Learning Outcomes

CHAPTER 26

Medical Office Emergencies

Cognitive Domain
1. Spell and define key terms
2. State principles and steps of professional/provider cardiopulmonary resuscitation
3. Describe basic principles of first aid
4. Identify the five types of shock and the management of each
5. Describe how burns are classified and managed
6. Explain the management of allergic reactions
7. Describe the management of poisoning and the role of the poison control center
8. List the three types of hyperthermic emergencies and the treatment for each type
9. Discuss the treatment of hypothermia
10. Describe the role of the medical assistant in managing psychiatric emergencies

Psychomotor Domain
1. Administer oxygen (Procedure 26-1)
2. Perform cardiopulmonary resuscitation (Procedure 26-2)
3. Use an automatic external defibrillator (Procedure 26-3)
4. Manage a foreign body airway obstruction (Procedure 26-4)
5. Control bleeding (Procedure 26-5)
6. Respond to medical emergencies other than bleeding, cardiac/respiratory arrest, or foreign body airway obstruction (Procedure 26-6)
7. Perform first aid procedures
8. Practice standard precautions
9. Document accurately in the patient record
10. Perform within scope of practice
11. Select appropriate barrier/personal protective equipment for potentially infectious situations

Affective Domain
1. Apply critical thinking skills in performing patient assessment and care
2. Show awareness of patients’ concerns regarding their perceptions related to the procedure being performed
3. Demonstrate empathy in communicating with patients, family, and staff
4. Apply active listening skills
5. Use appropriate body language and other nonverbal skills in communicating with patients, family, and staff
6. Demonstrate awareness of territorial boundaries of the person with whom you are communicating
7. Demonstrate sensitivity appropriate to the message being delivered
8. Demonstrate recognition of the patient’s level of understanding in communications
9. Recognize and protect personal boundaries in communicating with others
10. Demonstrate respect for individual diversity, incorporating awareness of one’s own biases in areas including gender, race, religion, age, and economic status
The Clinical Medical Assistant

ABHES Competencies

1. Document accurately
2. Recognize and respond to verbal and nonverbal communication
3. Adapt to individualized needs
4. Apply principles of aseptic techniques and infection control
5. Recognize emergencies and treatments and minor office surgical procedures
6. Use standard precautions
7. Perform first aid and CPR
8. Demonstrate professionalism by exhibiting a positive attitude and sense of responsibility
CHAPTER 26 • Medical Office Emergencies

MULTIPLE CHOICE
Circle the letter preceding the correct answer.

1. During a primary assessment, you should check:
   a. AVPU.
   b. pupils.
   c. responsiveness.
   d. vital signs.
   e. patient identification.

2. What signs and symptoms are consistent with heat stroke?
   a. Cyanotic skin
   b. Pale wet skin
   c. Ecchymosis
   d. Dry, flushed skin
   e. Waxy, gray skin

3. Superficial burns are categorized as:
   a. first degree.
   b. second degree.
   c. third degree.
   d. partial thickness.
   e. full thickness.

4. Which is an example of a closed wound?
   a. Abrasion
   b. Avulsion
   c. Contusion
   d. Laceration
   e. Ecchymosis

5. What is the BSA of the anterior portion of an adult's trunk?
   a. 1%
   b. 9%
   c. 13.5%
   d. 18%
   e. 36%

6. A patient with pneumonia is at risk for:
   a. hypothermia.
   b. hypovolemic shock.
   c. septic shock.
   d. seizures.
   e. hyperthermia.

7. The first step to take when discovering an unresponsive patient is to:
   a. begin CPR.
   b. check circulation.
   c. establish an airway.
   d. go find help.
   e. identify the patient.

8. During a physical examination of an emergency patient's abdomen, check for:
   a. cerebral fluid.
   b. distal pulses.
   c. paradoxical movement.
   d. tenderness, rigidity, and distension.
   e. lethargy and slow movements.

9. A potential complication from a splint could be:
   a. compartment syndrome.
   b. dislocation.
   c. hematoma.
   d. injury from sharp bone fragments.
   e. tissue ischemia and infarction.

10. Circulation after splinting can be tested using:
    a. blood pressure.
    b. brachial pulse.
    c. carotid pulse.
    d. distal pulse.
    e. femoral pulse.
Scenario for questions 11 and 12: A patient complains about tightness in the chest, a feeling of warmth, and itching. After a minute the patient's breathing is labored.

