



HEALTHCARE SCIENCE

COURSE: 25.562 Concepts of Emergency Medicine

UNIT: 19.1 Patient Assessment



INTRODUCTION

Annotation:

In this unit students will learn how to accurately assess a patient and be able to determine what help is needed. Students will learn the importance of a safe scene prior to beginning an assessment and the risks involved. Students will learn the standard approach for responding to a call and the steps necessary in performing an accurate assessment. They will demonstrate correct procedures for completing an accurate assessment and be able to differentiate between a detailed physical exam of a trauma patient and that of a medical patient.

Grade(s):

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

Time: Seven 50 minute periods.

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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:

Students will accurately assess a patient's need for treatment.

- a. Analyze the components of scene size-up.
- b. Describe common hazards found at the scene of a trauma and a scene involving a medical patient.
- c. Explain the rationale for identifying the need for additional help or assistance.
- d. Determine priorities of patient care and skills required to continue that assessment and management of the ill or injured patient.
- e. Describe and demonstrate the components of the physical exam, ongoing assessment, and assessment for external bleeding.
- f. Summarize the components of the SAMPLE history and demonstrate questioning a patient to obtain a sample history.
- g. Describe and demonstrate the First Responder "hand-off" report.
- h. Demonstrate the skills that should be used to obtain information from the patient, family, or bystanders at the scene.
- i. Demonstrate the ability to accurately assess, record, and report vital signs.
- j. Discuss the rationale for performing a focused history and a physical exam.
- k. Differentiate between the detailed physical exam of the trauma patient and that of the medical patient and demonstrate each.
- l. Demonstrate that rapid trauma assessment that should be used to assess a patient, based on mechanism of injury.

GPS Academic Standards:

ELAALRC3: The student acquires new vocabulary in each content area and uses it correctly.

ELA11SLV1: The student participates in student-to-teacher, student-to-student, and group verbal interaction.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Patients sometimes have illness and injuries for which the EMS system is activated.
- In responding to these calls the First Responder must quickly make an assessment, decide what needs to be done, and then prioritize care so that the patient may receive the maximum benefit from pre-hospital care without delay to definitive treatment.
- Risk factors at residential and motor vehicle collision scenes may exist therefore the importance of following safety regulations pertaining to the First Responder must be understood.

Essential Questions:

- Why is sizing up the scene a priority in performing a patient assessment?
- Why is it important to perform a thorough patient assessment?
- How does a patient assessment drive patient treatment/care?
- How should the First Responder conduct patient assessments?

Knowledge from this Unit:

- The components of scene size-up including safety risks
- Common mechanisms of injury/nature of illness
- Importance of identifying the total number of patients at the scene
- The reason for identifying the need for additional help or assistance
- Reasons for forming a general impression of the patient.
- Methods of assessing mental status
- The difference between assessing mental status in the adult, child, and infant patient
- How to conduct an initial assessment, focused history and physical exam.
- Explain what additional questioning may be asked during the physical exam.
- Explain the components of the SAMPLE history.
- Discuss the components of the on-going assessment.
- Describe the information included in the First Responder "hand-off" report.

Skills from this Unit: Performance.

At the completion of this lesson, the First Responder student will be able to:

- Demonstrate the ability to differentiate various scenarios and identify potential hazards.
- Demonstrate the techniques for assessing mental status.
- Demonstrate the techniques for assessing and opening the airway.
- Demonstrate the techniques for assessing if the patient is breathing.
- Demonstrate the techniques for assessing the presence or absence of a pulse.
- Demonstrate the techniques for assessing the patient for external bleeding.
- Demonstrate the techniques for assessing the patient's skin color, temperature, condition, and capillary refill (infants and children only).
- Demonstrate questioning a patient to obtain a SAMPLE history.
- Demonstrate the skills involved in performing the physical exam.
- Demonstrate the on-going assessment.

