3 = Problem-solving level

## Cognitive Objectives

At the completion of this lesson, the CFR student will be able to:

- ◆ Demonstrate the cognitive objectives of Lesson 5-1: Medical Emergencies
- ◆ Demonstrate the cognitive objectives of Lesson 5-2: Bleeding and Soft Tissue Injuries
- ◆ Demonstrate the cognitive objectives of Lesson 5-3: Injuries to Muscles and Bones

## Affective Objectives

At the completion of this lesson, the CFR student will be able to:

- ◆ Demonstrate the affective objectives of Lesson 5-1: Medical Emergencies
- ◆ Demonstrate the cognitive objectives of Lesson 5-2: Bleeding and Soft Tissue Injuries
- ◆ Demonstrate the cognitive objectives of Lesson 5-3: Injuries to Muscles and Bones

## Psychomotor Objectives

At the completion of this lesson, the CFR student will be able to:

- ◆ Demonstrate direct pressure as a method of emergency medical care for external bleeding. (P-1, 2)
- ◆ Demonstrate the use of diffuse pressure as a method of emergency medical care for external bleeding. (P-1, 2)
- ◆ Demonstrate the use of pressure points as a method of emergency medical care for external bleeding. (P-1, 2)
- ◆ Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding. (P-1, 2)
- ◆ Demonstrate the steps in the emergency medical care of open soft tissue injuries. (P-1, 2)
- ◆ Demonstrate the steps in the emergency medical care of a patient with an open chest wound. (P-1, 2)
- ◆ Demonstrate the steps in the emergency medical care of a patient with open abdominal wounds. (P-1, 2)
- ◆ Demonstrate the steps in the emergency medical care of a patient with an impaled object. (P-1, 2)
- ◆ Demonstrate the steps in the emergency medical care of a patient with an amputation. (P-1, 2)
- ◆ Demonstrate the steps in the emergency medical care of an amputated part. (P-1, 2)
- ◆ Demonstrate the emergency medical care (stabilization) of a patient with a painful, swollen, deformed extremity. (P-1, 2)

- ◆ Demonstrate opening the airway in a patient with suspected spinal cord injury. (P-1, 2)
- ◆ Demonstrate evaluating a responsive patient with a suspected spinal cord injury. (P-1, 2)
- ◆ Demonstrate stabilizing of the cervical spine. (P-1, 2)

## Preparation

### Motivation:

The practical lesson is designed to allow the students additional time to perfect skills. It is of utmost importance that the students demonstrate proficiency of the skill, cognitive knowledge of the steps to perform a skill, and a healthy attitude towards performing that skill on a patient.

This is an opportunity for the instructor and assistant instructors to praise progress and redirect the students toward appropriate psychomotor skills. The material from all preceding lessons and basic life support should be incorporated into these practical skill sessions.

### Prerequisites:

Completion of Lessons 5-1 through 5-3

## Materials:

### AV Equipment:

Utilize various audio-visual materials relating to emergency medical care. The continuous development of new audio-visual materials relating to EMS requires careful review to determine which best meet the needs of the program. Materials should be edited to ensure that the objectives of the curriculum are met.

### EMS Equipment:

Hot packs, cold packs and space blankets, sterile dressings, triangular bandages, universal dressings, occlusive dressings, 4 x 4 gauze pads, self adherent bandages, roller bandages, blanket, pillow.

## Personnel

### Primary Instructor:

One EMT-B instructor knowledgeable in illness and injury.

**Assistant Instructor:**

The instructor to student ratio should be 1:6 for psychomotor skill practice. Individuals used as assistant instructors should be knowledgeable in illness and injury management.

**Recommended Minimum Time to Complete:**

One and a half hours

## Presentation

**Declarative (What)** None identified for this lesson.

## Application

**Procedural (How)**

Instructor should demonstrate the procedural activities from Lesson 5-1: Medical Emergencies

Instructor should demonstrate the procedural activities from Lesson 5-2: Bleeding and Soft Tissue Injuries

Instructor should demonstrate the procedural activities from Lesson 5-3: Injuries to Muscles and Bones

**Contextual (When, Where, Why)**

Instructor should review contextual activities from Lesson 5-1: Medical Emergencies

Instructor should review the contextual activities from Lesson 5-2: Bleeding and Soft Tissue Injuries

Instructor should review the contextual activities from Lesson 5-3: Injuries to Muscles and Bones

## Student Activities

**Auditory (Hearing)**

1. The student should hear the instructor present the signs, symptoms, and management of patients with general medical complaints.
2. The student should hear the instructor present the signs, symptoms, and management of patients with altered mental status.
3. The student should hear the instructor present the signs, symptoms, and management of patients with seizures.
4. The student should hear the instructor present the signs, symptoms, and management of patients exposed to cold.
5. The student should hear the instructor present the signs, symptoms, and management of patients exposed to heat.