11. You are most likely watching the early warning signs of:
   a. an allergic reaction.
   b. cardiogenic shock.
   c. a myocardial infarction.
   d. poisoning.
   e. ecchymosis.

12. What action is contraindicated should this patient go into shock?
   a. Cardiac monitoring
   b. Epinephrine (1:1,000)
   c. Establishing an IV line
   d. Intubation
   e. Providing high-flow oxygen

13. If a patient is having a seizure, you should:
   a. force something into the patient's mouth to protect the tongue.
   b. maintain spine immobilization.
   c. protect the patient from injury.
   d. restrain the patient.
   e. assist patient to supine position.

14. What is the difference between an emotional crisis and a psychiatric emergency?
   a. A psychiatric emergency results from substance abuse.
   b. A patient in a psychiatric emergency poses a physical threat to himself or others.
   c. An emotional crisis is a case of bipolar disorder.
   d. A psychiatric emergency involves a patient diagnosed with a psychiatric disorder.
   e. An emotional crisis does not include delusions.

15. A patient suffering hypothermia should be given:
   a. alcohol to promote circulation.
   b. hot chocolate to provide sugar.
   c. IV fluids for rehydration.
   d. warm coffee to raise his or her level of consciousness.
   e. dry heat to warm the surface.

16. What agency should be contacted first when a patient is exposed to a toxic substance?
   a. AMAA
   b. EMS
   c. MSDS
   d. Centers for Disease Control
   e. Poison Control Center

17. Which form of shock is an acute allergic reaction?
   a. Neurogenic shock
   b. Anaphylactic shock
   c. Cardiogenic shock
   d. Septic shock
   e. Hypovolemic shock

18. What does the “V” in AVPU stand for?
   a. Vocalization
   b. Vital signs
   c. Viscosity
   d. Voice recognition
   e. Verbal response

19. To manage open soft tissue injuries, you should:
   a. leave them open to the air.
   b. wrap loosely in bandages.
   c. immediately stitch closed.
   d. elevate the wound.
   e. apply direct pressure.

20. Which of the following items should be included in an emergency kit?
   a. Alcohol wipes
   b. Syringe
   c. Penicillin
   d. Oscilloscope
   e. Sample containers
## MATCHING

Match each key term with its definition.

<table>
<thead>
<tr>
<th>Key Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. _____ allergen</td>
<td>a. an abnormal discharge of electrical activity in the brain, resulting in erratic muscle movements, strange sensations, or a complete loss of consciousness</td>
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<tr>
<td>22. _____ anaphylactic shock</td>
<td>b. black, tarry stools caused by digested blood from the gastrointestinal tract</td>
</tr>
<tr>
<td>23. _____ cardiogenic shock</td>
<td>c. severe allergic reaction within minutes to hours after exposure to a foreign substance</td>
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<tr>
<td>24. _____ contusion</td>
<td>d. an emergency where the body cannot compensate for elevated temperatures</td>
</tr>
<tr>
<td>25. _____ ecchymosis</td>
<td>e. a bruise or collection of blood under the skin or in damaged tissue</td>
</tr>
<tr>
<td>26. _____ full-thickness burn</td>
<td>f. a burn limited to the epidermis</td>
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<tr>
<td>27. _____ heat cramps</td>
<td>g. any device used to immobilize a sprain, strain, fracture, or dislocated limb</td>
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<tr>
<td>28. _____ heat stroke</td>
<td>h. shock that results from dysfunction of the nervous system following a spinal cord injury</td>
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<tr>
<td>29. _____ hematoma</td>
<td>i. muscle cramping that follows a period of physical exertion and profuse sweating in a hot environment</td>
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<tr>
<td>30. _____ hyperthermia</td>
<td>j. a penetrating burn that has destroyed all skin layers</td>
</tr>
<tr>
<td>31. _____ hypothermia</td>
<td>k. a characteristic black and blue mark from blood accumulation</td>
</tr>
<tr>
<td>32. _____ hypovolemic shock</td>
<td>l. below-normal body temperature</td>
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<tr>
<td>33. _____ infarction</td>
<td>m. the general condition of excessive body heat</td>
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<tr>
<td>34. _____ ischemia</td>
<td>n. a blood clot that forms at an injury site</td>
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<tr>
<td>35. _____ melena</td>
<td>o. a burn that involves epidermis and varying levels of the dermis</td>
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<tr>
<td>36. _____ neurogenic shock</td>
<td>p. a decrease in oxygen to tissue</td>
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<tr>
<td>37. _____ partial-thickness burn</td>
<td>q. a substance that causes manifestations of an allergy</td>
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<td>38. _____ seizure</td>
<td>r. shock that results from general infection in the bloodstream</td>
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<tr>
<td>39. _____ septic shock</td>
<td>s. shock caused by loss of blood or other body fluids</td>
</tr>
<tr>
<td>40. _____ shock</td>
<td>t. death of tissue due to lack of oxygen</td>
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<tr>
<td>41. _____ splint</td>
<td>u. condition resulting from the lack of oxygen to individual cells of the body</td>
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<tr>
<td>42. _____ superficial burn</td>
<td>v. type of shock in which the left ventricle fails to pump enough blood for the body to function</td>
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</table>
### IDENTIFICATION

