

the
**Emergency Medical
Services
Handbook**



for Schools

Rural Health Community Systems

Emergency Medical Services

Handbook
For
Schools



Published by:
Rural Health Community Systems
A Rural Health Network
Funded by New York State Department of Health
Office of Rural Health
2000
(reprinting by permission only)

Table of Contents

<i>Forward</i>	<i>i</i>
<i>What is EMS?</i>	<i>1</i>
<i>Making An EMS Phone Call – When Should an Ambulance be Called?</i>	<i>2</i>
<i>Acronyms and Abbreviations</i>	<i>4</i>
<i>The EMS Personnel</i>	<i>5</i>
<i>Using the New York State Learning Standards</i>	<i>6</i>
<i>Presentations to Elementary Students</i>	<i>7</i>
<i>Presentations to Intermediate Students</i>	<i>8</i>
<i>Presentations to High School Students</i>	<i>9</i>
<i>Emergency Phone Numbers</i>	<i>10</i>
<i>New York State EMS Statistics</i>	<i>14</i>
<i>Ambulance Patients Bill of Rights</i>	<i>15</i>
<i>Rural Health Community Systems – Who are we?</i>	<i>16</i>
<i>Family Emergency Medical Information Sheet</i>	<i>17</i>
<i>Appendix – New York State Learning Standards</i>	<i>18-23</i>

Forward

This guide was written for Emergency Medical Technicians (EMT's) and school teachers who have volunteered to teach children about Emergency Medical Services (EMS). It is difficult for some EMT's to come into a classroom full of children and know how to talk with them about such a complicated subject. Not having been trained to teach, EMT's are at a disadvantage when they go into the classroom. Likewise, it is difficult for the teachers who are asked to teach about a subject that they are unfamiliar with or have not been trained in themselves. Therefore, Rural Health Community Systems decided to write and publish a reference guide that could easily be used for classroom presentations.

This guide is an attempt to compile enough necessary information about EMS so that an individual could easily look through it, get a better understanding of what EMS is and how it works. Then, he or she will be able to present it to a classroom or other interested parties. It is by no means a complete guide, as EMS is constantly changing with new and improved techniques and procedures.

Appreciation is expressed to the many people and agencies that helped put this guide together. Countless hours were spent observing, talking, asking questions and listening to many dedicated EMS staff, volunteers and others associated with promoting EMS services.

A special thank you to MaryJo Bruinooge who spent a lot of time developing and implementing an American Red Cross - "Responding To An Emergency" course for the Prattsburgh, NY school. She also spent a lot of time answering endless questions about this project and helping to gather information and fine-tuning it.

Thank you as well for the opportunity to observe the dispatch agencies, such as the Steuben County Sheriff's Department and Rural/Metro Medical Services Dispatch.

Most of all, thank you to the countless volunteers who spend an enormous number of hours training and providing life saving pre-hospital emergency medical services to the residences of Steuben County.

What is EMS?

Emergency Medical Service is a vital part of your community. It provides a system of care for those who are suddenly seriously ill or injured. It is composed of many different elements ranging from informed individuals in the community that are knowledgeable of the services available to them during an emergency to a network of trained and highly specialized care givers.

In 1966 the National Academy of Sciences submitted a report to Congress, *Accidental Death and Disability: The Neglected Disease of Modern Society*, as a result, the National Highway Traffic Safety Administration (NHTSA) was formed and with it the Emergency Medical Service. The report documented widespread deficiencies in emergency care. It reported that the average American had a greater chance of surviving in a combat zone in Korea or Vietnam than they did on the nation's highways. In the combat zones, the Armed Forces had trained medical personnel out in the fields. They were ready and equipped to treat the wounded soldiers immediately. They had medical bags filled with bandages, saline and other items that enabled them to do things, such as stop bleeding, clear airways, and start IV's. The care given to the soldiers prior to reaching the hospital was what, in many cases, saved their lives.



Yet, back home in America, we were not practicing the same procedures with the wounded on our highways. When there was an emergency out on the highway a mortician was called to transport the patient to the hospital in vehicles operated by the funeral parlor. Once the patients arrived at the hospital they usually found that the emergency room was not staffed with doctors. Too much critical time passed between the moment the injury occurred to the time of treatment. The outcome sometimes resulted in permanent injury or death. The establishment of EMS crews in our communities is designed to meet this challenge by having highly trained medical personnel ready to respond to any medical emergency, thus saving priceless time and lives.

Making An EMS Phone Call



When Should an Ambulance be Called?

It is important to know when to call for emergency-medical help. The majority of the people that come through emergency rooms still arrive in their own vehicles. Most people would call the fire department if their home caught on fire. They realize that the more time wasted, the more fire damage to their homes and their valuable possessions. So, they call the "experts" on fires, members of the fire department. Yet, if a family member is having chest pains the family may hesitate before calling the medical experts on the ambulance crew and instead go off to the hospital in the family car.

This is important! They don't consider the time that it takes getting the person to the hospital is the precious time that could be used to prevent the patient from having further complications. By calling an ambulance, the patient receives proper medical care as quickly as possible, just as by calling the fire department, damage to a house is reduced as quickly as possible.

Sometimes it may be difficult to know when to call for an ambulance or when the victim is well enough to go to the hospital by car. As a general rule, an ambulance should be called for any of the following conditions:

- ◆ Unconsciousness or altered level of consciousness
- ◆ Breathing problems (no breathing or difficulty breathing)
- ◆ Persistent chest or abdominal pain or pressure
- ◆ No pulse
- ◆ Severe burns
- ◆ Vomiting blood or passing blood in feces or urine
- ◆ Poisoning or suspected poisoning
- ◆ Seizures, severe headache, or slurred speech
- ◆ Injuries to head, neck, or back
- ◆ Broken bones or suspected broken bones

This is an example of the most severe situations but it is not a complete list. It is better to err on the side of caution and call for expert help than to lose precious time.

Acronyms and Abbreviations

1. EMS - Emergency Medical Service
2. ALS - Advanced Life Support
3. BLS - Basic Life Support
4. EMT - Emergency Medical Technician
5. CPR - Cardiopulmonary Resuscitation
6. CPR-D - Cardiopulmonary Resuscitation - Defibrillator
7. CFR - Certified First Responders
8. CFR-D - Certified First Responder - Defibrillator
9. PAD - Public Access Defibrillator
10. Defib - Defibrillator
11. ER - Emergency Room/Department or an Emergency Responder
12. AED - Automated External Defibrillator
13. NHTSA - National Highway Traffic Safety Administration
14. IV - Intravenous Therapy
15. OT - Oxygen Therapy



The EMS Personnel

JOB TITLE	JOB DESCRIPTION	HOW TO BE A ...
DISPATCHER	A dispatcher is the first person who receives the emergency phone call. He/she will then assess the nature of the call and send out the appropriate assistance. For example, if there is a house fire he will dispatch a fire truck or if it is an accident then he may dispatch an ambulance.	You need to have a high school diploma. Then there is an in-house training that you must go through which includes learning about all the special equipment used in a dispatch office.
AMBULANCE DRIVER	An ambulance driver is the one who drives the ambulance and helps the EMT's and/or Paramedics.	An ambulance driver is required to have a valid New York State drivers license. He/she must take a CPR class and have in-house training which includes how to maneuver an ambulance and learning about the laws that apply to driving an ambulance.
EMERGENCY MEDICAL TECHNICIAN (EMT)	An EMT is a person who provides basic life support which includes giving oxygen and basic patient care.	To become an entry level EMT you need to have 120 hours of classroom and practice time with 10 hours in an emergency room and an ambulance ride along. Then you are given a two part test. The first part of the test is a practical or hands-on test. You must pass this test before you are allowed to take the next test which is the written test. Once you have passed both tests you are given a New York State Certification which is good for 3 years.
PARAMEDIC	A paramedic is someone who has fulfilled prescribed requirements by a credentialing agency to practice the art and science of out-of-hospital medicine in conjunction with medical direction. They address and provide medical care to prevent and reduce mortality and morbidity due to serious illness and injury. They provide advance life support which includes administering medicine and starting IV's.	To become a Paramedic you must first be an EMT for 1-2 years. Next you must enroll in a college that offers Paramedic training. You will be required to take 500 hours in a classroom, 300 hours in a clinical setting and 300 hours of being on a Paramedic Unit under the supervision of an experienced Paramedic. While in the hospital and on the Paramedic Unit, you are allowed to perform various procedures that you have been trained to do. You will then take a college exam which must be passed before you are allowed to take the New York State exam. You must pass the NYS exam with a 70%.

New York State

Department of Education

Learning Standards for Health, Physical Education and Home Economics

Learning about EMS is a key part of health education. Knowledge of community emergency health services and when to use them is needed to complete a student's education in health.

The New York State Board of Regents and Department of Education recognizes the diversity of students in New York State, including students with disabilities, students with limited English proficiency, gifted students, and educationally disadvantaged students, and has made a strong commitment to integrating the education of all students into the total school program. The standards in the framework apply to all students, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions. A classroom typically includes students with a wide range of abilities who may pursue multiple pathways to learn effectively, participate meaningfully, and work towards attaining the curricular standards. Students with diverse learning needs may need accommodations or adaptation of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities. These standards can be found in the Appendix.

Presentations to Elementary School Students

Children in grades kindergarten to fifth typically span the age range of 5 to 10 years old. They start by learning the letters of the alphabet and the sounds that they make. They learn how to follow directions and to get along with others. They learn how to write their names and recite their address and phone number.

By the time they are in fifth grade they are often well-spoken, able to read and write, know about the world they live in and are beginning to see where they fit into it. Teaching EMS at this elementary level is best done by demonstration.

What these children should know about medical emergencies:

1. Emergency phone numbers and where in their home they should be located—near a telephone and easy to get to (Teachers please make sure that you have the correct phone numbers for your area if you do not have 911 service.)
2. Their own home address and phone number.
3. How paramedics and EMT's respond to the emergencies of the hurt or very sick.
4. What an ambulance is—the equipment and how it can save lives. If possible, arrange for an ambulance to come to the school for a demonstration.
5. The training that Emergency Medical Technicians must have and service to the local community in general—how to become an EMT after graduating from High School.

Attached for the children is an "Emergency Numbers" sheet.

Presentations to Intermediate School Students

Emergency Medical Technicians (EMT's) have an important job. . .

Middle School Children are starting to make important decisions about right and wrong, good and bad, and where they want to be as an adult. The following is a way to present the role of EMT's in community emergency care.

When someone is hurt or suddenly very sick, they might need to call an Emergency Medical Technician. But what is that? Emergency Medical Technicians are people just like you and me who have taken courses that help them to help you.

Emergency Medical Technicians are health-care workers who provide clinical services to patients under the supervision of a physician. The term is frequently applied specifically to highly trained persons who share with physicians the direct responsibility for patient care. These emergency medical technicians and paramedical workers perform routine diagnostic procedures, such as the taking of blood samples, and therapeutic procedures, such as administering injections or suturing wounds; they also relieve physicians of making routine health assessments and taking medical histories. Emergency Medical Technicians and Paramedical training generally prepares individuals to fill specific health-care roles and is considerably less comprehensive than the education required of physician. Their specialty is "pre-hospital" care.

In the "old days", the ambulance was "just" a fast ride to the hospital. Now, Emergency Medical Technicians help save lives in many different ways. If someone is bleeding, or burned badly, or has a broken bone or especially a heart attack, Emergency Medical Services is the place to call.

Your local volunteer EMS provider could be the man or woman living across the street from you, or down the road. They usually have another job and do this for free after work! Most Emergency Medical Technicians are highly trained volunteers. These fine people take courses for months or even years to qualify for the rigorous exams. And they do it for you. They do it to save lives. No matter when you call for help ~ 12 noon or 12 midnight ~ the Emergency Medical Services are there to help you. The men and women of your local squad are trained in special equipment and procedures so they know what to do when someone is pulled out of a burning building or stretched out on the road after a car accident. Could you help someone who has been hurt? Have you ever taken a First Aid course? What can you do to help support your local EMS volunteers?

Commencement – Presentations to High School Students Responding To Emergencies ~ A CASE STUDY

High School Students can be an enthusiastic and challenging group. The following is a successful local example of presenting EMS to high school students.

Prattsburgh, New York is a typical small town in rural America. It has a school, stores, businesses, and a factory or two. It has a Town Hall and all its trappings including a part-time NY State Trooper. It has emergency services, like a volunteer fire company and an ambulance. A good percentage of its inhabitants drive out of town to go to work. There's the problem!

Like rural communities all over America, Prattsburgh has a shortage of volunteer fire and (EMS) Emergency Medical Services crews. The EMS volunteers took up the subject with the Superintendent of schools who said, "We have labor ~ a.k.a. Students ~ what can we do to help?" The local Pastor, herself an EMS provider, pulled together a proposal complimentary to the school's curriculum needs and the Town's emergency management needs.

