



**Chilliwack
School District**

Board/Authority Authorized Course:
Health Services 11

School District/Independent School Authority Name: <i>Chilliwack School District</i>	School District/Independent School Authority Number (e.g. SD43, Authority #432): 33
Developed by: <i>Joel Sutcliffe</i>	Date Developed: <i>January 10, 2019</i>
School Name: <i>Sardis Secondary School</i>	Principal's Name: <i>Dan Heisler</i>
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Health Services 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s):

- Physical Education 10*

Special Training, Facilities or Equipment Required:

The teacher is required to hold a current Standard First Aid Instructor Award, with the ability to issue certification in CPR 'C' and Standard First Aid.

There is a list of equipment required by the certifying agencies (Lifesaving Society or Red Cross or WorkSafe, etc) for the provision of First Aid / CPR courses. This includes manikins, training defibrillators, gloves and pocket masks, and lots of first aid supplies.

All of this equipment is already in place through an annual budget for the program. Any classroom setting can work, as long as the desks/tables are movable.

Course Synopsis:

This course is designed to introduce students to a variety of careers in health services that they may be interested in. Students will learn resuscitation, first aid, and sports injury management skills that will not only prepare them for further training, but could be life-saving skills in everyday life.

Goals and Rationale:

- To prepare students for further education or a career within health care*
- To provide students with an introduction in concussion and sports injury management*
- To provide successful students with Standard First Aid certification (or re-certification), WorkSafe Level 1 certification, and cardio-pulmonary resuscitation certification level 'C'*

This course should have a broad range of appeal for students. For example:

- Academically inclined students who are interested in being doctors or nurses and want to learn some practical skills*
- Athletic students who are interested in sport injuries and are looking for new ways to be involved with sports*
- Non-university track students who are looking for a job in lifeguarding, ambulance, or firefighting, and want to learn some of the prerequisite skills.*

This course also leads to Health Services 12 – Emergency Medical Responder (EMR), and will give students a good foundation for success in that program.

Either way, students will learn skills that will help them immediately on their resume and in the workplace. Ultimately, it could enable students to lend a helping hand to someone in real life or even save someone's life.

Aboriginal Worldviews and Perspectives:

This course would emphasize the aboriginal value of experiential learning. It is focused on practical skills and patient outcomes. It also incorporates some important principles of learning.

- Learning about first aid and injury management ultimately supports the well-being of the self, the family, and the community.*
- Learning through practical teamwork is holistic, reflexive, reflective, experiential, and relational*
- Learning about saving lives involves recognizing the consequences of one's actions.*
- Learning about patient consent and confidentiality involves recognizing that some knowledge only shared with permission and/or in certain situations.*

BIG IDEAS

Health care work requires **professionalism**

Health care workers are expected to have a current base of **knowledge**

Health care workers must be able to perform resuscitation **procedures.**

Health care workers must use **judgment** in following specific first aid assessment and treatment protocols.

Health care workers must be capable of traumatic injury **management.**

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Demonstrate cardiopulmonary resuscitation (CPR) and Automated External Defibrillation (AED) • Assess and provide critical interventions for a broad range of life-threatening traumatic and medical emergencies • Demonstrate a secondary assessment involving history taking vital sign assessment • Demonstrate spinal-injury management procedures and techniques • Demonstrate assessment and treatment for specific sport injuries 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Basic resuscitation procedures for a variety of different patients and circumstances. • Problem solving in scenarios and understand ethical issues surrounding resuscitation. • A variety of illnesses and injuries, focusing on patient management when they are less than fifteen minutes away from medical aide. • Basic fitness principles, nutrition, exercise, etc. • Basic anatomy and physiology to help understand sport injuries. • Current issues in sports, such as concussion management, doping, and sports psychology. • The most common types of sports injuries, and demonstrate how to manage them. • Basic taping skills. • Introduction to “Mental Health” First Aid • Performing first aid in different environments, such as workplace, water, and wilderness. • Different professions in Health Services.

Big Ideas – Elaborations

- 1) **Professionalism.** This includes personal safety, leadership, teamwork, decision-making, communication skills, etc.
- 2) **Knowledge.** This includes critical thinking, independent and group learning, communication, etc.
- 3) **Procedures.** It is crucial that students see the value in adhering to specific procedures and protocols
- 4) **Judgement.** Students must be able to assess given information and use judgement to make appropriate decisions about the next steps.
- 5) **Management.** This refers to the ability to manage the injury, manage the patient, and manage the situation.

