

Arizona Peace Officer Standards and Training

Basic Curriculum Lesson Plan

LESSON TITLE: FIRST AID - BASIC & INSTRUCTOR COURSE INFORMATION

SUBJECT:	First Aid
AZ POST DESIGNATION:	8.1
HOURS:	24
COURSE CONTENT:	<p>An examination of methods for providing emergency medical care to the victims of accidents or illness and related safeguards. Legal and civil issues are discussed. The basic functions and major organs of the human body are outlined. The proper procedures for handling breathing impairments, cardiac conditions, uncontrolled bleeding, injuries, wounds, shock, childbirth and other afflictions are delineated. Injury management, resuscitation, movement of the injured and extrication of victims from confined or hazardous locations are illustrated.</p>
PERFORMANCE OBJECTIVES:	<p>Upon completion of this course of instruction, students using notes, handouts and other support materials as references, within the allotted time, will:</p> <ul style="list-style-type: none">8.1.1 Identify the elements of the Good Samaritan law. Contrast its application both on duty and off duty.8.1.2 Identify examples of actual and implied consent.8.1.3 Identify the potential civil liabilities which could be associated with either administering or not administering first aid/CPR. Differentiate between on and off duty.8.1.4 Identify the major human body parts by common name and be able to describe the location of an injury within those regions.<ul style="list-style-type: none">A. Head.B. Neck.C. Trunk.D. Upper extremities.

- E. Lower extremities.
- 8.1.5 Identify the following major body systems:
- A. Circulatory.
 - B. Respiratory.
 - C. Muscle/skeletal.
- 8.1.6 Perform an initial assessment, evaluate the following vital signs and describe the significance of each:
- A. Level of consciousness.
 - B. Airway.
 - C. Breathing.
 - D. Circulation.
- 8.1.7 Identify potential personal safety problems during scene assessment to include:
- A. Injured violent patients.
 - B. Altered levels of consciousness.
 - C. Bystanders/family members.
 - D. Hazardous material.
 - E. Hazardous scene conditions.
- 8.1.8 Demonstrate (or) identify the proper techniques for CPR, including:
- A. Adult – one (1) rescuer.
 - B. Child – one (1) rescuer.
 - C. Infant – one (1) rescuer.
 - D. Foreign body obstruction:
 - 1. Conscious.

- a. Adult.
 - b. Child.
 - c. Infant.
2. Unconscious.
 - a. Adult.
 - b. Child.
 - c. Infant.
 3. Mouth-to-mask CPR.

8.1.9 Identify the procedures necessary to protect against contaminants and how to safely clean up equipment that may be contaminated.

8.1.10 Given written, verbal or visual descriptions of bleeding persons, identify the types of bleeding and the proper methods for reducing blood flow, to include:

- A. Types of bleeding:
 1. Arteries.
 2. Capillaries.
 3. Veins.
- B. Methods:
 1. Direct pressure.
 2. Elevation.
 3. Pressure points.
 4. Tourniquet.
- C. Specific injuries:

1. Abdominal injuries.
2. Avulsed part.
3. Face/scalp wounds.
4. Impaled objects.
5. Lacerations.
6. Nose bleed.
7. Puncture wound.
8. Amputated body parts.

8.1.11 Given a written, verbal or visual description of a person in shock, including anaphylactic shock and hypovolemic shock, identify the signs, symptoms and appropriate treatment steps.

8.1.12 Given a written, verbal or visual description of a deformed and tender extremity, identify the appropriate treatment steps for stabilization, to include:

A. Painful, swollen and deformed injuries:

1. Open.
2. Closed.

B. Specific injuries:

1. Cervical spine trauma.
2. Back injuries.
3. Head injuries.
4. Pelvic injuries.
5. Extremity injuries

8.1.13 Given a written, verbal or visual description of the following injuries, identify the appropriate treatment steps:

