

**UNIT TERMINAL OBJECTIVE**

3-3 At the completion of this unit, the EMT-Intermediate student will be able to integrate the principles of history taking and techniques of physical exam to perform patient assessment on an emergency patient.

**COGNITIVE OBJECTIVES**

At the completion of this unit, the EMT-Intermediate student will be able to:

- 3-3.1 Recognize hazards/ potential hazards. (C-1)
- 3-3.2 Describe common hazards found at the scene of a trauma and a medical patient. (C-1)
- 3-3.3 Determine hazards found at the scene of a medical or trauma patient. (C-2)
- 3-3.4 Differentiate safe from unsafe scenes. (C-3)
- 3-3.5 Describe methods to making an unsafe scene safe. (C-1)
- 3-3.6 Discuss common mechanisms of injury/ nature of illness. (C-1)
- 3-3.7 Recognize the importance of determining the mechanism of injury. (C-2)
- 3-3.8 Discuss the reason for identifying the total number of patients at the scene. (C-1)
- 3-3.9 Organize the management of a scene following size-up. (C-3)
- 3-3.10 Explain the reasons for identifying the need for additional help or assistance. (C-1)
- 3-3.11 Summarize the reasons for forming a general impression of the patient. (C-1)
- 3-3.12 Discuss methods of assessing mental status. (C-1)
- 3-3.13 Categorize levels of consciousness. (C-3)
- 3-3.14 Discuss methods of assessing the airway. (C-1)
- 3-3.15 Describe why the cervical spine is immobilized during the assessment of the trauma patient. (C-1)
- 3-3.16 Analyze a scene to determine if spinal precautions are required. (C-3)
- 3-3.17 Describe methods used for assessing if a patient is breathing. (C-1)
- 3-3.18 Differentiate between a patient with adequate and inadequate minute ventilation. (C-3)
- 3-3.19 Discuss the need for assessing the patient for external bleeding. (C-1)
- 3-3.20 Describe normal and abnormal findings when assessing skin color. (C-1)
- 3-3.21 Describe normal and abnormal findings when assessing skin temperature. (C-1)
- 3-3.22 Describe normal and abnormal findings when assessing skin condition. (C-1)
- 3-3.23 Explain the reason for prioritizing a patient for care and transport. (C-1)
- 3-3.24 Identify patients who require expeditious transport. (C-3)
- 3-3.25 Describe orthostatic vital signs and evaluate their usefulness in assessing a patient in shock. (C-1)
- 3-3.26 Apply the techniques of physical examination to the medical patient. (C-1)
- 3-3.27 Differentiate between the assessment that is performed for a patient who is has an altered mental status and other medical patients. (C-3)
- 3-3.28 Discuss the reasons for reconsidering the mechanism of injury. (C-1)
- 3-3.29 State the reasons for performing a rapid trauma assessment. (C-1)
- 3-3.30 Recite examples and explain why patients should receive a rapid trauma assessment. (C-1)
- 3-3.31 Apply the techniques of physical examination to the trauma patient. (C-1)

- 3-3.32 Describe the areas included in the rapid trauma assessment and discuss what should be evaluated. (C-1)
- 3-3.33 Differentiate cases when the rapid assessment may be altered in order to provide patient care. (C-3)
- 3-3.34 Discuss the reason for performing a focused history and physical exam. (C-1)
- 3-3.35 Describe when and why a detailed physical examination is necessary. (C-1)
- 3-3.36 Discuss the components of the detailed physical exam in relation to the techniques of examination. (C-1)
- 3-3.37 State the areas of the body that are evaluated during the detailed physical exam. (C-1)
- 3-3.38 Explain what additional care should be provided while performing the detailed physical exam. (C-1)
- 3-3.39 Distinguish between the detailed physical exam that is performed on a trauma patient and that of the medical patient. (C-3)
- 3-3.40 Differentiate between patients requiring a detailed physical exam from those who do not. (C-3)
- 3-3.41 Discuss the reasons for repeating the initial assessment as part of the on-going assessment. (C-1)
- 3-3.42 Describe the components of the on-going assessment. (C-1)
- 3-3.43 Describe the trending of assessment components. (C-1)
- 3-3.44 Discuss medical identification devices/ systems. (C-1)

### **AFFECTIVE OBJECTIVES**

At the completion of this unit, the EMT-Intermediate student will be able to:

- 3-3.45 Explain the rationale for crew members to evaluate scene safety prior to entering. (A-2)
- 3-3.46 Serve as a model for others explaining how patient situations affect your evaluation of mechanism of injury or illness. (A-3)
- 3-3.47 Explain the importance of forming a general impression of the patient. (A-1)
- 3-3.48 Explain the value of performing an initial assessment. (A-2)
- 3-3.49 Demonstrate a caring attitude when performing an initial assessment. (A-3)
- 3-3.50 Attend to the feelings that patients with medical conditions might be experiencing. (A-1)
- 3-3.51 Value the need for maintaining a professional caring attitude when performing a focused history and physical examination. (A-3)
- 3-3.52 Explain the rationale for the feelings that these patients might be experiencing. (A-3)
- 3-3.53 Demonstrate a caring attitude when performing a detailed physical examination. (A-3)
- 3-3.54 Explain the value of performing an on-going assessment. (A-2)
- 3-3.55 Recognize and respect the feelings that patients might experience during assessment. (A-1)
- 3-3.56 Explain the value of trending assessment components to other health professionals who assume care of the patient. (A-2)

### **PSYCHOMOTOR OBJECTIVES**

At the completion of this unit, the EMT-Intermediate student will be able to:

- 3-3.57 Demonstrate the techniques for assessing mental status. (P-2)
- 3-3.58 Demonstrate the techniques for assessing the airway. (P-2)
- 3-3.59 Demonstrate the techniques for determining if the patient is breathing. (P-2)
- 3-3.60 Demonstrate the techniques for determining if the patient has a pulse. (P-2)
- 3-3.61 Demonstrate the techniques for determining the patient for external bleeding. (P-2)
- 3-3.62 Demonstrate the techniques for determining the patient's skin color, temperature, and condition. (P-2)
- 3-3.63 Using the techniques of examination, demonstrate the assessment of a medical patient. (P-2)
- 3-3.64 Demonstrate the techniques for assessing a patient who is responsive with no known history. (P-2)
- 3-3.65 Demonstrate the techniques for assessing a patient who has an altered mental status. (P-2)
- 3-3.66 Perform a rapid medical assessment. (P-2)
- 3-3.67 Perform a focused history and physical exam of the medical patient. (P-2)
- 3-3.68 Using the techniques of physical examination, demonstrate the assessment of a trauma patient. (P-2)
- 3-3.69 Demonstrate the rapid trauma assessment used to assess a patient based on mechanism of injury. (P-2)
- 3-3.70 Perform a focused history and physical exam on a non-critically injured patient. (P-2)
- 3-3.71 Perform a focused history and physical exam on a patient with life-threatening injuries. (P-2)
- 3-3.72 Perform a detailed physical examination. (P-2)
- 3-3.73 Demonstrate the skills involved in performing the on-going assessment. (P-2)