43. As a medical assistant, you may be called on to assist during an emergency. Review the list of tasks below and determine which tasks you may be responsible for as a medical assistant. Place a check mark in the “Yes” column for those duties you might assist with as a medical assistant and place a check mark in the “No” column for those tasks that not be the responsibility of the medical assistant.

<table>
<thead>
<tr>
<th>Task</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>a. Obtain important patient information.</td>
<td></td>
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<td>b. Perform CPR.</td>
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<td>c. Set and splint bone fractures.</td>
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<td>d. Remove foreign body airway obstructions.</td>
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<td>e. Remain calm and react competently and professionally during a psychiatric crisis.</td>
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<td>f. Coordinate multiple ongoing events while rendering patient care in a cardiac emergency.</td>
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<tr>
<td>g. Negotiate with or attempt to calm a violent patient during a psychiatric crisis.</td>
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<td>h. Know what emergency system is used in the community.</td>
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<tr>
<td>i. Provide immediate care to the patient while the physician is notified.</td>
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<tr>
<td>j. Perform rapid sequence intubation (RSI) on a patient who is suffering respiratory failure.</td>
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<td>k. Administer first aid.</td>
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<td>l. Document all actions taken.</td>
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<td>m. Complete routine scheduled tasks.</td>
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<tr>
<td>n. Assist EMS personnel as necessary.</td>
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<tr>
<td>o. Examine the patient for EMS personnel.</td>
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<tr>
<td>p. Direct care of the patient for EMS personnel.</td>
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<tr>
<td>q. Remove any obstacles that prevent speedy evacuation of the patient by stretcher.</td>
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<td>r. Direct family members to the reception area or a private room.</td>
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</table>

44. Identify the type of shock described in the following scenarios.

a. A very ill patient has been complaining of increasing pain in the pelvis and legs. Blood is present in the urine. The patient's temperature was elevated but is dropping.

b. An elderly patient falls on her back while attempting to get out of bed. Her heart rate becomes rapid and thready, and her blood pressure drops quickly.

c. A patient presents with fluid in the lungs, difficulty breathing, and chest pain.
d. A patient presents with labored breathing, grunting, wheezing, and swelling followed by fainting.

e. A child is brought in for diarrhea. She has poor skin turgor and capillary refill. Her mental status appears to be deteriorating.

45. Put a check mark on the line next to the correct signs and symptoms of shock.

a. _____ low blood pressure
b. _____ high blood pressure
c. _____ calm or lethargic
d. _____ restlessness or signs of fear
e. _____ thirst
f. _____ polyuria
g. _____ hunger
h. _____ nausea
i. _____ hot, sweaty skin
j. _____ cool, clammy skin
k. _____ pale skin with cyanosis (bluish color) at the lips and earlobes
l. _____ flushed skin
m. _____ rapid and weak pulse
n. _____ bounding pulse

46. Classify the type, severity, and coverage of the burns in each of these scenarios.

a. A contractor installing medical equipment accidentally touches exposed wires. He has burns on his right arm, but no sensation of pain.
   • Type:
   • Severity:
   • Coverage:

b. A child spills bleach on one leg. The leg is blistering and causing severe pain.
   • Type:
   • Severity:
   • Coverage:
c. A man watches a welder install handrails on your office's handicapped ramp. Now his face is red and painful, and his eyes have a painful itching sensation.

