


Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Surrey School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD36
Developed by: Jenna Grossman	Date Developed:
School Name: North Surrey Secondary	Principal's Name: Stefan Stipp
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only): 
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Leadership First Aid 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

N/A

Special Training, Facilities or Equipment Required:

- Well-supplied First Aid Kits
- CPR Training Mannequins (adult and infant)
- AED Training Simulators
- Pocket masks & valves
- Gloves
- Classroom space

The course teacher is required to hold a current Standard First Aid certificate (or equivalent/higher course) to teach this course. The teacher can either become a certified instructor through St. John's Ambulance to certify students themselves, or have a private company assess and certify students after classroom instruction.

Course Synopsis:

Leadership First Aid 11 is a comprehensive course designed to equip students with the knowledge and skills necessary to respond effectively to a variety of medical emergencies. During this course, students will receive specific training and certification in Emergency First Aid, including CPR-C and AED. Emphasis is placed on students engaging in continual practice and reinforcement of their first aid knowledge and skills through realistic scenario-based training in order to become competent and confident responders in emergency situations. Students will also explore post-secondary, volunteer, and career pathways related to first aid.

Goals and Rationale:

Based on the “Know-Do-Understand” model, Leadership First Aid 11 provides students with the opportunity for experiential and authentic learning opportunities to practice and hone a variety of knowledge and skills that can be important and applicable beyond the classroom. In addition to students becoming certified in Emergency First Aid (with CPR-C and AED), this course prioritizes students engaging in continual practice and reinforcement of their first aid knowledge and skills. Having ample opportunity to practice and hone one’s abilities in first aid helps prepare our learners to confidently step into the role of a First Aider with valuable experience to draw upon. Through this course, students develop the confidence and competence to respond effectively to a variety of complex situations, preparing them to navigate real-world emergencies with poise and skill.

Leadership First Aid 11 also equips students with practical skills, such as teamwork, communication, stress-management, and leadership, that are highly transferable and applicable in various contexts outside of the classroom. Whether volunteering in their communities, seeking employment opportunities, or pursuing further studies in a dynamic world, students emerge from the course with the ability to contribute meaningfully and confidently in diverse settings. By fostering a culture of preparedness, responsibility, and service, Leadership First Aid 11 empowers students to make a positive impact both within their communities and in their future endeavors.

Beyond skill development, Leadership First Aid 11 allows students to explore related areas of study and career pathways. By gaining experience in first aid and emergency response techniques, students are exposed to potential career paths such as lifeguarding, first aid attending, or even pursuing roles as first responders like paramedics or firefighters. Additionally, for students interested in the health sciences or primary care fields, the course provides a foundation of knowledge, skills, and experiences that can serve as a steppingstone towards further education and career opportunities in medicine or allied health professions. As many students seek employment or enrollment in positions or post-secondary programs related to first aid, First Aid Leadership 11 responds to a need for an early “practicum” of sorts – allowing learners the practical application of their learning immediately in safe and authentic situations and informing them of their potential enjoyment of a position, program, or career in related fields.

In our ever-changing landscape of society, First Aid Leadership 11 also aims to expose students to the sensitivities of different socio-economic, cultural, gender, or otherwise-identifying people. Care and attention are taken when handling a patient, ensuring privacy, security, and maximum possible comfort. Learners in this course will explore techniques to build trust in their patients, demonstrate extreme sensitivities around physical attributes, practice non-judgement and unconditional care.

By the end of Leadership First Aid 11, students would emerge as confident, competent First Aiders, capable of making informed decisions and taking decisive action to save lives and reduce the impact of injuries and illnesses. This course not only fosters essential life skills, but also provides students with valuable, authentic, and experiential learning opportunities to be able to make a difference in their communities and contribute to their own success as positive and impactful citizens and learners outside of the classroom.

Aboriginal Worldviews and Perspectives:

This course emphasizes the Aboriginal value of experiential learning. It is focused on practical skills and helping others. It also incorporates important principals of learning:

- Learning about first aid ultimately supports the well-being of the self, the family, and the community
- Learning through practical teamwork is holistic, reflective, experiential, and relational
- Learning about saving lives involves recognizing the consequences of one's actions
- Learning about patient consent and confidentiality involves recognizing that some knowledge is only shared with permission and/or in certain situations

BIG IDEAS

Leadership and personal attribute development is an ongoing process and is rooted in a **philosophy of service.**

Certifications in First Aid allow us to contribute to various community groups.

Advanced knowledge of **health and safety practices** can serve across a wide spectrum of industry.

Confidence in, and repeated practice of one's skills, leads to greater sense of self-worth and purpose.

