Name of Module:	Cervical Stabilization – Cervical Collar							
Module Provider Level:	X	**EMR**		**EMT**		**AEMT**		**Paramedic**
Instructional Setting:		**Single Student**	x	**Small Group**	x	**Whole Class**		
Learning Domain(s):	x	**Didactic**	x	**Psychomotor**	x	**Affective**		
General Description of Lesson:	**EMR**	**Prerequisite: EMR Education Patch content** Uses simple knowledge to recognize and manage life threats and prevent additional injuries based on assessment findings for an acutely injured patient. Pathophysiology, assessment, and management of Spinal cord injury Trauma care • Cervical stabilization – Cervical collar **NOTE: This lesson is a prerequisite for Long Board and KED lessons, as it includes general guidelines for preventing spinal injuries when moving patients.**						
Objective(s) of Lesson:	**EMR**	At the End of this lesson, the EMR should: **Didactic** – Describe the peripheral nervous system Describe the method of determining if a responsive patient may have a spinal injury. Relate the airway emergency medical care techniques to suspected spinal injury recognize the mechanisms of injury that require c-spine immobilization; Relate MOI to potential injuries to the head and spine Describe the complications from improper or non-use of c-spine immobilization; Describe how to stabilize the c-spine; Describe how to select and size a c-spine immobilization device; Describe how to apply and secure a c-spine immobilization device. Describe how to logroll a patient with suspected spinal injury State the circumstances when a helmet should be left on a patient. Describe the procedure for helmet removal. **Psychomotor** – *demonstrate* stabilization of the c-spine by using an appropriately sized, properly applied cervical collar. Correctly remove a helmet. Correctly logroll a patient with a suspected cervical/spinal injury. **Affective** – list some possible patient, family, and societal						

		impacts from improper use (or failure to use) cervical spine immobilization.		
Assessment type(s):	x	**Quiz**	x	**Observation**
	x	**Lab Skill Sheet**		**Other:**
Describe the assessment plan:	Affective/Didactic **Review** – An alternative to calling on someone for the answer, an activity designed to reinforce both holistic and humanistic patient care as a part of the "why," while allowing the students to hear a review, use small group Socratic-type discussion. Seated (typically but not required) in a circle, each person states one patient/family/societal outcome from c-spine injury. Christopher Reeve in "Courageous Steps" provides some shocking examples of sequela. Some other possible alternative reinforcing exercises prior to assessment are role play (immobilizing each other), mass casualty exercise participation with after-action reporting, or assigned case study reporting with preparation of mock patient care reports. A 'pre-test' can be used to clarify points. This doesn't count as a graded activity. **Didactic** – quiz, written, demonstrating knowledge of didactic objectives. **Psychomotor** – student performance of the psychomotor objectives to NREMT standards, by evaluator observation of performed task. Evaluator will use Cervical Immobilization / Seated, and Cervical Immobilization / Supine checklists as standard for student psychomotor skill performance. Include helmet removal and log rolling demonstration.			
Describe electronic resource(s) used in this plan:	www.nhtsa.dot.gov/.../NHTSA/Traffic%20Injury%20Control/Articles/Associated%20Files/EMS_Feb07_PMS314.pdf - http://www.nemses.org/draft_standards/pdf/education_standards_document.pdf (this is the Don't Use/Don't Quote version 3) http://www.nremt.org/EMTServices/exam_coord_man.asp?secID=1 (skills test checklists) http://www.nremt.org/downloads/spinalimmobilizationseated.pdf and http://www.nremt.org/downloads/spinalimmobilizationsupine.pdf			
Materials and Resources used by teachers and students:	Mistovich, K. Prehospital Emergency Care, 6th Ed.. Brady. United States D.O.T., NHTSA, EMT-Basic: National Standard Curriculum Emergency Medical Technician: Making the Difference. Will Chapleau, Peter Pons. Elsevier. ISBN #13 978-0-323-04001-3			
Teacher Procedure:	Prerequisite: mechanisms of injury, trauma patient assessment, physiology of shock, CNS assessment, Airway provision and protection. Review the anatomy, Explore (play with the equipment), Demonstrate, Practice, Observe, Correct, Observe, and Test. If your classroom has a skeleton, demonstrate sizing the c-collar, and put it on the skeleton, before the students practice on each other. Practice log rolling and helmet removal for patients in various positions.			
Student Tasks:	See NREMT skills sheets downloads. Immobilize each other IAW NREMT standards. Successfully complete "Spinal immobilization supine" and C-collar portion of "Spinal immobilization – Seated."			
Time Required:	**# of class periods**	3	**# of minutes per class period:**	50

Notes, tips, suggestions, and/or extension activities:	Key vocabulary (If they know the words, they can figure out the questions on a test) Axial loading lateral bending thoracic vertebrae lumbar vertebrae sacral vertebrae excessive flexion hyperextension hyperrotation brainstem cervical vertebrae coccygeal vertebrae contusion distraction injuries ecchymosis