Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	Career Technical Education	Course:	Emergency Medical Careers I	Unit 5 Title:	Vital Signs	Grade Level(s):	10-12
Assessed Trimester:		Pacing:		Date Created:	1/17/2014	Last Revision Date:	1/17/2014

Course Understandings: *Students will understand that:*

- Communication, in its various forms, is foundational to the field of emergency medicine.
- The field of emergency medicine and its area of specialization.
- Problem solving, critical thinking, and assessment skills are the essential tools used in emergency medicine.
- The field of emergency medicine is governed by procedural, ethical and legal parameters established by the industry.

DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals

National Healthcare Foundation Standards and Accountability Criteria

- **Standard 2 Communication** - 2.1: Concepts of Effective Communication; 2.2: Medical Terminology
- **Standard 5 Legal Responsibilities** - 5.1: Legal Implications; 5.2: Legal Practices
- **Standard 6 Ethics** – 6.1 Ethical Boundaries; 6.2 Ethical Practice: 6.3 Cultural, Social, and Ethnic Diversity
- **Standard 7 Safety Practices** – 7.1 Infection Control; 7.2 Personal Safety; 7.3 Environmental Safety; 7.4 Common Safety Hazards; 7.5 Emergency Procedures and Protocols
- **Standard 8 Teamwork** – 8.1 Health Care Teams; 8.2 Team Member Participation
- **Standard 10 Technical Skills** – 10.1 Technical Skills

Transfer

Students will be able to independently use their learning to: (product, high order reasoning)

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Meaning

Unit Understanding(s):	Essential Question(s):
Students will understand that: • Safety of the rescuer and victim is paramount in assessment of vital signs • There are environmental conditions and medical conditions that determine the type of assessment of vital signs required • There are established procedures to ensure safety and correct utilization of equipment used in the assessment of vital signs • Critical criterion for the assessment of vital signs ensures the correct	**Students will keep considering:** • When do you assess the vital signs of a patient? • What are vital signs? • Why do you assess the vital signs of a patient? • What is the best way to assess the vital signs of a patient? • Why do you palpate during vital sign assessment?

Acquisition

Knowledge - Students will:	Skills - Students will:
• Check scene safety and take BSI precautions • Know the physiological basis for assessment of vital signs • How to determine type of vital sign assessment required	• Establish specific needs for assessment of vital signs • Differentiate between the need for the types of vital sign assessment • Assemble vital sign assessment equipment

• Know the assembly of vital sign assessment equipment • What steps are included in assessment of vital signs • That there are critical criteria steps that must be followed to ensure adequate care and the safety of everyone involved **Reasoning - Students will:** •	• Assess and problem-solve for vital sign assessment equipment dysfunction • Summarize the steps involved in vital sign assessment and why they are included at this point in the procedures • Compare and contrast the different types of vital sign assessment • Determine critical criteria that must be included in vital sign assessment

Common Misunderstandings	**Essential new vocabulary**
• Systolic v diastolic pressure • Brachial v radial pulse • Auscultate v palpate	• Palpate • Auscultate • Respirations • Blood pressure • Systolic pressure • Diastolic pressure • Brachial pulse • Radial pulse