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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 1 | Building a learning communityIdentify study skillsIntroduce pneumonic pageIntroduce diagramsRegister on websites:My Brady labResource CentralEMS TestingChapters 1-4 | Introductions – Explain what to expectQuestion students about how they study. Offer learning tools to aid in their learning.Pneumonic pageCardiac 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 documentsEstablish active accounts for all websitesDefine key terms, body diagramCompare and contrast training and responsibilities of EMT, AEMT, and paramedicsReview chapters 1-4, coverChapter 5 | Review pneumonic page, diagrams using the mini wipe boardsGo to the computer lab and set up study skills accounts on each of the three websites using the study skills class codeFlash cardsComplete diagram using classroom skeletonVenn 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 1-7Follow the principles of good body mechanics when moving a patientChapters 1-7EssayChapters 6-7 | Allow time to work on workbook as a groupEMT lab timeGo to the computer lab: Resource Central-multiple choice, true/falseMy 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 8-9Beginning to memorize the pneumonic page and diagramsAssessments on EMS Testing should be completedChapters 8-9 | Allow time to work on workbook as a groupSquads (teams) alternate at the board to fill in information relating to the diagramsComputer lab timeReview for Section 2 exam |  |
| **NOTES:** |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 5 | Address homework assignmentsOutline of chapters 10-11Complete workbooks, chapters 10-11Complete vocabulary cards, chapters 1-11Memorize these by using repetitionChapters 10-11 | Readdress study skills to see what’s working and what’s not. Time management and goal settingDemonstrate how to make an outline of the chaptersCheck workbooksCheck vocabulary cardsReview pneumonic page and all diagramsQuiz 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 assessmentDemonstrate assessment of vital signsDifferentiate between vital signs that are within normal rangeCategorize the patient by the proper MOI/NOIChapters 12-14 | Have the students perform vital signs on each otherChart normal ranges of vital signsComplete 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 paperComplete workbook, chapters 12-19Complete vocabulary, chapters 12-19Chapters 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 workbookCheck vocabulary cardsReview pneumonic page and diagramsReview for Section 3 exam |  |
| **NOTES:** |

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 8 | Discover different situations for EMT-B providersUnderstand the importance of proper CPRComplete certificatesChapter 18 | Analyze two stories from the EMS World magazineWatch 360° Identify steps learned in class. List EMT-B skills vs. Paramedic skillsNIMS 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 wordedUnderstand vocabularyChapters 19-20 | Go to the computer lab: EMSTesting.com – Adaptive testingCompose 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 diagramsGetting students caught up and understanding how to look up answersAccurately perform hands-on skillsChapter 21 & 22 | Review diagrams: Cardiac, Respiratory, Human BodyGo to the computer lab: Resource Central - multiple choice and true/falseUse the “hint” button to suggest the page in the book to find the answersGo to the EMT lab: practice hands-on skillsWork 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 quizPresentation- display boardComplete notesChapters 23-24 | Go to the computer lab: My Brady Lab – Chapter 21Drug 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 reportUnderstand medical termsChapters 25-27 | Complete a patient care report on two different stories from actual EMT calls – “Control” and “Overdose”Review vocabularyReview for Section 4 exam |  |
| **NOTES:** |

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

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

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| **WEEK** | **OUTCOMES** | **CONTENT ACTIVITIES/RESOURCES** | **ASSESSMENT** |
| 16 | Memorize the pneumonic page and the diagramsPrepare for the practical examChapter 36-37 | Review diagrams by using rotation at the white boardsGo 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 surveyChapter 38-41 | Instructor surveyAllow 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 workbookComplete vocabularyComplete foldersGood notesPass final exam | Allow time to finish any incomplete workbook pagesAllow time to finish any incomplete vocabulary Check the check list to ensure all work is completedFinal exam reviewTake 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) |