- Type:

- Severity:

- Coverage:

d. A patient spills hot coffee while driving to your office, painfully blistering his genital area.

- Type:

- Severity:

- Coverage:

47. Identify the hyperthermic and hypothermic emergencies from the list below and match them with the proper treatment. Place the number preceding the correct treatment on the line next to the heat or cold emergency.

a. _______ heat cramps  
1. Remove wet clothing.  
   Cover the patient.  
   Give warm fluids by mouth if patient is alert and oriented.

b. _______ frostbite  
2. Move the patient to a cool area.  
   Remove clothing that may be keeping in the heat.  
   Place cool, wet cloths or a wet sheet on the scalp, neck, axilla, and groin.  
   Administer oxygen as directed by the physician and apply a cardiac monitor.  
   Notify the EMS for transportation to the hospital as directed by the physician.

c. _______ heat stroke  
3. Immerse the affected tissue in lukewarm water (41°C, 105°F) until the area becomes pliable and the color and sensation return.  
   Do not apply dry heat.  
   Do not massage the area; massage may cause further tissue damage.  
   Avoid breaking any blisters that may form.  
   Notify the EMS for transportation to a hospital.

d. _______ hypothermia  
4. Move the patient to a cool area.  
   Give fluids (commercial electrolyte solution) by mouth if uncomplicated.  
   Give IV fluids if patient presents with nausea.
48. What are your responsibilities for managing an allergic reaction? Circle the letter preceding all tasks that apply.
   a. Leave the patient to bring the emergency kit or cart, oxygen, and to get a physician to evaluate the patient.
   b. Assist the patient to a supine position.
   c. Scrub patient’s skin to remove allergens and urticaria.
   d. Assess the patient’s respiratory and circulatory status by obtaining the blood pressure, pulse, and respiratory rates.
   e. Observe skin color and warmth.
   f. If the patient complains of being cold or is shivering, cover with a blanket.
   g. Intubate the patient.
   h. Upon the direction of the physician, start an intravenous line and administer oxygen.
   i. Administer medications as ordered by the physician.
   j. Document vital signs and any medications and treatments given, noting the time each set of vital signs is taken or medications are administered.
   k. Communicate relevant information to the EMS personnel, including copies of the progress notes or medication record as needed.

49. List nine interventions or steps to manage burns.

50. A sullen and moody patient suddenly becomes threatening. Name three things the medical assistant should do.
51. What six pieces of information should be included in your office’s emergency plan?

52. What are the elements of the AVPU scale for assessing a patient’s level of consciousness?

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</table>

53. List the first three steps you should use to control bleeding from an open wound.

54. You enter an exam room and unexpectedly find someone sprawled on the floor. What four things do you check on your primary assessment?

55. At what point do you assess the general appearance of the patient?
56. A patient is found unconscious. You do not suspect trauma. In what order would you perform the physical examination?

57. An examination of the eyes can be done according to the acronym “PEARL,” meaning Pupils Equal And Reactive to Light. What does this examination reveal?

58. A 55-year-old male begins complaining about nausea. He is clearly anxious or agitated. What could this be an early symptom of?

TRUE OR FALSE?

Indicate whether the statements are true or false by placing the letter T (true) or F (false) on the line preceding the statement.

59. _____ During a primary assessment, you find a patient has inadequate respirations. You should proceed to the secondary assessment and physical examination to find out why.

60. _____ An impaled object should not be removed but requires careful immobilization of the patient and the injured area of the body.

61. _____ An allergic reaction will be evident immediately after exposure to an allergen.

62. _____ Closed wounds are not life threatening.
CASE STUDIES FOR CRITICAL THINKING

1. A male older adult falls in an exam room. He is conscious, but agitated and anxious. You are the first to discover him struggling on the floor. What is the only duty you will perform until others arrive, and why?

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

2. A patient in your office is in respiratory arrest. The physician is attending this patient. You have collected notes on the patient’s vitals and SAMPLE history (signs and symptoms, allergies, medications, past pertinent history, last oral intake, and the events that led to the problem). A family member of the patient is present and is growing upset and intrusive. The EMTs arrive on the scene. What is your immediate responsibility? Explain.

