

TASK LIST AND EDUCATIONAL OBJECTIVES

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

COGNITIVE OBJECTIVES

1. Assess scene safety
 - Recognize hazards/potential hazards
 - Describe common hazards found at the scene of a trauma and a medical patient
 - Determine if the scene is safe to enter
2. Assess the need for additional resources at the scene
 - Explain the reason for identifying the need for additional help or assistance
3. Assess mechanism of injury
4. Assess nature of illness
 - Discuss common mechanisms of injury/nature of illness
5. Perform an initial patient assessment and provide care based on initial assessment findings
 - Summarize the reasons for forming a general impression of the patient.
 - Discuss methods of assessing altered mental status.
 - Discuss methods of assessing the airway in the adult, child and infant patient.
 - Describe methods used for assessing if a patient is breathing.
 - Differentiate between a patient with adequate and inadequate breathing.
 - Distinguish between methods of assessing breathing in the adult, child and infant patient.
 - Describe the methods used to obtain a pulse.
 - Describe normal and abnormal findings when assessing skin color, temperature and condition.
 - Explain the reason for prioritizing a patient for care and transport.
6. Obtain a **SAMPLE** history (Signs and Symptoms of the present illness/injury, Allergy, Medications, Past medical History, Last oral intake, Events leading to present illness/injury)
 - Identify the components of a **SAMPLE** history
7. Perform a rapid trauma assessment and provide care based on assessment findings
 - State the reasons for performing a rapid trauma assessment
 - Recite examples and explain why patients should receive a rapid trauma assessment
8. Perform a history and physical examination focusing on the specific injury and provide care based on assessment findings.

- Discuss the reason for performing a focused history and physical examination.
9. Perform a history and physical examination focusing on a specific medical condition and provide care based on assessment findings.
 - Differentiate between the history and physical examination that are performed for responsive patients with no known prior history and responsive patients with a known history.
 - Differentiate between the assessment that is performed for a patient who is unresponsive or has an altered mental status and other medical patients requiring assessment.
 10. Perform a detailed physical examination and provide care based on assessment findings
 - State the areas of the body that are evaluated during the detailed physical examination.
 - Explain what additional care should be provided while performing the detailed physical examination.
 11. Perform on-going assessments and provide care based on assessment findings.
 - Discuss the reasons for repeating the initial assessment as part of the on-going assessment.
 - Describe the components of the on-going assessment.
 12. Complete a prehospital care report
 - Apply the components of the essential patient information in a written report.
 13. Communicate with the patient, bystanders, other health care provider and patient family members while providing patient care
 - Discuss the communication skills that should be used to interact with the patient.
 - Discuss the communication skills that should be used to interact with the family, bystanders, individuals from other agencies while providing patient care and hospital personnel, and the difference between skills used to interact with the patient and those used to interact with others.
 14. Provide a report to medical direction of assessment findings and emergency care given
 - Explain the importance of effective communication of patient information.

AFFECTIVE OBJECTIVES

1. Explain the value of performing an each component of the prehospital patient assessment.
2. Recognize and respect the feelings that patients might experience during assessment.
3. Explain the rationale for providing efficient and effective radio and written patient care reports.

PSYCHOMOTOR OBJECTIVES

1. Demonstrate the steps in performing a scene size-up.
2. Demonstrate the steps in performing an initial assessment.
3. Demonstrate the rapid trauma assessment that should be used to assess a patient based on mechanism of injury.
4. Demonstrate the steps in performing a focused history and physical on a medical and a trauma patient.
5. Demonstrate the skills involved in performing a detailed physical examination.
6. Demonstrate the skills involved in performing an on-going assessment.
7. Complete a prehospital care report.

PREPARATION

Motivation: The EMT-Basic will encounter patients who require emergency medical care. It is important to identify those patients who require rapid assessment, critical intervention and immediate transport. The components of the assessment will assist the EMT-Basic in making patient intervention decisions.

MATERIALS

AV Equipment: Utilize various audio-visual materials relating to emergency medical care. The continuous design and development of new audio-visual materials relating to EMS requires careful review to determine which best meet the needs of the program. Materials should be edited to assure the objectives of the curriculum are met.

EMS Equipment: Exam gloves, airway management equipment, stethoscope, blood pressure cuff and a penlight.

PERSONNEL

Primary Instructor: One EMT-Basic instructor knowledgeable in scene management and patient assessment.

Assistant Instructor: The instructor-to-student ratio should be adequate to allow for supervision of psychomotor skills practice. Individuals used as assistant instructors should be knowledgeable in scene management and patient assessment.