A collaboration was born. The school administration, their Health faculty, the EMS squad, the faith community, the American Red Cross and the students decided to make the American Red Cross course, "Responding To Emergencies" an intricate part of the school's health curriculum. The Pastor, an American Red Cross instructor, started the experiment with high school juniors in their second semester. Later this was changed to the first semester of the senior year.

For that pilot project they had thirty-three (33) students and the health teacher, making it 34 in the class. Space was a problem so they used the cafeteria four mornings a week and keep supplies in the faculty room.

The highlight for many came early that first June, when Prattsburgh held a "mini disaster drill." The whole town was involved. Faculty, administration, people off the street, law enforcement, elected town officials were all in the act. Four ambulances and twenty EMS volunteers came in to help. The Responding To Emergencies class was divided into separate crews and each crew went to a different 'emergency situation' on the church lawn. There the students had to (1) assess, (2) treat, and (3) call for EMS help, if appropriate. Then the students had to work with and under the direction of the ambulance crew.

As it turned out the media coverage locally was extensive. The "Responding To Emergencies" Pastor was even recognized by the Steuben County Legislators for her initiative, energy and encouragement.

This first class had an average on the final written exam of 88%. (80% is the American Red Cross standard.) That, in and of itself was great. Greater still was the students' sense of confidence, team work and how real people can make a difference.

Student examples of this continue to surface. One former student, who was very panicky before the mini drill, recently witnessed a bad head-on collision. "I knew what to do!", she exclaimed. Asked if she panicked that time, she answered, "Oh, yes I did — but I knew what to do and I did it." "That's the REAL success," said the "Responding To Emergencies" Pastor.

"Responding To Emergencies" not only makes a difference in the lives of students and the community, but it also serves to meet the New York State Department of Education standards for learning for health at all three levels. When school personnel have hands-on experience, there is a greater understanding of and support for the program for high school students. When schools, the community and the American Red Cross combine efforts and resources, everyone gains!

To replicate this successful effort in your community heed the following approach.

- Obtain administration and school board approval.
- Offer the same course in the community.
- Instructors must be "kid-oriented."
- Work as a team with the classroom teachers.
- Leave a paper-trail by supplying both the classroom teacher and the administration with copies of the lesson plans and press releases.

Operational time line ~ Everything will take twice as long as you might expect - at every level.

Enjoy the adventure.

For more information contact:

Pastor Mary Jo Bruinooge
P.O. Box 295
Hammondsport, New York 14840
607-569-3098

or

EMS Youth Corp Director
Rural Health Community Systems
c/o- Steuben County Public Safety Building
Bath, NY 14810
607-776-4099 FAX: 607-776-3334

or

American Red Cross
Candi Thompson, Director
Corning Chapter
123 West Market Street
Corning, NY 14830-2519
607-936-3766 FAX: 607-936-0287



It's Important To Make The **RIGHT**



call

Emergency Medical Services



The following pages contain the phone numbers to all of the local emergency services including fire departments, ambulances and the state police. It is important to teach children the correct phone numbers to these emergency services. The first page is a list of all of the local ambulance and fire department phone numbers, as well as the New York State Police, local police and Sheriffs Department. The next few pages contains not only the phone numbers, but contact people and addresses, as well. In the Steuben County, we do not have just one emergency phone number, such as 911, so it is very important that we **MAKE THE RIGHT CALL**. The last page is a page that can be photo copied to hand out to students so that they may write their emergency phone numbers down so that they have them at home.

If you need an **AMBULANCE, it's not the time to be thumbing through the phone book. Keep the needed numbers close at hand.**

Addison	359-2233	Hammondsport	569-2727
Atlanta	(716) 534-5151	Hornby	936-4177
Arkport	324-1914	Hornell	324-1233
Avoca	776-6222	North Hornell	324-1233
Bath	776-4848	South Hornell	324-1233
Bradford	776-2180	Howard	776-6222
Cameron	776-2180	Jasper	776-1122
Campbell	936-4177	Kanona	776-4848
East Campbell	936-4177	Lindley	936-4177
Canistota	324-1133	Perkinsville	(716) 728-2233
Caton	936-4177	Prattsburgh	522-3737
Cohocton	(716) 384-5151	Pulteney	868-4811
Coopers Plains	936-4177	Rathbone	359-2233
Corning	936-4177	Rexville	776-1122
East Corning	936-4177	Savona	776-4848
North Corning	936-4177	Thurston	936-4177
South Corning	936-4177	Troupsburg	776-1122
Dansville	335-3113	Tuscarora	937-5578
South Dansville	335-3113	Urbana	569-2727
Erwin	936-4177	Wallace	776-6222
Fremont	324-6161	Wayland	(716) 728-2233
Gang Mills	936-4177	Wayne	776-6666
Gibson	936-4177	Wheeler	522-3737
Greenwood	776-1122	West Union	776-1122
Hartsville	324-1133	Woodhull	776-9365

*Area Code 607 unless otherwise indicated.