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

3. A teenage patient is given an instant coldpack for an injury to the mouth. A few minutes later you discover the teenager misunderstood, and drank the contents of the cold pack. What information do you need to collect to prepare for a call to the poison control center?

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________
4. Dante commutes to your office by public transportation. On a particularly cold day, Dante arrives late with cool, pale skin. He is lethargic and confused, with slow and shallow respirations and a slow and faint pulse. Describe what actions are appropriate.

5. You have just had a patient suffer anaphylactic shock and respiratory arrest due to an unsuspected penicillin allergy. EMS has transported the patient to a local hospital. The following week, the patient calls to ask what she can do to prevent this from happening in the future. What would you tell this patient? Are there any future precautions this patient should take? If so, what?

6. You have a 35-year-old patient who has religious reservations about some medical procedures. Normally, you and the physician carefully explain procedures to this patient so she has the opportunity to make informed consent decisions. Now she is lying unconscious in front of you with a medical emergency. How do you handle informed consent with an unconscious patient?

7. You have an elderly patient with a “do not resuscitate” order, because he does not want to receive CPR in the event of a heart attack. During treatment for another condition, he collapses in apparent anaphylactic shock. Do you provide emergency medical assistance?
### Procedure 26-1: Administer Oxygen

**Name:** ______________________________  **Date:** __________  **Time:** __________  **Grade:** ___________

**Equipment/Supplies:** Oxygen tank with a regulator and flow meter, an oxygen delivery system (nasal cannula or mask)

**Standards:** Given the needed equipment and a place to work the student will perform this skill with ________% accuracy in a total of ________ minutes. *(Your instructor will tell you what the percentage and time limits will be before you begin.)*

**Key:**
- 4 = Satisfactory
- 0 = Unsatisfactory
- NA = This step is not counted

**Procedure Steps**

<table>
<thead>
<tr>
<th></th>
<th>Self</th>
<th>Partner</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>1.</td>
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<td>W</td>
<td>W</td>
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<tr>
<td>2.</td>
<td>C</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
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<td>A</td>
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</table>

**Additional Procedure:**
- Explain how to respond to a patient who has dementia.

**Calculation**

Total Possible Points: _____

Total Points Earned: _______ Multiplied by 100 = _______ Divided by Total Possible Points = _______ %

**Pass/Fail**

- **Pass**
- **Fail**

**Comments**

Student's signature ____________________________________________ Date ________

Partner's signature ____________________________________________ Date ________

Instructor's signature __________________________________________ Date ________
**PROCEDURE 26-2 Perform Cardiopulmonary Resuscitation (Adult)**

**Name:** __________________________ **Date:** ______ **Time:** ______ **Grade:** ______

**EQUIPMENT/SUPPLIES:** CPR mannequin, mouth-to-mouth barrier device, gloves

**STANDARDS:** Given the needed equipment and a place to work the student will perform this skill with _______% accuracy in a total of _______ minutes. *(Your instructor will tell you what the percentage and time limits will be before you begin.)*

**NOTE:** All health care professionals should receive training for proficiency in CPR in an approved program. This skill sheet is not intended to substitute for proficiency training with a mannequin and structured protocol.

**KEY:**

4 = Satisfactory 0 = Unsatisfactory NA = This step is not counted

<table>
<thead>
<tr>
<th>PROCEDURE STEPS</th>
<th>SELF</th>
<th>PARTNER</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine unresponsiveness by shaking the patient and shouting “Are you okay?”</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>2. Instruct another staff member to get the physician, emergency cart/supplies, and AED.</td>
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<tr>
<td>3. Put on clean exam gloves.</td>
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<td>☐</td>
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<tr>
<td>4. If the patient does not respond, assess for cardiac function by feeling for a pulse using the carotid artery at the side of the patient’s neck.</td>
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<td>☐</td>
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<tr>
<td>5. If no pulse is present, follow the protocol for chest compressions according to the standards for training provided by an approved basic life support provider.</td>
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<tr>
<td>6. After 30 compressions, check for airway patency and respiratory effort using the head-tilt, chin-lift maneuver with the patient in the supine position.</td>
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<tr>
<td>7. After opening the airway, begin rescue breathing by placing a mask over the patient’s mouth and nose and giving two slow breaths, causing the chest to rise without overfilling the lungs.</td>
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<td>☐</td>
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<tr>
<td>8. Continue chest compressions and rescue breathing at a ratio of 30:1 until relieved by another health care provider or EMS arrives.</td>
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<tr>
<td>9. Utilize the recovery position if the patient regains consciousness or a pulse and adequate breathing.</td>
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<td>☐</td>
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<tr>
<td>10. Document the procedure and copy any records necessary for transport with EMS.</td>
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</tbody>
</table>
CALCULATION