Adaptability and creativity in First Aid leadership roles are critical in a wide variety of career related opportunities and education.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Certification</u></p> <ul style="list-style-type: none"> Obtain certification of Emergency First Aid with CPR-C and AED by passing minimal level required by industry standards of the course If certification is current, successfully complete a renewal of the course by passing final practical and written exams <p><u>Emergency Preparedness</u></p> <ul style="list-style-type: none"> Explain importance of Responding to Emergencies Principles while providing care Develop and demonstrate skills needed as a First Aider to provide appropriate care Describe the anatomy and physiology, prevention, and causes of medical emergencies Explain the Emergency Medical Services (EMS) system and activate when required <p><u>Providing Care</u></p> <ul style="list-style-type: none"> Demonstrate a primary and secondary assessment of a victim Recognize basic signs and symptoms of physical distress Provide specific treatment and medical interventions for medical emergencies Demonstrate cardiopulmonary resuscitation (CPR) and use of Automated External Defibrillation (AED) on a victim Demonstrate effective communication with bystanders, victim, and first aid team members Provide basic information about victim's medical status to EMS 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Responding to Emergencies Principles Role/goals of first aider, preparation/supplies needed to respond, identifying emergencies, willingness to act challenges, legal and ethical issues in First Aid, the Emergency Medical Services (EMS) system, post-emergency steps, personal safety / universal precautions, how to provide care to variety of community members Primary assessment sequence and steps Check (scene assessment, level of consciousness (LOC), Airway, Breathing, Circulation (ABCs)) Call (activating EMS, when to activate EMS, communicating with EMS (answer questions clearly, providing basic information)) Care (first aid treatment within scope (EFA), Positioning of victim (recovery position), when to stop giving care, medications, continual monitoring of ABCs) Secondary Assessment sequence and steps Asking questions / victim history (SAMPLE), taking vital signs (LOC, breathing, and skin), determining mechanism of injury, injury check (hands-on or focused examination), continual monitoring and care Basic anatomy/physiology, prevention, causes, and signs and symptoms of medical emergencies Airway emergencies, breathing emergencies, circulation emergencies, wound emergencies, shock, respiratory and cardiac arrest

Personal Leadership & Growth

- Explain the benefits of service to self and community
- Understand and apply **self-regulation** skills as part of building individual leadership capacity
- Communicate ideas, decisions, instructions, and goals to others
- Explore and reflect on personal growth, experiential learning, career-life roles, and initial planning for possible and preferred career-life pathways

- Basic treatment sequence and steps, and medical interventions, for a **victim** with medical emergencies:
 - Airway emergencies, breathing emergencies, circulation emergencies, wound emergencies, shock, respiratory and cardiac arrest
- **Equipment** use during first aid treatment
- Possible complications with first aid treatments/medical interventions
- Basic communication with victim, first aid team members, bystanders, caregivers, parents/ guardians, supervisors/officials, EMS
- Post-secondary and career pathways related to first aid

Big Ideas – Elaborations

- **Philosophy of Service** – well-defined ideology of service and how service can affect positive change
- **Certifications in First Aid** – a requirement to practice first aid in real-life emergency situations
- **Health and safety practices** – the procedures, protocols, and guidelines implemented to promote the well-being and safety of individuals in various environments

Curricular Competencies – Elaborations

- **Skills** needed as a First Aider include effective communication, decision-making, stress-management, empathy, active listening, adaptability, critical thinking, problem-solving, teamwork, organization, self-regulation
- **Victim** includes infants, children, and adults
- **Self-regulation** is the ability to monitor and control our own behaviour, emotions, and thoughts, altering them in accordance with the demands of the situation

Content – Elaborations

- **Personal safety / universal precautions** include hand hygiene, use of Personal Protective Equipment (PPE), prevention of cross-contamination/transmission, environmental precautions, safe disposal of waste, reporting and documentation of exposures
- **Community members** include individuals of all genders, races, cultures, ages, sizes, and abilities, who may require first aid treatment in various settings and situations
- **Basic** refers to the scope of knowledge and practice of a person certified in Emergency First Aid.
- **Airway emergencies** include partial, complete, and unresponsive choking
- **Breathing emergencies** include asthma and anaphylaxis
- **Circulation emergencies** include heart attack, stroke, life-threatening external and internal bleeding
- **Wound emergencies** include cuts and scrapes, chemical and electrical burns, bruises, splinters, nosebleeds, knocked-out teeth, eye injuries, impaled objects, and chest injuries
- **Victim** includes infants, children, and adults
- **Equipment** includes first aid supplies/kit, AED, pocket-mask with one-way valve, gloves

Recommended Instructional Components:

- Direct Instruction and Demonstrations
- Skills Practice and Feedback
- Scenarios and Simulation
- Class Discussions
- Modelling
- Self/Peer Assessment and Reflection

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

STUDENTS WILL ANSWER THESE QUESTIONS ON AN ONGOING BASIS:

- What am I learning?
- Where am I in my learning?
- Is there anything hindering my learning?
- What goals have I set for my learning?
- How am I going to move forward in my learning?

THE TEACHER WILL:

- clarify Learning Intentions
- generate and provide clear success criteria in student-friendly language
- frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- provide ongoing descriptive feedback
- provide opportunities for ongoing Self and Peer Assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content.

Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/ achievement is required or necessary.

The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Learning Resources:

- Canadian Red Cross Comprehensive Guide for First Aid & CPR (2017)
 - Access: https://www.redcross.ca/crc/documents/comprehensive_guide_for_firstaidcpr_en.pdf
- Canadian Red Cross First Aid & CPR Guide (2017)
 - Access: https://www.redcross.ca/crc/pdf/First-Aid-and-CPR-2017_digital.pdf
- Saint Johns Ambulance First Aid Manual – 4th Edition (2019)
- Red Cross Incident Report Forms / First Aid Records
 - Access: https://www.redcross.ca/crc/documents/What-We-Do/First-Aid-and-CPR/Workplace/Online-Tools/sample_patient_care_report_2012.pdf
- Surrey School (SD36) Emergency Response Guidelines
 - Access: <https://media.surreyschools.ca/media/Default/medialib/school-safety-alert-system-emergency-response.332a1f32455.pdf>
- School-Based Emergency Management Plan

Additional Information:

Some information based on SD41 (Burnaby) Applications of Leadership - First Aid 11 course framework.