- A. Eye injuries.
 - B. Chest injuries affecting respiration.
 - 1. Sucking chest wound.
 - 2. Flail chest injury.
- 8.1.14 Given a written, verbal or visual description of a person suffering from an environmental emergency, identify the appropriate treatment steps to include:
- A. Heat emergencies.
 - 1. Dehydration.
 - 2. Heat cramps.
 - 3. Heat exhaustion.
 - 4. Heat stroke.
 - B. Cold emergencies.
 - 1. Frostbite.
 - 2. Hypothermia.
- 8.1.15 Given a written, verbal or visual description of persons suffering from the following medical conditions, identify the signs, symptoms, appropriate treatment steps and appropriate management procedures for treatment:
- A. Heart problems.
 - B. Diabetic emergencies.
 - C. Seizure disorders.
 - D. Stroke.
 - E. Respiratory emergencies.
- 8.1.16 Given a written, verbal or visual description of persons suffering from the following toxic reactions, identify the signs, symptoms and appropriate treatment steps:

- A. Alcohol and drug abuse.
- B. Bites (snake, animal and human).
- C. Poisons (ingested, inhaled, injected, absorbed, etc.).
- D. Insect stings.

8.1.17 Identify the signs of an impending childbirth and the procedures for assisting with both of the following:

- A. Normal deliveries.
- B. Abnormal deliveries:
 - 1. High-risk factors.
 - 2. Breech deliveries.
 - 3. Prolapsed cord.

8.1.18 Identify the methods and appropriate circumstances for moving an injured person in an emergency situation.

8.1.19 Given a written, verbal or visual description of a person suffering from a burn, identify the appropriate treatment steps to include:

- A. Types:
 - 1. Thermal.
 - 2. Electrical.
 - 3. Chemical.
- B. Degrees:
 - 1. First.
 - 2. Second.
 - 3. Third.

8.1.20 Identify the procedure for doing triage.

8.1.21 Identify the steps to be taken in a focused history (secondary survey) to include:

- A. Head-to-toe examination for injuries.
- B. Checking for medical alert tags and/or Do Not Resuscitate Orders (DNR's).
- C. Mechanism of injury.
- D. Air vs. ground transport.

8.1.22 Identify resources at a scene to include:

- A. Bystanders.
- B. Family.
- C. Equipment.

LESSON TITLE: FIRST AID
BASIC AND INSTRUCTOR COURSE INFORMATION

PAGE: 8

DATE FIRST PREPARED: January 1998

PREPARED BY: Pam Peterson

REVIEWED – REVISED: David Kleinman DATE: December 1998
REVIEWED – REVISED: SME Committee DATE: October 2003
REVIEWED – REVISED: AZPOST (DocX) DATE: March 2022
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REVIEWED – REVISED: DATE:
REVIEWED – REVISED: DATE:
AZ POST – APPROVAL: Richard Watling DATE: April 2004
AZ POST – APPROVAL: Lori Wait DATE: March 2022

INSTRUCTOR REFERENCES:

CLASS LEVEL: Student

TRAINING AIDS:

INSTRUCTIONAL STRATEGY:

SUCCESS CRITERIA: 70% or higher on a written, multiple-choice examination.

COMPUTER FILE NAME: Instructor Information

DATE RELEASED TO THE SHARE FILE: May 27, 2022

I. INTRODUCTION

- A. Subject Matter Expert (SME) group.
 - 1. Introduce the members and give a short biography on each.
 - 2. Provide telephone numbers of the group members.
- B. Make sure all students are here for the First Aid Instructor class.
- C. Hand out the class curriculum.
- D. Ask the students for their reasons for taking the class.

II. CLASS SETUP

- A. Academies differ in how first aid is taught.
 - 1. All teach the basic lesson plan, but some teach more.
 - 2. Usually there is only one (1) instructor; you should try and “team” teach when available.
- B. The class time and teaching schedule may differ.
 - 1. Some teach three (3), eight (8)-hour days.
 - 2. Some break up the class to fit the academy’s schedule.
- C. Teaching materials can vary.
 - 1. Larger academies have more high-tech equipment.
 - 2. Work with what you have, but you do need a basic amount of materials and supplies.
- D. The classroom may not suit teaching first aid.
 - 1. The class is a combination of lectures and practicals.
 - 2. You may need to restructure the classroom to meet the needs of the class or move to another classroom.

III. LESSON PLAN

- A. This is linked to performance objectives.
 - 1. Make sure the appropriate performance objective is covered.