EMERGENCY NUMBERS



Police Dept



Fire Dept



Ambulance



Doctor



Pharmacy

RURAL HEALTH COMMUNITY SYSTEMS



New York State Statistics - EMS System

Currently Certified Providers (as of January 1, 1998)

CFR	13,136
EMT-D	37,945
EMT-1	2,033
EMT-CC	2,773
EMT-P	4,297
Total	60,184

Ambulance Services

Commercial	87
College	9
Hospital	35
Industrial	17
Municipal	78
NYS Government	2
US Government	11
Fire Department Volunteer	582
Independent Volunteer	343

Total 1,164 Total Ambulance vehicles: 5,000+

Ambulance Certification Status (July 1, 1998)

905 Certified (78%)
259 Registered (22%)

Non-Transporting First Response Services

ALS First Response Services 88
BLS First Response Services 600

AMBULANCE PATIENTS BILL OF RIGHTS

All ambulance patients can expect:

- to receive appropriate emergency medical care as available without regard to age, race, religion, sex, or national origin;
- to be informed of the need to be taken to a medical facility capable of providing appropriate emergency medical care;
- to be transported in a clean and properly maintained ambulance which is in compliance with all applicable laws and regulations;
- when fully aware of the likely consequences of their illness or injury, to have the right to refuse emergency medical care and/or transport by ambulance to a medical facility;
- to receive, upon request, the names of those providing emergency care;
- to receive, upon request, a reasonable explanation of any charges for emergency care provided by the ambulance attendant(s) and/or for ambulance service(s).

WHO ARE WE?

Rural Health Community Systems has a history of successful collaboration in addressing a community health care need, specifically Emergency Medical Services. Rural Health Community Systems is a rural health network, and has, since 1997, met monthly as a affiliation of rural health and human service providers. Network members have effectively developed and implemented strategies to improve and expand the scope of the access to Emergency Medical Services, and to expand resources for community Emergency Medical Services education.

The Rural Health Community Systems Mission:

Rural Health Community Systems will facilitate access to quality emergency health care through innovative partnerships.

Rural Health Community Systems will accomplish this community access through improvement in the three "T's":

- Training
- Treatment
- Transport.

Completing an in-depth study of the Steuben County Emergency Medical Services lead the network to work on such objectives as the:

Rural Health Community Systems EMS Youth Corps, which will increase awareness and understanding of emergency services in the schools and the community. This project will lead to providing on-site assistance, training of youth in the "Responding to Emergencies" course, and replenish the supply of much needed rural EMS volunteers.

Trained Law Enforcement personnel in rural towns and villages as well as regionally will provide emergency response in times of need, till Emergency Medical Service volunteers arrive.

Training for local residents in CPR-D. Increasing the number of "by-stander" emergency providers will capitalize on the critical "time" factor and assist local EMS volunteers.

Leadership Service Management Training specifically designed for volunteer EMS Captains will equip those key people with the skills needed to meet the challenges of administering rural Emergency Medical Services.

A new awareness and better understanding of Emergency Medical Services will emerge as a result of the promotion by the network of community oriented awareness programs and the Rural Health Community Systems designed EMS curriculum in area schools.

Rural Health Community Systems will strengthen the professional relationship between Emergency Department Medical Director, staff, paramedics, EMS volunteers and the community by maintaining and expanding the integration model created at Ira Davenport Memorial Hospital.

The network will continue to integrate and expand pre-hospital emergency medical services, as well as broaden and incorporate our preventive health services into our rural communities. The network will work to improve access to emergency health care and emergency health care quality in general by means of our community education modules.

(Reprinting of this Handbook, with permission only.)