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:

- Vocabulary Quiz-give 2 to 3 quizzes by breaking up list- use vocabulary list to give quiz
- Patient Assessment Text
- Rubric –Patient Assessment Skill

Assessment(s) Description/Directions:**Attachments for Assessment(s):**

- Initial Assessment of a Patient worksheet
- Focused History and Physical Exam worksheet
- Patient Assessment Components worksheet
- Medical/Trauma Emergency Information Sheet
- Assessment of the Patient test and answer key
- Patient Assessment Scenario Rubric



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

- 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.** Give students a copy of the vocabulary list and have them define the terms. This could be assigned as homework or pre-assigned before starting the lesson.

Define the following:

- 1) Patient assessment
- 2) scene size-up
- 3) medical patient

- 4) trauma patient
- 5) mechanism of injury (MOI)
- 6) focused history and physical exam
- 7) baseline vital signs
- 8) detailed physical exam
- 9) ongoing assessment
- 10) nature of illness (NOI)
- 11) vital signs
- 12) interventions
- 13) BSI
- 14) rapid trauma assessment

- 15) ABC's
- 16) chief complaint
- 17) AVPU scale
- 18) carotid pulse
- 19) radial pulse
- 20) brachial pulse
- 21) capillary refill
- 22) perfusion
- 23) patient history
- 24) focused trauma assessment
- 25) rapid physical exam
- 26) focused physical exam
- 27) S-A-M-P-L-E history

4. Begin lesson by asking students how they would decide what to do after they arrive at an accident scene and it appears that there are some people with injuries. Depending on their response, use this as a lead –in for the lesson.

5. Review scene size-up. This can be done with the patient assessment multimedia which has good slides to review and then progresses into patient assessment.

- Ask students what they think is involved in a patient assessment? Discuss responses.

-Give students Initial Patient Worksheet and have them answer the first 6 questions.

-Wrap up by reviewing size-up and reasons for initial patient assessment by discussing slides 21-24 - challenge the students to recall the meaning for the acronym AVPU from their worksheet.

Lesson 2

- Assign a student to conduct the review of GPS and unit vocabulary.
- Begin the lesson by asking the students to recall the meaning AVPU.
- Ask students to state the 6 major parts of the initial assessment from the worksheet assignment.
- Ask students to answer questions 7-10 on worksheet. Continue discussion on assessment with the multimedia at slide 25-33
- Wrap up with review of discussion and ask to recall AVPU and or ABCs of assessment. This could be ticket-out-of-the-Door question.

Lesson 3

- Assign a student to conduct the review of GPS and unit vocabulary.
- Have students practice the initial assessment in small groups at least two times per person- monitor their activity and make corrections as needed
- Review focused History and Physical Exam if already taught, (if not this is a good time to teach this lesson)
- Then, continue with the Patient assessment lessons using the same multimedia presentation and the Patient Assessment Components worksheet which students should complete. This can be done as cooperative groups or as homework.

Lesson 4-5

Assign a student to conduct the review of GPS and unit vocabulary.

- Discuss and demonstrate the detailed physical exam. Give students the Medical Trauma info sheet and explain use

- Have students practice performing a detailed physical exam in small groups especially steps in vital signs pulse and pulse site locations, blood pressure may need to be taught as a separate lesson for students to master. First Responders may not be required to measure blood pressure
- Ticket-out-of-the-Door- Tell the meaning of S-A-M-P-L-E.

Lesson 6

Have students practice completing a full patient assessment in small groups and check off with instructor using the patient assessment scenario rubric

Lesson 7

Administer the Patient Assessment Test and continue Patient Assessment Check-off. Students who have not mastered the skills can continue to practice-you may want to assign peer tutors to work with them while you complete check-off with other students.

Can have students begin defining vocabulary for next unit if they have completed their skills check-off.

Attachments for Learning Experiences:

Assessment of the Patient Multimedia presentation

Notes & Reflections:



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

- www.nhtsa.dot.gov/people/injury/ems/pub/frnsc.doc
- www.nremt.org

Attachment(s):

Materials & Equipment:

- Bergeron, J. David & Chris Le Bandour. (2009). *First Responder*. 8th Edition. Pearson Prentice Hall. Upper Saddle River: NJ.
- Knepp, Pamela BSN RN. Personal experience. Smith, Travis

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		