2. This material is the minimum that must be taught.
- B. This is the model lesson plan.
1. The order may be changed, but keep it in a logical progression.
 2. The lesson plan can be broken up into modules.
 3. Use the entire 24 hours. This class used to be 40 hours, but was condensed. If you have more time, you can:
 - a. Review the lecture material specific to performance objectives.
 - b. Do a scenario-based practical.
- C. Know and stress the intent of the lesson plan.
1. This course was meant to give students the ability to save their own lives or the life of another officer.
 2. It is **NOT** our intent to turn students into first responders.
 3. Students need to know their departmental policies on whether or not they are required to use first aid on the general citizenry.
 4. **Team work is the most important skill taught in the basic lesson plan.** This team work includes other officers as well as EMS and fire personnel.
 5. **Officer safety** should be constantly stressed in all areas. Make students vocalize officer safety issues when doing first-aid scenarios.
- D. The notes section of the basic lesson plan is for your own notes.

IV. OTHER INSTRUCTORS/TEACHING ASSISTANTS

- A. No student-to-instructor ratio.
- B. Get as much help as you can. Other instructors may be needed to assist during CPR or the class may be broken up into smaller groups.
1. Recognize a student's experience.
 2. You can use them as teaching assistants.
 3. Make sure that what they are teaching is correct; you are responsible for them.

4. Try to use instructors of your own knowledge base or higher.
- C. You are the only source of information; all questions go to you. This will keep a consistency in the material taught.
- D. If you are asked a question that you cannot answer, please contact the SME group so the answer will be consistent with the lesson plan.

V. TEACHING MATERIALS

A. Presentation types:

1. Lecture.
2. Demonstration.
3. Scenario.
4. All material should be covered with a little of each.

B. Methods:

1. PowerPoint.
2. Slides.
3. Videos.
4. Overheads.
5. Handouts.
6. Wall boards.
7. Student workbook (future plans).

C. Avoid using copyrighted material or get a written release.

D. Use methods that involve all of the student's senses.

1. People recall 70% of what they say when actively involved.
2. People recall 90% of what they say and do when actively involved.

VI. TEACHING METHODOLOGY

- A. Lecture material:
 - 1. This is the basis for skills; you must lay the groundwork before you can build on the skills.
 - 2. Cover the test material; it is very important to the students.
- B. Use class participation.
 - 1. Encourage students to ask questions. Have a specific time each hour for questions, but not just before each break.
 - 2. Call on specific students and initiate their responses.
- C. Relate all material back to officer safety.
- D. Show application of the material to police work, specifically uniform patrol.
- E. Use demonstrations and practicals **AS OFTEN AS POSSIBLE**. This involves the class and breaks up the monotony of the lecture material.
- F. Allow the practicals to build on each other. This will help prepare the students for the practical scenarios at the end of the class.

VII. SKILL SITUATIONS

- A. Instructional techniques.
 - 1. Demonstrate skills and then have the cadets watch each other do the skills.
 - 2. Work students together as a group.
 - 3. Role play to gain insight into possible actions and consequences presented by the patient.
 - 4. Scenarios reinforce the lecture material.
- B. Proper equipment and materials:
 - 1. Make certain that each student has current data.
 - 2. Make sure you have the proper equipment and it is functioning.
 - 3. Have scripts or cue cards for role playing.
- C. Students can instruct each other.

1. Encourage students to give feedback to each other about their performances in practicals.
 2. You will not be able to watch each scenario.
 3. Remind students that there is more than one (1) solution to each situation.
- D. Moulage, if possible.
- E. Enlist the help of the academy staff as victims or ask local EMS or fire to help.

VIII. TEACH THE MATERIAL

- A. The SME group will teach:
1. Instructor insights.
 2. Historical background as to content.
 3. How to review after each section.
- B. Students will break up into groups:
1. Four (4) students to each SME member.
 2. A section of material will be given to each student to teach in his/her group; this will include doing all demonstrations and practicals. All material within the lesson plan will be covered.
 3. Group members and SME's will ask questions as academy students would.
 4. Group members and SME's will review the presentation of each instructor.

IX. RESOURCES AVAILABLE:

- A. AZ POST Library.
- B. American Heart Association.
- C. American Red Cross.
- D. EMT textbooks.
- E. First responder textbooks.

- F. Other instructors.
- G. Other teaching institutions.
- H. Medical library.
- I. National Safety Council.
- J. Make sure the material does not conflict with the lesson plan.

X. CONCLUSION

- A. Review of performance objectives.
- B. Final questions and answers.
- C. Instructor closing comment(s).