



P.A.R.T.Y. Program Workshop Outline

- Please note: Workshops may vary at different locations due to facility and volunteer availability

Workshops:

- 3.5 hour session (approx)
- Available September to June during the school calendar year

Target: Grade 10 Students within School Districts 61, 62, 63, 64 and 79

P.A.R.T.Y. Session Agenda:

Prior to arriving for the workshop, the students will have completed the Pre-P.A.R.T.Y. Survey.

The opening introduction lecture involves the entire group of students. The students then break into groups to rotate through the activity stations. Each station is approx. 25 minutes in duration. Five minutes is allocated for students to move from one station to the next. The program is approximately 3.5 hours in duration.

The students will be greeted at the main entrance and escorted to the lecture hall and the activity stations. An adult P.A.R.T.Y. volunteer will move them around the hospital.

Introduction:

- Welcome by program coordinator. The “Ground Rules” explained.
- Presentation by Emergency Room Physician
- Introduces PARTY, the program sponsors and the days agenda
- Myths & truths about alcohol consumption and the effects on the body
- Canada & BC statistics
- Smart road safety choices and outcomes of risky behavior
- Crash photos and case presentations
- Types of crash injuries & permanent versus fixed injury
- Brain and Spinal Cord Injury
- Questions

Key Messages: Buckle up, Think First – Be Smart!



Station #1: BC Ambulance Crash Scene Demonstration

- Motorcycle and bicycle helmets will be presented and discussed to demonstrate how proper gear absorbs impact to provide protection to the rider.
- A crashed car is provided by ICBC.
- Paramedics present the story of the crashed car via an interactive discussion:
 - How fast was the car going? What happened? How many passengers?
 - What kind of injuries? Was it a fatal crash?
 - Were they wearing seatbelts?
- BCAS paramedics demonstrate spinal immobilization and pre-hospital resuscitation equipment using a volunteer student. A student will have a C-spine collar applied and be immobilized on a spine board or clamshell device.
- Questions

Key Messages:

- ☆ Wear the gear
- ☆ Buckle Up – Seat belts only save lives if you wear them.
- ☆ Speed: "Slow Down – Speed Kills".
- ☆ Impaired Driving: "Zero Tolerance".
- ☆ You have a voice as a passenger. Your Life...Your Choice.
- ☆ Don't get in, speak up, get out and save your life! Make a good choice.

Station #2: Trauma Room Demonstration

- A trauma nurse explains what occurs when a trauma patient enters the ER (cutting clothes off, immobilization, needles, IV's, catheters, etc).
- The talk is delivered in the first person as a narrative of what has occurred so far and in the near future for this patient.
- A student patient model is used as a hypothetical patient to visualize the procedures and treatments.
- What happens when you leave the ER?
- Questions

Key Messages:

- ☆ Risk taking and poor choice may result in a visit to the ER.
- ☆ Risk taking impacts not only you, but also the hospital staff, your family & friends.
- ☆ Consequences: Loss of independence or loss of life.



Station #3: Vancouver Island Brain Injury Society – Brain Injury Survivors / Morgue Visit

- Brain injury survivors share their personal experiences of living with a permanent brain injury with the students.
- Students will be shown the morgue viewing area and empty vaults (if available) to demonstrate where parents identify their child's body.

Key Messages:

- ☆ Brain injury can permanently alter you life, your dreams.
- ☆ Don't let it happen to you.

Station #4: RCMP or Police School Liaison Officer

- The police liaison speaks about notification to families, current laws surrounding drugs, alcohol and intoxication, what occurs when a charge is laid under the Criminal Code, and current 24-hour prohibition legislation and graduated licenses. A Roadside Screening Device is demonstrated using mouthwash to show alcohol detection.

Key Messages:

- ☆ "Zero Tolerance" for impaired driving.
- ☆ Make a plan to get home safe before you leave the house (taxi, bus, parent, friend).
- ☆ Don't get in a car with a drinking driver or speeding driver.

Station #5: DriveWise Simulator

Students “drive” the simulator while being given distractions such as texting, talking on the self phone, back seat passengers, and changing the radio station. Their driving exercise is then replayed back to them to discuss the implications of their driving ability during those distractions.

Key messages:

- Driving requires your full attention at all times
- Distractions can cause driving errors which can result in injury or death.

Station # 6: Rehabilitation: Speaking, Dressing & Writing Activity

- Students listen to an audiotape of a brain-injured individual.
- The students record what phrases they hear & the facilitator provides that correct answers.
- Students experience rehabilitation and permanent disabilities by performing some everyday tasks while having limbs impaired artificiality.
- Students have special gloves applied that simulate decreased hand dexterity due to spinal injury, and are asked to button a shirt with the provided tool.
- Mirrors, pens and writing exercises are provided to simulate visual/motor deficits associated with brain injury.

Key Messages:

- ☆ Bad choices and crossing the "stupid line" lasts a lifetime.
- ☆ Permanence of disabilities
- ☆ Frustration of rehabilitation

Closing

- Students are given the "No Risk" Contract for Life and a local phone card to get home safely.
- They are encouraged to share their experience at P.A.R.T.Y. with parents/guardians to open discussions of a safe ride home.

Follow-up

- The teacher administers the P.A.R.T.Y. Post Test 1 week after participating in the workshop.