Curricular Competencies – Elaborations

Critical interventions = At this level, means focusing on initial life-saving patient management when you are less than fifteen minutes away from medical aide (as opposed to long-term care or patient transport)

Content – Elaborations

Because it includes certification in Standard First Aid, CPR 'C', and WorkSafe Level 1, some of the content is government by standard-setting agencies such as the Heart and Stroke Foundation, the Lifesaving Society, Red Cross, WorkSafeBC, etc. Sports-related content will use material from the BCRPA Fitness Theory and SportMed BC courses.

Resuscitation:

- Identify relevant human anatomy and physiology.
- Activation of EMS
- Assessment and care of an unconscious patient
- Basic AED use
- One Rescuer CPR: adult/child/infant
- Conscious Obstructed Airway: adult/child/infant
- Unconscious Obstructed Airway: adult/child/infant
- Two Rescuer CPR: adult/child/infant
- List the risk factors associated with cardio-vascular disease
- List safety precautions including personal protection and proper handling of equipment.
- Understand the purpose and function of an AED, supplemental oxygen, and different delivery devices.
- Explain the legal issues surrounding resuscitation
- Understand the importance of self-protection
- Demonstrate appropriate decision-making in scenarios
- Demonstrate management over a situation, including direction of bystanders

Content – Elaborations

- Demonstrate an understanding of the effects of a critical incident on patients, rescuers, and bystanders, as well as the potential consequences of an unsuccessful rescue.

First Aid

- Identify relevant human anatomy and physiology.
- Primary and Secondary Assessment
- Recognition and care for respiratory emergencies (asthma, hyperventilation, anaphylaxis, aspiration)
- Recognition and care of circulatory emergencies (shock, major bleeding, heart attack or angina, stroke or transient ischemic attack)
- List contra-indications for the administration of aspirin
- Explain the use of nitroglycerin in the treatment of angina
- Recognition and care of soft tissue injuries, including facial injuries and burns
- Recognition and care of abdominal and chest injuries
- Recognition and care of bone and joint injuries
- Recognition and care of head and spinal injuries
- Recognition and care of environmental emergencies (heat cramps, heat syncope, heat exhaustion, heat stroke, hypothermia, frost bite)
- Recognition and care of a seizure
- Recognition and care of a suspected poisoning
- Recognition and care of a diabetic emergency
- Assists and carries appropriate for safe removal of a patient from a hazardous environment

Sports Injuries

- Identify relevant human anatomy and physiology.
- List the Components of Physical Fitness and understand the basics of Nutrition and Exercise Program design
- Understand principles of Concussion Management
- Injury Prevention-conditioning and training, protective sports devices
- Create an emergency action plan
- The ability to apply fitness theory to specific program design
- The ability to identify safe protocol for fitness training
- Taping of the thumb, wrist, and ankle
- Tensor Application

Other content and skills

- Reading an MSDS, and filling in WorkSafe BC first aid form
- Describe principles of non-contact Water Rescue (using the “ladder approach”)
- Explain the WHMIS system and responsibilities of employer/employee
- Explain the responsibilities of a ‘designated’ Workplace First Aid Attendant
- Explain principles of wilderness rescue
- Understand different legal implication of Workplace first aid
- List jobs that require frequent resuscitation training

Content – Elaborations

- List further training opportunities in resuscitation
- Describe what it might be like to perform skills in real-life

Recommended Instructional Components:

- *Direct Instruction and Demonstrations*
- *Skill Practice and Feedback*
- *Scenarios and Simulation*
- *Protocol Memorization*
- *Rubrics and Checklists*
- *Peer/Self Assessment and Reflection*

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative assessment will be ongoing through clear criteria, checklists, rubrics, and practice tests. There will be ongoing peer and self-assessment. Quizzes will primarily help memorize procedures and protocols.

Knowing and Understanding

Classwork/Assignments 30%

Quizzes/Tests 30%

Understanding and Doing

Participation 10%

Practical Skill Tests 30%

Learning Resources:

Textbook for students:

1. Canadian Red Cross First Aid & CPR Manual. Canadian Red Cross 2014. ISBN 978-158480-513-7

Portions from the following books:

2. Canadian First Aid Manual (2015) and Canadian Lifesaving Manual (2016) Lifesaving Society
3. Occupational First Aid: A Reference and Training Manual. WorksafeBC. ISSN: 1703-4302
4. Emergency Medical Responder: A Skills Approach. Fifth Canadian Edition, 2018. Limmer, Daniel J et al. ISBN 0133946215

Web-based resources:

5. Canadian Heart and Stroke Foundation www.heartandstroke.com
6. Anaphylaxis Canada. www.anaphylaxis.ca
7. Canadian Diabetes Association www.diabetes.ca
8. SportMed BC www.sportmedbc.com
9. BCRPA www.bcrpa.bc.ca
10. Mental Health First Aid Canada www.mhfa.ca
11. BC Government Health Information www.healthlink.ca