Lesson 2-2 Practical Lab: Airway

Objectives

Objectives Legend

C=Cognitive P=Psychomotor A=Affective
1 = Knowledge level
2 = Application level
3 = Problem-solving level

Cognitive Objectives
At the completion of this lesson, the CFR student will be able to:
2-2.1 Demonstrate the cognitive objectives of Lesson 2-1: Airway.

Affective Objectives
At the completion of this lesson, the CFR student will be able to:
2-2.2 Demonstrate the affective objectives of Lesson 2-1: Airway.

Psychomotor Objectives
At the completion of this lesson, the CFR student will be able to:
2-2.3 Demonstrate the steps in the head-tilt chin-lift. (P-1, 2)
2-2.4 Demonstrate the steps in the jaw thrust. (P-1, 2)
2-2.5 Demonstrate the techniques of suctioning. (P-1, 2)
2-2.6 Demonstrate the steps in mouth-to mouth ventilation with body substance isolation (barrier shields). (P-1, 2)
2-2.7 Demonstrate how to use a pocket mask to ventilate a patient. (P-1, 2)
2-2.8 Demonstrate the assembly of a bag-valve-mask unit. (P-1, 2)
2-2.9 Demonstrate the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask for one and two rescuers. (P-1, 2)
2-2.10 Demonstrate the steps in performing the skill of artificially ventilating a patient with a bag-valve-mask while using the jaw thrust. (P-1, 2)
2-2.11 Demonstrate artificial ventilation of a patient with a flow restricted, oxygen powered ventilation device. (P-1, 2)
2-2.12 Demonstrate how to ventilate a patient with a stoma. (P-I ,2)
2-2.13 Demonstrate how to measure and insert an oropharyngeal (oral) airway. (P-1, 2)
2-2.14 Demonstrate how to measure and insert a nasopharyngeal (nasal) airway. (P-1, 2)
2-2.15 Demonstrate how to ventilate infant and child patients. (P-1, 2)
2-2.16 Demonstrate how to clear a foreign body airway obstruction in a responsive adult.
2-2.17 Demonstrate how to clear a foreign body airway obstruction in a responsive child.
2-2.18 Demonstrate how to clear a foreign body airway obstruction in a responsive infant.
2-2.19 Demonstrate how to clear a foreign body airway obstruction in an unresponsive adult. (C-1)
2-2.20 Demonstrate how to clear a foreign body airway obstruction in an unresponsive child. (C-1)

2-2.21 Demonstrate how to clear a foreign body airway obstruction in an unresponsive infant.(C-1)

Preparation

Motivation:

The practical lesson is designed to allow the students additional time to perfect skills. It is of utmost importance that the students demonstrate proficiency of the skill, cognitive knowledge of the steps to perform a skill, and a healthy attitude towards performing that skill on a patient.

This is an opportunity for the instructor and assistant instructors to praise progress and redirect the students toward appropriate psychomotor skills. The material from all preceding lessons and basic life support should be incorporated into these practical skill sessions.

Prerequisites:

Preparatory

Materials

AV Equipment:

Utilize various audio-visual materials relating to emergency medical care. The continuous development of new audio-visual materials relating to EMS requires careful review to determine which best meet the needs of the program. Materials should be edited to ensure that the objectives of the curriculum are met.

EMS Equipment:

Ventilation manikins, pocket mask, barrier devices, bag-valve-mask, oral airways, nasal airways, suction units (manual and battery powered), suction catheters, tongue blade, and lubricant, oxygen tank, regulator, nonrebreather mask, nasal cannula, flow restricted oxygen powered ventilation device, airway management training manikins and CPR manikins.

Personnel

Primary Instructor:

One EMT-B Instructor knowledgeable in airway management.

Assistant Instructor:

The instructor-to-student ratio should be 1:6 for psychomotor skill practice. Individuals used as assistant instructors should be knowledgeable in airway techniques and management.

Recommended Minimum Time to Complete:
One hour.

Presentation

Declarative (What) None identified for this lesson.

Application

Procedural (How)
Instructor should demonstrate the procedural activities from Lesson 2-1: Airway.

Contextual (When, Where, Why)
Instructor should review contextual information from Lesson 2-1: Airway.

Student Activities

Auditory (Hearing)

1. The student should hear abnormal airway sounds such as gurgling, snoring, stridor, and expiratory grunting.
2. The student should hear a pocket mask/barrier device being used on a patient .
3. The student should hear a bag-valve-mask being used on a patient with an open airway.
4. The student should hear a bag-valve-mask being used on a patient with an obstructed airway.
5. The student should hear a flow restricted, oxygen-powered ventilation device being used on a patient with an open airway.
6. The student should hear a flow restricted, oxygen-powered ventilation device being used on a patient with an obstructed airway.
7. The student should hear suction units being operated.
8. The student should hear an oxygen tank and flowmeter in operation.

Visual (Seeing)

1. The student should see audio-visual materials of the airway and respiratory system.
2. The student should see normal breathing in other students.
3. The student should see audio-visual materials of abnormal breathing.
4. The student should see audio-visual materials of patients with stomas.
5. The student should see different kinds of oral and nasal airways.
6. The student should see different devices for ventilating patients (pocket masks, barrier devices, bag-valve-masks, flow restricted oxygen powered ventilation device).
7. The student should see different kinds of suction units.

8. The student should see different kinds of oxygen tanks, regulators and flowmeters.
9. The student should see nonrebreather masks and nasal cannulas.
10. The student should see audio-visual materials of various dental appliances.

Kinesthetic (Doing)

1. The student should practice evaluating breathing for adequacy.
2. The student should practice evaluating breathing for inadequacy.
2. The student should practice opening the airway with the head-tilt chin-lift maneuver.
3. The student should practice opening the airway with a jaw thrust.
4. The student should practice mouth-to-mouth ventilation.
5. The student should practice ventilation of a patient with a pocket mask.
6. The student should practice ventilation of a patient with a bag-valve mask.
7. The student should practice using a bag-valve-mask to artificially ventilate a non-spine-injured patient (adult, child, and infant) with and without assistance.
8. The student should practice using a bag-valve-mask to artificially ventilate a spine-injured patient (adult, child, and infant) with and without assistance.
9. The student should practice using a flow restricted, oxygen powered ventilation device to artificially ventilate a non-spine-injured patient (adult, child, and infant).
10. The student should practice using a flow restricted, oxygen powered ventilation device to artificially ventilate a spine-injured patient (adult, child, and infant).
11. The student should practice insertion of an oropharyngeal (oral) airway (adult, child, and infant) with and without a tongue blade.
12. The student should practice insertion of a nasopharyngeal (nasal) airway.
13. The student should practice checking a suction unit.
14. The student should practice suctioning.
15. The student should practice ventilation of a patient with a stoma.
16. The student should practice ventilation of an infant or child patient.
17. The student should practice how to clear a Foreign Body Airway Obstruction for responsive and unresponsive adult, child, and infant.

Instructor Activities

Supervise student practice.
Reinforce student progress in cognitive, affective, and psychomotor domains.
Redirect students having difficulty with content. (Complete remediation forms.)

Evaluation

Practical:

Evaluate the actions of the CFR students during role-play, practice, or other skill stations to determine their compliance with the cognitive and affective objectives and their mastery of the psychomotor objectives of this lesson.

Remediation

Identify students or groups of students who are having difficulty with this subject content. Complete remediation sheet from the instructor's course guide.

Enrichment

What is unique in the local area concerning this topic? Complete enrichment sheets from the instructor's course guide and attach with lesson plan.