

# Lesson 3-2

## Practical Lab: Patient Assessment



# Objectives

## Objectives Legend

C=Cognitive P=Psychomotor A=Affective

1 = Knowledge level

2 = Application level

3 = Problem-solving level

### Cognitive Objectives

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

3-2.1 Demonstrate the cognitive objectives of Lesson 3-1: Patient Assessment.

### Affective Objectives

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

3-2.2 Demonstrate the affective objectives of Lesson 3-1: Patient Assessment.

### Psychomotor Objectives

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

3-2.3 Demonstrate the ability to differentiate various scenarios and identify potential hazards. (P-1)

3-2.4 Demonstrate the techniques for assessing mental status/responsiveness. (P-1,2)

3-2.5 Demonstrate the techniques for assessing the airway. (P-1,2)

3-2.6 Demonstrate the techniques for assessing if the patient is breathing. (P-1,2)

3-2.7 Demonstrate the techniques for assessing if the patient has a pulse. (P-1,2)

3-2.8 Demonstrate the techniques for assessing the patient for external bleeding. (P-1,2)

3-2.9 Demonstrate the techniques for assessing the patient's skin color and temperature.

3-2.10 Demonstrate questioning a patient to obtain a SAMPLE history.

3-2.11 Demonstrate the skills involved in performing the physical exam. (P-1,2)

3-2.12 Demonstrate the on-going assessment (P-1,2)

# Preparation

### Motivation:

The practical lesson is designed to allow the students additional time to perfect skills. It is of utmost importance that the students demonstrate proficiency of the skill, cognitive knowledge of the steps to perform a skill, and a healthy attitude towards performing that skill on a patient.

This is an opportunity for the instructor and assistant instructors to praise progress and redirect the students toward appropriate psychomotor skills. The material from all preceding lessons and basic life support should be incorporated into these practical skill sessions.

**Prerequisites:**

Preparatory Module, Airway Module

## **Materials**

**AV Equipment:**

Utilize various audio-visual materials relating to emergency medical care. The continuous 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 ensure that the objectives of the curriculum are met.

**EMS Equipment:**

Exam gloves, airway management equipment, suction.

## **Personnel**

**Primary Instructor:**

One EMT-B Instructor knowledgeable in patient assessment.

**Assistant Instructor:**

The instructor-to-student ratio should be 1:6 for psychomotor skill practice. Individuals used as assistant instructors should be knowledgeable in airway techniques and management.

**Recommended Minimum Time to Complete:**

Two hours

# Presentation

## Declarative (What)

None identified for this lesson.

# Application

## Procedural (How)

Instructor should demonstrate the procedural activities from Lesson 3-1: Patient Assessment

## Contextual (When, Where, Why)

Instructor should review contextual information from Lesson 3-1: Patient Assessment

# Student Activities

## Auditory (Hearing)

1. The student should hear simulations of various safe and unsafe scenes.
2. Students should hear recordings of various patient situations to listen for clues concerning the general impression.
3. Students should hear normal and abnormal airway noises.
4. Students should hear breathing.
5. Students should hear information input from a responsive simulated patient or from others regarding signs and symptoms for patients that are unresponsive.
6. Students should hear the presence of breath sounds on fellow students.

## Visual (Seeing)

1. The student should see simulations of various safe and unsafe scenes.
2. The student should see the flow chart from Appendix F.
3. Students should see audio-visual aids or materials of various injuries.
4. Students should see the inspection and palpation of programmed patients for various injuries and patterns of injury.
5. Students should see landmarks for palpation and inspection.

## Kinesthetic (Doing)

1. The student should role play the actions to take at various safe and unsafe scenes.
2. The student should use the flow chart from Appendix F.
3. Students should practice establishing mental status on programmed patients (fellow students) with various altered mental statuses.

4. Students should practice airway opening techniques on manikins and each other.
5. Students should practice assessing breathing.
6. Students should practice assessing pulses.
7. Students should practice assessing for major bleeding.
8. Students should practice recording assessment findings.
9. Students should practice inspecting and palpating.

## **Instructor Activities**

Supervise student practice.

Reinforce student progress in cognitive, affective, and psychomotor domains.

Redirect students having difficulty with content. (Complete remediation forms.)

## **Evaluation**

### **Practical:**

Evaluate the actions of the CFR students during role play, practice, or other skills stations to determine their compliance with the cognitive and affective objectives and their mastery of the psychomotor objectives of this lesson.

## **Remediation**

Identify students or groups of students who are having difficulty with this subject content. Complete remediation sheet from the instructor's course guide.

## **Enrichment**

What is unique in the local area concerning this topic? Complete enrichment sheets from the instructor's course guide and attach with lesson plan.