

# Health Science Education CPR-First Aid

**COMPONENT #: 2-002-029**

**POINTS TO BE EARNED: 120 MPP**

## **PART I – PLANNING**

**DESCRIPTION:** Write a brief description of content and intent of component.

This component is designed to enable the participant to identify research, and implement research-based and current instructional strategies, innovative teaching techniques, technological utilization/integrations and/or new instructional materials that can be used to improve the instructional process and/or the participants' professional development.

Upon successful completion of this professional development activity, the participant will be able to incorporate into his/her instruction the principles presented in this workshop.

**STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT:** Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

**Standards for Professional Learning** (choose one)

- |   |  |
|---|--|
| <input type="checkbox"/> Learning Communities | <input checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership           | <input type="checkbox"/> Implementation              |
| <input type="checkbox"/> Resources            | <input type="checkbox"/> Outcomes                    |
| <input type="checkbox"/> Data                 |  |

**Florida Educator Accomplished Practices** (check all that apply)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment                           |
| <input checked="" type="checkbox"/> The Learning Environment                 | <input checked="" type="checkbox"/> Continuous Professional Improvement  |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation  | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Student Learning Results          | <input checked="" type="checkbox"/> Decision Making                    |
| <input checked="" type="checkbox"/> Student Learning as a Priority    | <input type="checkbox"/> Leadership Development                        |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                             |
| <input checked="" type="checkbox"/> Faculty Development               | <input type="checkbox"/> Communication                                 |
| <input type="checkbox"/> Learning Environment                         | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

**IPEGS Standards** (check all that apply)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners      | <input type="checkbox"/> PS 6 – Communication                   |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning     | <input type="checkbox"/> PS 7 – Professionalism                 |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment                 |   |

**IMPACT FOCUS AREA(S):** select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- |   |   |
|---|---|
| <input type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning |
|---|---|

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X Educator (professional growth)

Organizational support and change

**SPECIFIC LEARNER OUTCOMES:** Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify and describe innovative strategies, techniques, and/or materials appropriate for implementation or utilization in a specific instructional assignment.
2. Identify innovative techniques, strategies, and/or materials, and describe in writing how each can be adapted to support specific instructional objectives in health science.
3. Identify current research issues and developments in the field of instruction for health science educators.
4. Describe practical applications of the research in the classroom including strategies that promote creative/critical thinking capabilities of students.
5. Develop skills in analyzing and assessing health science instructional materials.
6. Identify various health care services and occupations.
7. Develop activities that address the issues surrounding the diverse needs of learners.
8. Research and analyze alternative delivery systems such as distance learning and the use of interactive technology.
9. Examine equitable methods, techniques, and practices addressing the needs of all students.
10. Research, analyze, and implement the principles of continuous quality improvement for professional growth.

### PART II – LEARNING

**LEARNING PROCEDURES:** Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participants will have a variety of experiences that will include, but are not limited to, a blended format to include:
  - o Presentation of current research
  - o Demonstration of best practices
  - o Web based resources
  - o Live online course sessions
  - o Hands-on applied learning activities
  - o Case studies
  - o Collaborative learning activities
2. Learn the American Heart Association (AHA) established practice for Cardiopulmonary resuscitation.
3. Perform mini teaching of topics required for testing of theory and practice and give skill demonstrations for mastery check-off.
4. Demonstrate proficiency in skills and concepts taught through the preparation for the written test as required by the American Heart Association.

### PART III – IMPLEMENTATION

**IMPLEMENTATION PROCEDURES:** Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

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- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

## PART IV – EVALUATION

**IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

Educator: Evidence will include student materials, surveys, participant reflections, and the attainment of their American Heart Association Health Care Provider CPR card at the end of classroom instruction. Trainers will make classroom visits to evaluate instruction per AHA guidelines.

**COMPONENT EVALUATION PROCEDURES:** Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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**Department:** Health Science Education

**Name of Author/Position:** Ronda L. Mims - Instructional Supervisor