FAMILY EMERGENCY MEDICAL INFORMATION

(keep by the phone)

YOUR LOCAL EMERGENCY PHONE NUMBER _____

FAMILY NAME _____

ADDRESS _____

CITY/TOWN _____

HOME PHONE _____

(1)

SPOUSE'S TELEPHONE _____

SPOUSE'S WORK ADDRESS _____

(2)

SPOUSE'S TELEPHONE _____

SPOUSE'S WORK ADDRESS _____

DOCTOR'S NAME & PHONE _____

CURRENT MEDICATIONS _____

MAJOR MEDICAL PROBLEMS _____

ALLERGIES _____

FAMILY or FRIEND to NOTIFY in an EMERGENCY & PHONE _____

ADDITIONAL INFORMATION (organ donation requests, living will, health care proxy). _____

FAMILY NAMES & DATES OF BIRTH

Appendix

Standard 1: Personal Health and Fitness

- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- Through their education, students should develop the ability to take care of themselves. Such ability requires the acquisition of a significant body of knowledge. For example, planning a balanced diet requires knowledge of the food pyramid and its contribution to good health; designing a personal exercise program depends on an understanding of such terms as "target heart rate" and "aerobic training"; successfully participating in workplace, community, and family demands skills ranging from balancing a checkbook to recycling household materials appropriately. Physical fitness, exercise, nutrition, dangers of substance abuse, emotional health, and survival skills are areas of study related to this standard.

Standard 2: A Safe and Healthy Environment

- Students will acquire the acknowledge and ability necessary to create and maintain a safe and healthy environment.
- Students must know how to take care of those who depend on them (e.g., children for whom they baby-sit, their own future children, injured companions, the elderly, or ill relatives) and how to maintain safe and healthy conditions in their environment. The areas of study that will help a student meet this standard are safety, first aid, community health, sports and recreation, parenting and care giving, and family and human development.

Standard 3: Resource Management

- Students will understand and be able to manage their personal and community resources.
- This standard requires the ability to take stock of one's various resources and plan accordingly. The areas of study that will help a student meet this standard include planning of physical and health care, consumer and financial management, clothing and design; housing and environment repair and maintenance; and food preparation and preservation.

Standard 3 -- Resource Management

Elementary Health Education

1. Students will understand the influence of cultural media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Students

Identify characteristics of valid health information and health-promoting products and services and know where to locate them

Understand how culture contributes to individual family and community beliefs and practices affecting health

Know how to access help when illness, injury, or emergency situations occur

Recognize how the media influences health choices.

This is evident, for example, when students:

- ◆ Describe how to access resources in the home, school and community to assist with health problems
- ◆ Demonstrate how to use "911" or similar phone number leading to emergency services.
- ◆ Describe how culture influences personal health behaviors such as selection of food
- ◆ Identify the ways various media promote products and services that influence health choices

◆ Identifies performance indicators

◆ Identifies sample tasks

Standard 3 --- Resource Management

Intermediate Health Education

1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Students

Students distinguish between valid and invalid health information, products and services
Recognize how cultural beliefs influence health behaviors and the use of health services
Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools
Recognize the need to be an advocate for family and community health
Demonstrate the ability to access community health services for prevention, illness, and emergency care.

This is evident, for example, when students:

- ◆ Explain how community norms contribute to health
- ◆ Identify family and community health issues and propose various solutions to address them!
- ◆ Analyze how information from peer influence health decisions and behaviors
- ◆ Explain how, the timely use of health care services can prevent premature death and disability
- ◆ Identify community agencies which advocate for healthy families and communities
- ◆ Analyze the consequences of invalid information on the health of individuals, families and communities

- ◆ Analyze cultural influences on health and the use of health services.

- ◆ Identifies performance indicators
- ◆ Identifies sample tasks

Standard 3 --- Resource Management

Commencement—High School Health Education

1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Students!

Demonstrate how to evaluate- health information products and services for validity and reliability

Analyze how cultural beliefs influence health behaviors and the use of health products and services

Demonstrate the ability to access- community health services- for self and others

Use technology and the media to promote positive health messages

Demonstrate advocacy skills in promoting individual, family and community health.

This is evident, for example, when students:

- ◆ Identify local, state and federal agencies which provide health information and are regulating health products and services
- ◆ Describe how to obtain health services appropriate for individual needs and how to refer friends and family members to appropriate health services or providers
- ◆ Identify criteria to measure the accuracy, reliability and validity of claims for health care products and services
- ◆ Design a media campaign which promotes a positive health message
- ◆ Analyze how cultural diversity enriches and challenges health behaviors
- ◆ Assess the Internet to assist in research for senior project.

◆ Identifies performance indicators

◆ Identifies sample tasks