Total Possible Points: _______

Total Points Earned: _______ Multiplied by 100 = _______ Divided by Total Possible Points = _______ %

PASS          FAIL

□                          □

COMMENTS:

Student’s signature ____________________________ Date _______
Partner’s signature ____________________________ Date _______
Instructor’s signature ____________________________ Date _______
EQUIPMENT/SUPPLIES: Practice mannequin, training automatic external defibrillator with chest pads and connection cables, scissors, gauze, gloves

STANDARDS: Given the needed equipment and a place to work the student will perform this skill with ____________% accuracy in a total of ____________ minutes. (Your instructor will tell you what the percentage and time limits will be before you begin.)

NOTE: All health care professionals should receive training for proficiency in CPR and using an AED in an approved program. This skill sheet is not intended to substitute for proficiency training with a mannequin and structured protocol.

KEY: 4 = Satisfactory 0 = Unsatisfactory NA = This step is not counted

PROCEDURE STEPS

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<td>2. Instruct another staff member to get the physician, emergency cart/supplies, and AED.</td>
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<tr>
<td>3. While the other staff member continues CPR, remove the patient’s shirt and prepare the chest for the AED electrodes:</td>
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<td>☐</td>
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</tr>
<tr>
<td>a. If there are medication patches on the chest where the electrodes will be placed, remove them and wipe away any excess medication with a towel.</td>
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<tr>
<td>b. If there is excess hair on the chest that will prevent the AED electrodes from sticking, apply one set of electrodes and quickly remove, pulling any hair from the chest.</td>
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</tr>
<tr>
<td>c. If the chest is wet, dry with a towel or other cloth before applying the electrodes.</td>
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</tr>
<tr>
<td>4. After removing the paper on the back of the AED electrodes, apply the electrodes to the chest area, one to the upper right chest area and the other on the lower left chest area.</td>
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<tr>
<td>5. Explain what should be done in the event the patient has an implantable device in the area where the chest electrodes should be applied.</td>
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<tr>
<td>6. With the electrodes securely on the chest, connect the wire from the electrodes to the AED unit and turn the AED on.</td>
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</tr>
<tr>
<td>7. Advise everyone to not touch the patient while the AED is analyzing the heart rhythm.</td>
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<tr>
<td>8. If no shock is advised by the AED, resume CPR.</td>
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<tr>
<td>9. If a shock is advised by the AED, make sure no one is touching the patient before pressing the appropriate button on the AED.</td>
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</tbody>
</table>
### PART III • The Clinical Medical Assistant

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>10.</strong> After a shock is delivered by the AED, resume CPR until the AED advises you that the heart rhythm is being analyzed again.</td>
<td></td>
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<tr>
<td><strong>11.</strong> Do not touch the patient while the heart rhythm is being reanalyzed at any point during the procedure.</td>
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<tr>
<td><strong>12.</strong> Continue to follow the instructions given by the AED and the physician until EMS has been notified and has arrived.</td>
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<tr>
<td><strong>13.</strong> Document the procedure and copy any records necessary for transport with EMS.</td>
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</tbody>
</table>

### CALCULATION

Total Possible Points: ________

Total Points Earned: ________ Multiplied by 100 = ________ Divided by Total Possible Points = ________ %

### PASS   FAIL   COMMENTS:

☐   ☐

Student’s signature _______________________________ Date ______

Partner’s signature _______________________________ Date ______

Instructor’s signature _______________________________ Date ______
PROCEDURE 26-4 Manage a Foreign Body Airway Obstruction (Adult)

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Date: _______</th>
<th>Time: _______</th>
<th>Grade: _______</th>
</tr>
</thead>
</table>

**EQUIPMENT/SUPPLIES:** Practice mannequin, mouth-to-mouth barrier device, gloves

**STANDARDS:** Given the needed equipment and a place to work the student will perform this skill with _________% accuracy in a total of _________ minutes. (*Your instructor will tell you what the percentage and time limits will be before you begin.*)

**NOTE:** All health care professionals should receive training for proficiency in managing a foreign body airway obstruction in an approved program. This skill sheet is not intended to substitute for proficiency training with a mannequin and structured protocol.