6. The student should hear the instructor present the signs, symptoms, and management of patients with behavior problems.
7. Students should hear simulations to identify signs and symptoms of external bleeding.
8. The student should hear simulated situations in which the signs and symptoms of soft tissue injuries and procedures for treating soft tissue injuries are demonstrated.
9. The student should hear the sounds made by open sucking chest wounds.
10. The student should hear simulations of various situations involving musculoskeletal injuries and the proper assessment and emergency medical care of the injuries.

### Visual (Seeing)

1. The students should see audio-visual material of patients with general medical complaints.
2. The students should see audio-visual material of patients with an altered mental status.
3. The students should see audio-visual material of patients with seizures.
4. The students should see audio-visual material of patients exposed to cold.
5. The students should see audio-visual material of patients exposed to heat.
6. The students should see audio-visual material of patients with behavior problems.
7. The students should see audio-visual materials of the various types of external bleeding.
8. The student should see audio-visual materials of the proper methods to control bleeding.
9. The student should see a patient to identify major bleeding.
10. The students should see, in simulated situations, the application of direct pressure, elevation, and pressure points in the emergency medical care for external bleeding.
11. The student should see diagrams of the various types of soft tissue injuries.
12. The student should see demonstrations of the procedure for treating an open soft tissue injury.
13. The student should see demonstrations of the necessary body substance isolation that must be taken when dealing with soft tissue injuries.
14. The student should see demonstrations of the proper method for applying an occlusive dressing.
15. The student should see demonstrations of the proper method for stabilizing an impaled object.
16. The student should see diagrams illustrating a superficial, partial thickness, and full thickness burn.
17. The student should see demonstrations for the proper emergency medical care for a superficial, partial thickness, and full thickness burn.
18. The student should see the various types of dressing and bandages.
19. The student should see demonstrations of the proper methods for applying a universal dressing, 4 X 4 inch dressing, and adhesive type dressing.

20. The student should see demonstrations of the proper method for applying bandages: self-adherent, gauze rolls, triangular, adhesive tape, and air splints.
21. The student should see demonstrations of the proper method for applying a pressure dressing.
22. The student should see diagrams of the muscular system.
23. The student should see diagrams of the skeletal system.
24. The student should see audio-visual materials of open and closed bone and joint injuries.
25. The student should see a demonstration of an assessment of an injured extremity.
26. The student should see a demonstration of manual stabilization using general rules of stabilization.

### **Kinesthetic (Doing)**

1. The students should role play emergency medical care of a patient with a general medical complaint.
2. The students should role play emergency medical care of a patient with altered mental status.
3. The students should role play emergency medical care of a patient with a seizure.
4. The students should role play emergency medical care of a patient exposed to cold.
5. The students should role play emergency medical care of a patient exposed to heat.
6. The students should role play emergency medical care of a patient with behavior problems.
7. The student should practice the emergency medical care for open soft tissue injuries.
8. The student should practice the emergency medical care of a patient with an open chest wound.
9. The student should practice the emergency medical care of a patient with open abdominal wounds.
10. The student should practice the emergency medical care of a patient with an impaled object.
11. The student should practice the emergency medical care of a patient with superficial burns.
12. The student should practice the emergency medical care of a patient with partial thickness burns.
13. The student should practice the emergency medical care of a patient with full thickness burns.
14. The student should practice the emergency medical care of a patient with an amputation.
15. The student should practice the emergency medical care of an amputated part.
16. The student should practice the emergency medical care of a patient with a chemical burn.

17. The student should practice the emergency medical care of a patient with an electrical burn.
18. The student should practice assessing of an injured extremity.
19. The student should practice manual stabilization following the general rules of stabilization.

## **Instructor Activities**

Supervise student practice.

Reinforce student progress in cognitive, affective, and psychomotor domains.

Redirect students having difficulty with content. (Complete remediation forms.)

## **Evaluation**

### **Practical:**

Evaluate the actions of the CFR students during role play, practice, or other skills stations to determine their compliance with the cognitive and affective objectives and their mastery of the psychomotor objectives of this lesson.

## **Remediation**

Identify students or groups of students who are having difficulty with this subject content. Complete remediation sheet from the instructor's course guide.

## **Enrichment**

What is unique in the local area concerning this topic? Complete enrichment sheets from the instructor's course guide and attach with lesson plan.