

<p style="text-align: center;">Pulmonary Emboli Lesson Plan Basic EMT Course</p>
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Course Date: February 10, 2007

Course Length: Three Hours

Location: XYZ Hospital Conference Center

Instructors' Name(s):

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II. Behavioral Objectives

Cognitive Objectives:

1. Student will be able to review the structures and functions of the respiratory system.
2. Student will be able to recognize the signs and symptoms of patients with a pulmonary embolism.
3. Student will be able to list the equipment needed to assess and treat a patient present with respiratory distress.
4. Student will be able to explain the steps needed to properly assess lung sounds.
5. Student will be able to discuss the signs and symptoms of a patient with a possible pulmonary embolism.
6. Student will be able to describe expected patient presentation and vital signs.
7. Student will be able to indicate any significant medical history that relates to a pulmonary embolism.
8. Student will be able to demonstrate the appropriate assessment skills needed to evaluate a patient with a chief complaint of shortness of breath.
9. Student will be able to apply appropriate interventions to assessment findings.
10. Student will be able to prioritize your treatment steps for a patient presenting with a possible pulmonary embolism.
11. Student will be able to differentiate between a patient with a pulmonary embolism and an MI.
12. Student will be able to write a sample patient care report for a patient presenting with symptoms of a pulmonary embolism.
13. Student will be able to assess and evaluate treatment choices.
14. Student will be able to predict patient long term prognosis.

Affective Objectives:

1. Student will participate in discussions regarding oxygen administration PE.
2. Student able to challenge inappropriate treatment choices.
3. Student able to defend treatment of respiratory emergencies.
4. Student attempts to lead other team members through appropriate treatment and care.
5. Student accepts other team member's input during treatment scenarios.
6. Student willing to accept responsibility as team leader in treatment scenarios.

7. Student will describe the rationale used for oxygen administration.
8. Explain the rationale for use of inhalation therapy.

Psychomotor Objectives:

1. Student able to properly auscultate lung sounds on a patient presenting with respiratory distress.
2. Student able to assemble an oxygen tank, regulator, flow meter.
3. Student able to select proper oxygen delivery device.
4. Student able to demonstrate oxygen administration and adjust flow rates as needed based on patient response.
5. Student will be able to auscultate lung sounds with proper stethoscope placement without error.
6. Student able to assess, provide treatment, and transport patient with respiratory difficulty with appropriate care.

III. Content Outline

1. Review anatomy and physiology
2. Identify necessary supplies and equipment
3. Provide demonstration of skills (lung sounds, pt. assessment, and oxygen administration)
4. Review airway adjuncts and appropriate use
5. Break
6. Practical scenarios in groups to reinforce proper use of equipment
7. Question and answer session
8. Quiz
9. Student evaluations

IV. Support Materials

1. Powerpoint presentation on Respiratory Emergencies and Pulmonary Embolism
2. Set up room classroom style for first half for lecture
3. Use adjoining rooms for group practical sessions
4. NHTSA National Standard Curriculum treatment protocols
5. BSI equipment
6. Oxygen tanks, airway adjuncts, stethoscopes, pulse oximeters, flowmeters and regulators, bag-valve-masks.
7. Quizzes
8. Student Evaluation Forms
9. Brady Basic-EMT Course Book Instructor Resource Manual 6th Edition, 2005

Original Lesson Plan Date: 2/10/07
Revision Date: N/A