**KEY:**
- 4 = Satisfactory
- 0 = Unsatisfactory
- NA = This step is not counted

<table>
<thead>
<tr>
<th>PROCEDURE STEPS</th>
<th>SELF</th>
<th>PARTNER</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If the patient is conscious and appears to be choking, ask the patient, “Are you choking?”</td>
<td>☐</td>
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</tr>
<tr>
<td>2. Do not perform abdominal thrusts if the patient can speak or cough because these are signs that the obstruction is not complete.</td>
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<tr>
<td>3. If the patient cannot speak or cough but has indicated he or she is choking, move behind the patient, wrapping your arms around his or her abdomen.</td>
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<tr>
<td>4. Place the fist of your dominant hand with the thumb against the patient’s abdomen, between the navel and xiphoid process.</td>
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<tr>
<td>5. Put your other hand against your dominant hand and give quick, upward thrusts, forceful enough to dislodge the obstruction in the airway.</td>
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</tr>
<tr>
<td>6. If the patient is obese or pregnant, place your hands against the middle of the sternum, above the xiphoid process and proceed with quick thrusts inward.</td>
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<tr>
<td>7. Continue with the abdominal thrusts until the object is expelled and the patient can breathe or the patient becomes unconscious.</td>
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<tr>
<td>8. If the patient becomes unconscious or is found unconscious, open the airway and give two rescue breaths.</td>
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<tr>
<td>9. If rescue breaths are obstructed, reposition the head, and try again.</td>
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<tr>
<td>10. If rescue breaths continue to be obstructed after repositioning, begin abdominal thrusts by placing your palm against the patient’s abdomen with your fingers facing his or her head (you may need to straddle the patient’s hips). The palm of the hand should be located between the navel and the xiphoid process.</td>
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<tr>
<td>11. Lace the fingers of the other hand into the fingers of the hand on the abdomen and give five abdominal thrusts.</td>
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</tr>
</tbody>
</table>
12. After five abdominal thrusts, open the patient’s mouth using a tongue-jaw lift maneuver and do a finger-sweep of the mouth, removing any objects that may have been dislodged.

13. If an item has been dislodged and can be removed easily, remove the object and attempt rescue breaths. Continue rescue breaths and chest compressions as necessary and appropriate.

14. If the item has not been dislodged, attempt rescue breaths. If rescue breaths are successful, continue rescue breathing and chest compressions as necessary and appropriate.

15. If the item has not been dislodged and rescue breaths are not successful, continue with abdominal thrusts.

16. Repeat the pattern of abdominal thrusts, finger-sweep, and rescue breaths and follow the physician’s orders until EMS is notified and arrives.

17. Document the procedure and copy any records necessary for transport with EMS.

**CALCULATION**

Total Possible Points: _______

Total Points Earned: _______ Multiplied by 100 = _______ Divided by Total Possible Points = _______ %

**PASS**  **FAIL**  **COMMENTS:**

[ ]  [ ]

Student’s signature ___________________________ Date ____

Partner’s signature ___________________________ Date ____

Instructor’s signature _________________________ Date ____
### PSY PROCEDURE 26-5  Control Bleeding

<table>
<thead>
<tr>
<th>Name: ______________________</th>
<th>Date: ________</th>
<th>Time: ________</th>
<th>Grade: ________</th>
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</thead>
</table>

**EQUIPMENT/SUPPLIES:** Gloves, sterile gauze pads

**STANDARDS:** Given the needed equipment and a place to work the student will perform this skill with _______% accuracy in a total of _______ minutes. *(Your instructor will tell you what the percentage and time limits will be before you begin.)*

