

## Dynamic Learning Exercises Instructor and Student Templates

Dear Educator,

This package contains an active learning patient triage exercise for you to use in your classroom.

We get to the end of the EMT class and we haven't even caught our breath from all the trauma skills. Then comes the operations module. A key skill in that section that is often overlooked is triage. PowerPoints and lecture alone don't cut it. So how do we teach the concepts of triage?

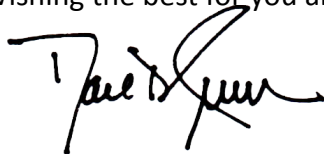
This exercise makes a simple introduction. The downloadable form has twenty patients. Give it out to your students and have them triage each patient on the form. Some are straightforward, others are more complicated. Remember that your facilitation makes any dynamic exercise even more valuable. Call on your students to read their triage decision for a particular patient. See if everyone agrees. If not, ask the students why they chose what they chose. This creates those amazing teachable moments.

Just because you can't do an MCI drill for every class doesn't mean your students can't learn triage. This exercise is short and simple yet dynamic.

I personally created these exercises for use in my EMT classes. I have a core belief that activities such as these are multipliers in the classroom. They multiply your student's understanding. They multiply your reach and ability to teach concepts rather than facts. Perhaps most importantly, they place the student squarely in the role of "learner."

I recognize that many educators worry that these "multipliers" take away from lecture time. While I can't argue the way that time passes in class, I can assure that doing a bit less lecture and using these dynamic exercises is truly an investment. If you don't currently use this type of exercise, please give it a try. If you use other active learning methods I hope these will fit into your classroom experience.

Wishing the best for you and your students,



## Patient Triage Exercise

Using the START triage system, assign each of the following patients the correct color tag (green, yellow, red, or black).

14 year-old male with a possible broken arm; walking around the scene.

36 year-old man is unresponsive, with brain matter showing.

A 34 year-old female has pale, moist skin and respirations of 32/minute.

An unresponsive male patient has snoring respirations. His breathing improves when you open his airway.

A 66 year-old male patient is sitting on the ground. His eyes are open but he cannot answer or follow directions.

A 50 year-old male patient has two fractured femurs. His pulse is 104, R 24 and capillary refill is 3 – 4 seconds.

A 57-year-old female has a fractured tib/fib. Her pulse is 98, R 20 and she is oriented.

A 16-year-old female patient who is ambulatory and tells you she is “ok.”

A 42-year-old woman has no outward signs of injury and no carotid pulse.

A 19-year-old male patient has 2<sup>nd</sup> and 3<sup>rd</sup> degree burns over about 80% of his body, with R 28, P 132.

# Dynamic Learning Exercise

## Patient Triage Exercise

Using the START triage system, assign each of the following patients the correct color tag (green, yellow, red, or black).

A 14 year-old male with a possible broken arm; walking around the scene. **GREEN**

A 36 year-old man is unresponsive, with brain matter showing. **BLACK**

A 34 year-old female has pale, moist skin and respirations of 32/minute. **RED**

An unresponsive male patient has snoring respirations. His breathing improves when you open his airway. **RED**

A 66 year-old male patient is sitting on the ground. His eyes are open but he cannot answer or follow directions. **RED**

A 50 year-old male patient has two fractured femurs. His pulse is 104, R 24 and capillary refill is 3 – 4 seconds. **RED**

A 57-year-old female has a fractured tib/fib. Her pulse is 98, R 20 and she is oriented. **YELLOW**

A 16-year-old female patient who is ambulatory and tells you she is “ok.” **GREEN**

A 42-year-old woman has no outward signs of injury and no carotid pulse. **BLACK**

A 19-year-old male patient has 2<sup>nd</sup> and 3<sup>rd</sup> degree burns over about 80% of his body, with R 28, P 132. **YELLOW**

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