

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	Career Technical Education	Course:	Emergency Medical Careers I	Unit 6 Title:	Immobilization	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	
<b>National Healthcare Foundation Standards and Accountability Criteria</b> <ul style="list-style-type: none"><li>• <b>Standard 2 Communication</b> - 2.1: Concepts of Effective Communication; 2.2: Medical Terminology</li><li>• <b>Standard 5 Legal Responsibilities</b> - 5.1: Legal Implications; 5.2: Legal Practices</li><li>• <b>Standard 6 Ethics</b> – 6.1 Ethical Boundaries; 6.2 Ethical Practice: 6.3 Cultural, Social, and Ethnic Diversity</li><li>• <b>Standard 7 Safety Practices</b> – 7.1 Infection Control; 7.2 Personal Safety; 7.3 Environmental Safety; 7.4 Common Safety Hazards; 7.5 Emergency Procedures and Protocols</li><li>• <b>Standard 8 Teamwork</b> – 8.1 Health Care Teams; 8.2 Team Member Participation</li><li>• <b>Standard 10 Technical Skills</b> – 10.1 Technical Skills</li></ul>	
Transfer	
<b>Students will be able to independently use their learning to: (product, high order reasoning)</b> <ul style="list-style-type: none"><li>•</li></ul>	
Meaning	
<b>Unit Understanding(s):</b> <b>Students will understand that:</b> <ul style="list-style-type: none"><li>• Safety of the rescuer and victim is paramount in cardiac arrest management</li><li>• There are environmental conditions and medical conditions that determine the type of immobilization required</li><li>• There are established procedures to ensure safety and correct utilization of equipment used in immobilization</li><li>• Critical criterion for immobilization ensures the correct procedures are followed</li></ul>	<b>Essential Question(s):</b> <b>Students will keep considering:</b> <ul style="list-style-type: none"><li>• When do you immobilize a patient?</li><li>• How do you immobilize a patient?</li><li>• Why do you immobilize a patient?</li><li>• What is the best way to immobilize a patient?</li><li>• What types of immobilization are there?</li></ul>
Acquisition	
<b>Knowledge - Students will:</b> <ul style="list-style-type: none"><li>• Check scene safety and take BSI precautions</li><li>• Know the physiological basis for immobilization</li><li>• How to determine the type of immobilization management required</li></ul>	<b>Skills - Students will:</b> <ul style="list-style-type: none"><li>• Establish specific needs for immobilization</li><li>• Differentiate between the need for the different types of immobilization</li><li>• Assemble immobilization equipment</li></ul>

<ul style="list-style-type: none"><li>• Know the assembly of immobilization equipment</li><li>• Know the steps included in immobilization</li><li>• Know that there are critical criteria steps that must be followed to ensure adequate care and the safety of everyone involved</li></ul> <b>Reasoning - Students will:</b> <ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Assess and problem-solve for immobilization equipment dysfunction</li><li>• Summarize the steps involved in each type of immobilization and why they are included at this point in the procedures</li><li>• Compare and contrast the different types of immobilization</li><li>• Determine critical criteria that must be included in immobilization</li><li>• Integrate prior knowledge of trauma assessment and vital signs into the immobilization technical skill</li></ul>

<b>Common Misunderstandings</b> <ul style="list-style-type: none"><li>• CMS checks</li><li>• “Above/Below” injury</li><li>• Splint device measurement</li><li>• Release of traction on Traction Splint</li></ul>	<b>Essential new vocabulary</b> <ul style="list-style-type: none"><li>• Short board</li><li>• Long board</li><li>• Ked board</li><li>• Cravats</li><li>• CMS/PMS/MSP</li><li>• Distal</li><li>• Long bone</li><li>• Joint</li><li>• Torso</li><li>• Manipulation</li><li>• Splint</li><li>• Proximal</li><li>• Traction Splint</li><li>• Air Splint</li><li>• Soft Splint</li><li>• Vacuum Splint</li><li>• SAM Splint</li></ul>
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