**KEY:**  
4 = Satisfactory  
0 = Unsatisfactory  
NA = This step is not counted

**PROCEDURE STEPS**

<table>
<thead>
<tr>
<th>PROCEDURE STEPS</th>
<th>SELF</th>
<th>PARTNER</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the patient and assess the extent of the bleeding and type of accident.</td>
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<tr>
<td>2. Take the patient to an examination room and notify the physician if appropriate.</td>
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<tr>
<td>3. Give the patient some gauze pads and have him or her apply pressure to the area while you put on a pair of clean examination gloves and open additional sterile gauze pads.</td>
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<tr>
<td>4. Observe the patient for signs of dizziness or lightheadedness. Have the patient lie down.</td>
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<tr>
<td>5. Using several sterile gauze pads, apply direct pressure to the wound.</td>
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<tr>
<td>6. Maintain pressure until the bleeding stops.</td>
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<tr>
<td>7. If the bleeding continues or seeps through the gauze, apply additional gauze on top of the saturated gauze while continuing to apply direct pressure.</td>
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<tr>
<td>8. If directed by the physician to do so, apply pressure to the artery delivering blood to this area while continuing to apply direct pressure to the wound to control bleeding.</td>
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<tr>
<td>9. Once the bleeding is controlled, prepare to assist the physician with a minor office surgical procedure to close the wound.</td>
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</tr>
<tr>
<td>10. Continue to monitor the patient for signs of shock and be prepared to treat the patient appropriately.</td>
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</tbody>
</table>
CALCULATION

Total Possible Points: _______

Total Points Earned: _______ Multiplied by 100 = _______ Divided by Total Possible Points = _______ %

PASS  FAIL  COMMENTS:

☐  ☐

Student’s signature ________________________________ Date ______

Partner’s signature ________________________________ Date ______

Instructor’s signature ________________________________ Date ______
### Respond to Medical Emergencies Other than Bleeding, Cardiac/Respiratory Arrest, or Foreign Body Airway Obstruction

**Name:** __________________________  **Date:** _________  **Time:** _________  **Grade:** _________

**EQUIPMENT/SUPPLIES:** A medical emergency kit that contains a minimum of personal protective equipment including gloves, low-dose aspirin tablets, 2 × 2 and 4 × 4 sterile gauze pads, vinegar or acetic acid solution, blood pressure cuff and stethoscope, sterile water or saline for irrigation, ice bags, and towel or rolled gauze bandage material.

**STANDARDS:** Given the needed equipment and a place to work the student will perform this skill with _______% accuracy in a total of _______ minutes. *(Your instructor will tell you what the percentage and time limits will be before you begin.)*

**KEY:**  
4 = Satisfactory  0 = Unsatisfactory  NA = This step is not counted

<table>
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<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the patient and assess the type of emergency involved.</td>
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<tr>
<td>2. Escort the patient to an examination room.</td>
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<tr>
<td>3. Have another staff member get the physician, medical emergency cart/supplies, and AED.</td>
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<tr>
<td>4. Apply clean examination gloves and other PPE as appropriate.</td>
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<tr>
<td>5. Assist the patient to the exam table and have him or her lie down.</td>
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<tr>
<td>6. Treat the patient according to the physician’s instructions and the most current guidelines for first aid procedures for the following:</td>
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<tr>
<td>a. Chest pain</td>
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<tr>
<td>b. Snakebite</td>
<td>[ ]</td>
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<tr>
<td>c. Jellyfish sting</td>
<td>[ ]</td>
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<td>[ ]</td>
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<tr>
<td>d. Dental injuries</td>
<td></td>
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</tr>
<tr>
<td>(1) Chipped tooth</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>(2) Cracked or broken tooth</td>
<td>[ ]</td>
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<td>[ ]</td>
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<tr>
<td>(3) Tooth removed</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>(4) Broken jaw</td>
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<tr>
<td>7. If the patient develops cardiac or respiratory arrest, follow the procedure for CPR according to the most recent standards and guidelines.</td>
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</tr>
<tr>
<td>8. Document the treatment in the patient’s medical record.</td>
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</tbody>
</table>
CALCULATION

Total Possible Points: ______

Total Points Earned: ______ Multiplied by 100 = ______ Divided by Total Possible Points = ______ %

PASS   FAIL    COMMENTS:
☐       ☐

Student’s signature _____________________________ Date ______
Partner’s signature _____________________________ Date ______
Instructor’s signature ___________________________ Date ______