



HEALTHCARE SCIENCE

COURSE: Concepts of Medicine

UNIT: 16.1 Patient History



INTRODUCTION

Annotation:

In this unit students will learn about important steps to take in gathering additional information about the patient after initially assessing and managing any life threatening problems. Students will learn about and apply techniques to perform this part of the assessment in a systematic manner.

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time: Six Fifty Minute Periods

Author: Pat Rutherford, RN

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered

HS-CEM-8:

SCENE SIZE-UP / PATIENT ASSESSMENT Students will accurately assess a patient's need for treatment.

f. Summarize the components of the SAMPLE history and demonstrate questioning a patient to obtain a SAMPLE history.

J. Discuss the rationale for performing a focused history and a physical exam.

GPS Academic Standards:

SAP1: Students will analyze anatomical structures in relationship to their physiology functions.

ELA10C :The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

CTAE-FS -3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS 4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organization structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE FS- 8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

National / Local Standards / Industry / ISTE:

See Module 3-1.1 to 4-1.42 on NHTSA website www.nhtsa.dot.gov/people/injury/ems/pub/frnsc.doc



UNDERSTANDINGS & GOALS

Enduring Understandings:

- In emergency and disaster situations patients may have health issues that are not obvious but may provide some important insight into the care decisions made by EMS personnel.
- It is important for the EMS provider understand the importance of and how to gather health history information from the patient as part of the assessment process.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why is it important to obtain a good history from a patient?
- How should the EMS worker conduct a focused history on a patient?

Knowledge from this Unit:

- How to differentiate various scenarios and identify potential hazards
- The rationale for crewmembers to evaluate scene safety prior to entering.
- How patient situations affect your evaluation of the mechanism of injury or illness.
- The importance of forming a general impression of the patient.
- The use of S-A-M-P-L-E during the patient history.
- The value of an initial assessment and discovery of patient history.
- The value of questioning the patient and family.

Skills from this Unit:

- Determine priorities of patient care and skills required to continue the assessment and management of the ill or injured patient
- Demonstrate the skills involved in performing the focused history exam
- Demonstrate the on-going assessment
- Demonstrate assessment skills using the BSI precautions.
- Demonstrate in real time how to perform the different exams for medical and trauma patients. Then walk the students through each exam slowly with the students returning the demonstration.
- Students will complete a Practical Evaluation using NREMT candidate skill sheets from www.nremt.org, candidate section, basic skills.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☒ Unit test
- ☒ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☒ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☒ Observe students working with partners
 - ☐ Observe students role playing
- ☒ Peer-assessment
 - ☒ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☒ Application of skills to real-life situations/scenarios
- ☒ Post-test

Assessment(s) Title:

Unit Vocabulary Test

Assessment(s) Description/Directions:

A short answer test taken from the vocabulary in this unit

Attachments for Assessment(s):

Unit Vocabulary Test



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

Lesson one

1. **Identify the Standards.** Standards should be posted in the classroom for each lesson.
2. **Review Essential Questions.**
3. **Identify and review the unit vocabulary and have students study for test and set date to be administered**
 - **S-A-M-P-L-E** – Sign & Symptoms, Allergies, Medications, Pertinent past illness, Last oral intake, Events to injury
 - **Medical Alert Tag** – a piece of jewelry worn on a victim that has an illness, allergies & or medication
 - **History (Hx)** – Information about the previous illness, medication and or recent medical conditions
 - **Rapid trauma assessment:** A quickly performed head-to-toe examination of a seriously injured trauma patient to discover hidden or suspected injuries
 - **Focused trauma assessment:** An assessment that is focused on the patient's complaint *or* injury
 - **HPI – History of Physical Illness**
4. **Test over the unit vocabulary** –let students know when test will be given5. Have students refer to their notes from the HS-EDP - 8 Review Head to Toe. The Head to Toe outline is included in the lecture notes for History of the Victim

Lesson 2-3

1. **Review unit vocabulary**
2. Show multimedia slides # 36- 40 on S-A-M-P-L-E
3. Have student break into groups of 3-4 students to develop examples of each portion of the SAMPLE and give information about the possible problem and or event that could have an affect on a certain situation, it would be good to make sure students have different problems .
4. Monitor student progress working on the SAMPLE Project

Lesson 4

1 Have students present the SAMPLE Project-use Sample Project with Rubric to evaluate students

Lesson 5-6

- a) Give students copy of patient assessments-medical & trauma patients and discuss similarities and differences using the flow charts in the lesson outline
- b) Demonstrate the skills involved in performing the focused history exam
- c) Demonstrate the on-going assessment
- d) Demonstrate assessment skills using the BSI precautions.
- e) Demonstrate in real time how to perform the different exams for medical and trauma patients.
- f) Then walk the students through each exam slowly with the students practicing in small groups and returning the demonstration.
- g) Students will complete a Practical Evaluation using NREMT candidate skill sheets from www.nremt.org, candidate section, basic skills.

Attachments for Learning Experiences:

Patient History Outline

Notes & Reflections:

This unit is designed to connect with the Head to Toe Unit from the EPD course.

Multimedia presentation on Patient Assessment from Temple College



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

- Patient Assessment management: Trauma
- Patient Assessment management: Medical
- Project SAMPLE Assignment with rubric

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

- Students will complete a Practical Evaluation using NREMT candidate skill sheets from www.nremt.org, candidate section, basic skills. The performance task title listed above are included in this unit package but can also be found at this site http://www.nremt.org/nremt/EMTServices/exam_coord_man.asp?secID=1#BSkillSheets as well as other performance sheets for EMS.
- Project SAMPLE is a group project for the students to develop a scenario that goes along with the meaning for SAMPLE. Each group will develop examples and questions to present to the class using accurate information.

Attachments for Culminating Performance Task:

- Patient Assessment management: Trauma
- Patient Assessment management: Medical
- Project SAMPLE Assignment with Rubric



UNIT RESOURCES

Web Resources:

- www.nremt.org
- http://www.nremt.org/nremt/EMTServices/exam_coord_man.asp?secID=1#BSkillSheets

Attachment(s):

Materials & Equipment:

- Computer and multimedia software
- Skill Sheets
- Class book

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker