

Lesson Plan

Course: **ESM 495**

Topic: **Suicide Prevention in EMS**

Prepared By: **John F. LeBlanc Jr.**

<p>Focus/Overview & Purpose (What is the focus for today, the “gotcha” part of the lesson? What will be learned and why it is useful?) Identifying signs and symptoms of depression, compassion fatigue, and PTSD. Identifying resources for help for these conditions. How to help others with these symptoms.</p>	<p>Education Standards Addressed (What education standards does this lesson satisfy?) N/A at this time</p>
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	Instructor Guide	
<p>Objectives (Specify skills/information that will be learned.)</p>	<ul style="list-style-type: none"> • Review definitions of depression, compassion fatigue, and PTSD. • Identify the symptoms of depression, compassion fatigue, and PTSD. • Introduce treatment for depression, compassion fatigue, and PTSD. • Identify resources for treatment of these conditions • Instill the concept of servant leadership. Focus on reinforcing the natural tendency to serve others. • Introduce techniques to start the conversation with a buddy showing symptoms • Identify health habits used to avoid these conditions. 	<p>Materials Needed</p> <ul style="list-style-type: none"> • PPT
<p>Information/Explanation (Give and/or demonstrate necessary information; provide a link between prior knowledge and the objective for today)</p>	<p>Handouts?</p>	
<p>Verification (Steps to check for students' understanding of the material)</p>	<p>Exam questions on this material should be incorporated into the module exam.</p>	<p>Other Resources (suggested reading instructors)</p> <ul style="list-style-type: none"> • Tribe, by Sebastian Junger • Servant Leadership by Robert K Greenleaf • On Combat by Dave Grossman • Emotional Trauma Life Support By Sarah I. Mielke • (e.g. Web, books, etc.)
<p>Activity/Guided Practice (Describe the independent activity to reinforce this lesson)</p>	<p>Scenarios? Maybe video clips or book excerpts asking the student to identify symptoms present in the example.</p>	
<p>Summary/Closure (Use several types of closure. Have the students tell one thing they learned throughout the lesson, a “go-around”)</p>	<p>Discussion of the scenarios and open discussion on concerns going into the field. (Remember we are not trying to scare off new EMTs. We are trying to ensure they are prepared for the emotional difficult aspect the job is capable of producing)</p>	