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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 1 | Building a learning community  Identify study skills  Introduce pneumonic page  Introduce diagrams  Register on websites:  My Brady lab  Resource Central  EMS Testing  Chapters 1-4 | Introductions – Explain what to expect  Question students about how they study. Offer learning tools to aid in their learning.  Pneumonic page  Cardiac diagram\* – Respiratory diagram\*  Take students to the computer lab and set up accounts on each website. Set up the content instructor first |  |
| **NOTES:** Some of the students will not be able to register on all three websites at this time. The students are encouraged to register using the content instructor’s class codes first. The content instructor must accept the student before they can add the study skills class code.  \*The diagrams are distributed by the content instructor. | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 2 | Increase familiarity to these documents  Establish active accounts for all websites  Define key terms, body diagram  Compare and contrast training and responsibilities of EMT, AEMT, and paramedics  Review chapters 1-4, cover  Chapter 5 | Review pneumonic page, diagrams using the mini wipe boards  Go to the computer lab and set up study skills accounts on each of the three websites using the study skills class code  Flash cards  Complete diagram using classroom skeleton  Venn diagrams |  |
| **NOTES:** Make sure all students are registered in both the content teacher’s class and the study skills class on all three websites. | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 3 | Complete workbook, chapters 1-7  Follow the principles of good body mechanics when moving a patient  Chapters 1-7  Essay  Chapters 6-7 | Allow time to work on workbook as a group  EMT lab time  Go to the computer lab: Resource Central-multiple choice, true/false  My Brady Lab – test bank, knowledge recall questions and application questions  “Why I want to become an EMT”  Review for Section 1 exam |  |
| **NOTES:** Address any issues that a student might be facing to get registered for all three websites. By the time this class meets all student should be registered for all three websites. The section 1 exam is given through the EMS Testing website. | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 4 | Complete workbook, chapters 8-9  Beginning to memorize the pneumonic page and diagrams  Assessments on EMS Testing should be completed  Chapters 8-9 | Allow time to work on workbook as a group  Squads (teams) alternate at the board to fill in information relating to the diagrams  Computer lab time  Review for Section 2 exam |  |
| **NOTES:** | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 5 | Address homework assignments  Outline of chapters 10-11  Complete workbooks, chapters 10-11  Complete vocabulary cards, chapters 1-11  Memorize these by using repetition  Chapters 10-11 | Readdress study skills to see what’s working and what’s not. Time management and goal setting  Demonstrate how to make an outline of the chapters  Check workbooks  Check vocabulary cards  Review pneumonic page and all diagrams  Quiz on vital signs and heart diagram |  |
| **NOTES:** | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 6 | Identify the vital signs used in the patient care assessment  Demonstrate assessment of vital signs  Differentiate between vital signs that are within normal range  Categorize the patient by the proper MOI/NOI  Chapters 12-14 | Have the students perform vital signs on each other  Chart normal ranges of vital signs  Complete and discuss the street scenes with different mechanisms of injury and/or nature of illness |  |
| **NOTES:** | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 7 | Research paper  Complete workbook, chapters 12-19  Complete vocabulary, chapters 12-19  Chapters 15-17 | In the content class they watched the “Normalization of Deviance” speech from NASA, Kennedy Space Center. They had to write a paper on this topic and then apply it to them as an EMT. Additionally, they had to describe where they expect to see themselves in ten years.    Check workbook  Check vocabulary cards  Review pneumonic page and diagrams  Review for Section 3 exam |  |
| **NOTES:** | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 8 | Discover different situations for EMT-B providers  Understand the importance of proper CPR  Complete certificates  Chapter 18 | Analyze two stories from the EMS World magazine  Watch 360° Identify steps learned in class. List EMT-B skills vs. Paramedic skills  NIMS 100 & NIMS 700 |  |
| **NOTES:** | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 10 | Introduction to how the questions of the National EMT-B test will be worded  Understand vocabulary  Chapters 19-20 | Go to the computer lab: EMSTesting.com – Adaptive testing  Compose a list of vital and reoccurring vocabulary terms (i.e. syncope, hypertension, vasodilation, diaphoretic, etc.) |  |
| **NOTES:** Week 9 was Spring Break | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 11 | Gain a better understanding of the diagrams  Getting students caught up and understanding how to look up answers  Accurately perform hands-on skills  Chapter 21 & 22 | Review diagrams: Cardiac, Respiratory, Human Body  Go to the computer lab: Resource Central - multiple choice and true/false  Use the “hint” button to suggest the page in the book to find the answers  Go to the EMT lab: practice hands-on skills  Work on worksheets from the Resource Central website\* |  |
| **NOTES:** By this time the students should be memorizing the diagrams, so a beach ball is used to recite the answers to each of these pages. The students stand in a circle and the beach ball is tossed around. When the beach ball reaches a student they have to say the next part of the diagram in succession.  \*Handouts are located on the Resource Central website. Choose: Instructor resources, curriculum, reinforcement and assessment handouts, and then the chapter to generate worksheets. | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 12 | Pass the quiz  Presentation- display board  Complete notes  Chapters 23-24 | Go to the computer lab: My Brady Lab – Chapter 21  Drug research (i.e. Nitroglycerin, Activated Charcoal, Aspirin, Epinephrine,  Albuterol, etc.)  Study for mid-term exam |  |
| **NOTES:** | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 13 | Able to fill out an accurate patient care report  Understand medical terms  Chapters 25-27 | Complete a patient care report on two different stories from actual EMT calls – “Control” and “Overdose”  Review vocabulary  Review for Section 4 exam |  |
| **NOTES:** | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 14 | Complete workbook, chapters 20-26  Complete vocabulary, chapters 20-26  Complete homework  Chapters 28-31 | Check workbook, allow time to get caught up  Check vocabulary, allow time to get caught up  Turn in chapter 28 printed curriculum, which was homework. |  |
| **NOTES:** | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 15 | Group work  Chapter 32-35 | Discuss and answer: Resource Central chapter 29 packet  Discuss and answer: Resource Central chapter 30 packet  Review for Section 5 exam |  |
| **NOTES:** | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 16 | Memorize the pneumonic page and the diagrams  Prepare for the practical exam  Chapter 36-37 | Review diagrams by using rotation at the white boards  Go to the EMT lab: Review for the practical work from the National Registry of EMT Psychomotor Examination |  |
| **NOTES:** | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 17 | Complete survey  Chapter 38-41 | Instructor survey  Allow time to get everything caught up (workbook, vocabulary, Resource Central, My Brady Lab, etc) |  |
| **NOTES:** The final practical was given. During the first half of the day the students practice at each station, and then after lunch the students cycle through and take the actual hands-on final. Stations are set up on multiple levels of Haskell and the students test at each center as outlined on the National Registry of EMT Psychomotor Examination forms. | | | |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 18 | Complete workbook  Complete vocabulary  Complete folders  Good notes  Pass final exam | Allow time to finish any incomplete workbook pages  Allow time to finish any incomplete vocabulary  Check the check list to ensure all work is completed  Final exam review  Take the final test |  |
| **NOTES:** At the beginning of the course, students are given a check list of all the required materials for completion of the course. (by the content instructor) | | | |