

HOSA 106

HOSA



HOSA STRATEGIES FOR EMERGENCY PREPAREDNESS: COMPETITIVE EVENTS

MODULE 4: CPR/FIRST AID, EMERGENCY MEDICAL TECHNICIAN, AND FIRST AID/RESCUE BREATHING

PURPOSE

The purpose of this module is to review the CPR/First Aid, Emergency Medical Technician (EMT), and First Aid/Rescue Breathing (FA/RB) Competitive Events and identify the most recent updates for HOSA advisors.

OBJECTIVES

1. Identify resources for obtaining updated information for CPR/First Aid, Emergency Medical Technician, and First Aid/Rescue Breathing events.
2. Identify official references that support the knowledge and skills needed to help HOSA chapter members prepare for the events.
3. Explore career opportunities related to emergency response.

RESOURCES

Public Health Emergency Preparedness Competitive Event Guidelines from the HOSA Handbook, Section B, available at <http://www.hosa.org/natorg/sectb/cat-ii/ep.pdf>.

CPR First Aid American Heart Association, *Basic Life Support for Healthcare Providers*, Latest edition. Distributed by Channing L. Bete Co., Inc.

Simmers, Louise, *Diversified Health Occupations (OR Introduction to Health Science Technology)* Delmar, Latest edition.

American Red Cross, *First Aid and Emergency Preparedness: Quick Reference Guide*. Latest edition.

EMT

Beebe and Funk, *Fundamentals of Emergency Care*, Delmar, Latest edition.

American Heart Association, *Basic Life Support for Healthcare Providers*, Latest edition. Distributed by Channing L. Bete Co., Inc. – 1-800-611-6083.

Limmer, Daniel. *Emergency Care*. Published by Prentice Hall, a “Brady” book, Latest edition.

NREMT Basic Level Skill Sheets

http://www.nremt.org/EMTServices/exam_coord_man.asp?seclID=1#BSkillSheets

FA/RB

American Heart Association, *Basic Life Support for Healthcare Providers*. Channing L. Bete Co., Latest edition.

Simmers, Louise, *Diversified Health Occupations (OR Introduction to Health Science Technology)* Delmar, Latest edition.

CONTENT

Until the 2007-08 school year, CPR/First Aid, Emergency Medical Technician, and First Aid/Rescue Breathing Competitive Events were Category II (skill) events. The events were re-categorized as Emergency Preparedness Events, along with CERT, in 2007-08. Two additional events were added in 2008-09 (see Modules 1-2.) CPR/First Aid and EMT are also team events, requiring the competitors to work in pairs to provide emergency medical care. First Aid/Rescue Breathing is designed for special needs students. While the performance standards are the same as all other skill events, students in special needs events only compete against other special needs students. Each event is briefly described on the next page.

CPR/First Aid

This is the oldest of HOSA's emergency preparedness events, and consists of two rounds of competition for a two-person team. Round one is a written, multiple choice test of knowledge and understanding. The top scoring teams will advance to Round two for the performance of selected skill procedure(s) identified in a written scenario. The scenario will require the use of critical thinking skills. The performance will be timed and evaluated according to the event guidelines. Skills include:

- Bleeding
- Fracture
- Burns
- Heat Exposure
- Choking: Responsive Infant Becomes Unresponsive
- Obstructed Airway: Conscious Adult Becomes Unconscious
- Adult Team CPR
- Two-Rescuer AED-CPR – Adult

EMT

The EMT event is similar to the CPR/First Aid event but incorporates the more advanced skills of the basic EMT, including:

- Patient Assessment - Trauma
- Patient Assessment - Medical
- Airway, Oxygen and Ventilation Skills
- Immobilization/Splinting
- Bleeding Control/Shock Management
- Cardiac Arrest Management/AED

First Aid/Rescue Breathing

The goal of this event is to provide health science students with an opportunity to develop and demonstrate knowledge and skills in basic first aid and rescue breathing in emergency care. The difference between this event and CPR/First Aid is that the Rescue Breathing event is exclusively for students with special needs. Competitors must be classified under the provision of The Individuals with Disabilities Education Act Amendments of 1997 Public Law 105-17 and must have an Individualized Education Plan (IEP). The skills are slightly easier than those in CPR/First Aid, but the standards for care are the same.

- Bleeding
- Fracture
- Adult Rescue Breathing
- Infant Rescue Breathing

4. As a professional, you know that procedures and standards in healthcare often change, such as CPR guidelines. As a teacher, it is important to know where to find updated resources and information in order to teach the current information to students. Review the HOSA website and document at least three places that you can find updates on these competitive events and curricula-related information. **Write the URL and the type of update which can be obtained at the site.**

What resources, other than the HOSA website, might be useful in obtaining updates which relate to the body of knowledge and skills required in CPR/First Aid, Emergency Medical Technician, and First Aid/Rescue Breathing? **Include the list of resources in the space provided.**

The American Heart Association publishes a quarterly newsletter, *Currents in Emergency Cardiovascular Care*. Online subscribers can read each new issue on the Internet at no charge at (<http://www.americanheart.org/presenter.jhtml?identifier=3064687>). To receive email alerts for this publication, you will need to register by going to the link, <http://www.americanheart.org/presenter.jhtml?identifier=3012240#Register>, and following the instructions at that site. You do not need to be an American Heart Instructor. At this time, go to the site and click on the link for the current issue. **Review the issue to determine if this publication would be a valuable classroom resource and write your opinion in the space below.**

5. As students learn about CPR, and first aid, they may become curious as to the required education and training to become certified as an EMT. Locate the section in the Simmers' text which provides this information. Then, go to the link, <http://www.fema.gov/about/contact/statedr.shtm>, click on your state and research the site for additional and/or nontraditional jobs within the emergency response cluster. Additional information can be researched within the website for the Homeland Security, <http://www.dhs.gov/xabout/careers/>. As you review the site for career information, select two jobs that you believe your students would find interesting. Create a career profile on each of the two jobs as a handout for your students. Include a copy of the handouts in your course notebook.

ATTACHMENT 4-1

**OFFICIAL REFERENCE CHART FOR CPR/FIRST AID,
EMERGENCY MEDICAL TECHNICIAN, AND FIRST
AID/RESCUE BREATHING**

CPR/FIRST AID	EMERGENCY MEDICAL TECHNICIAN	FIRST AID/RESCUE BREATHING

ATTACHMENT 4-2

REFLECTION PAGE FOR ASSIGNMENT 3

Once you have completed one of the activities from assignment number three (3), answer the questions which pertain to your chosen activity. Answer questions 1-4 if you served in the management of one of the events and answer questions 4-8 if you chose the student interaction activity.

Activity I selected: _____

Event Chair/Section Leader Questions

1. How do you feel about your participation in the management of the event?

2. How do you think the competitors felt, as a group, about their participation in the event? Include how you arrived at your answer.

3. Will you encourage HOSA members to compete in this event? Why or why not?

4. As a result of your involvement in this event, will you change or do anything differently in your classes or with your students? Please explain your answer.

Summarizing Event Process to Students Questions.

5. How well did your students understand your explanation of the event process?

6. Was there a particular point of the event process that could be explained more clearly? If so, describe below.

7. What impact may your delivery of the student interaction, such as tone, confidence in your voice, etc. have had on the reaction or response from your students? (For example, did you excite them, confuse them, etc.?)

8. Listen or view your video or audio recording of this activity. (If you were unable to record, review your notes from this activity.) Will you change or do anything differently in your classes or with your students as a result? Please explain your answer.
