

# Assessment Roundtable

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Paramedic and EMT Training Programs

# EMTC B50 Fall 2018

- Assigned to assess SLO #5
- “Upon completion the student will be able to; Perform various emergency medical care skills required to provide adequate emergency medical care such as performing a proper trauma assessment on a patient suffering from a traumatic event.”



PATIENT ASSESSMENT/MANAGEMENT – TRAUMA

Candidate: \_\_\_\_\_ Examiner: \_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Scenario # \_\_\_\_\_

Actual Time Started: \_\_\_\_\_ Note: Areas denoted by \*\*\*\* may be integrated within sequence of Primary Survey/Resuscitation

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
<b>SCENE SIZE-UP</b>		
Determines the scene/situation is safe	1	
Determines the mechanism of injury/nature of illness	1	
Determines the number of patients	1	
Requests additional EMS assistance if necessary	1	
Considers stabilization of the spine	1	
<b>PRIMARY SURVEY/RESUSCITATION</b>		
Verbalizes general impression of the patient	1	
Determines responsiveness/level of consciousness	1	
Determines chief complaint/apparent life-threats	1	
Airway -Opens and assesses airway (1 point)      -Inserts adjunct as indicated (1 point)	2	
Breathing -Assess breathing (1 point)      -Assures adequate ventilation (1 point) -Initiates appropriate oxygen therapy (1 point)      -Manages any injury which may compromise breathing/ventilation (1 point)	4	
Circulation -Checks pulse (1 point) -Assess skin [either skin color, temperature or condition] (1 point) -Assesses for and controls major bleeding if present (1 point) -Initiates shock management [positions patient properly, conserves body heat] (1 point)	4	
Identifies patient priority and makes treatment/transport decision (based upon calculated GCS)	1	
<b>HISTORY TAKING</b>		
Obtains baseline vital signs [must include BP, P and R] (1 point)	1	
Attempts to obtain SAMPLE history	1	
<b>SECONDARY ASSESSMENT</b>		
Head -Inspects and palpates scalp and ears (1 point) **      -Assesses eyes (1 point) -Inspects mouth**, nose** and assesses facial area (1 point)	3	
Neck** -Checks position of trachea (1 point)      -Checks jugular veins (1 point)      -Palpates cervical spine (1 point)	3	
Chest** -Inspects chest (1 point)      -Palpates chest (1 point)      -Auscultates chest (1 point)	3	
Abdomen/pelvis** -Inspects and palpates abdomen (1 point)      -Assesses pelvis (1 point) -Verbalizes assessment of genitalia/perineum as needed (1 point)	3	
Lower extremities** -Inspects, palpates and assesses motor, sensory and distal circulatory functions (1 point/leg)	2	
Upper extremities -Inspects, palpates and assesses motor, sensory and distal circulatory functions (1 point/arm)	2	
Posterior thorax, lumbar and buttocks** -Inspects and palpates posterior thorax (1 point)      -Inspects and palpates lumbar and buttocks areas (1 point)	2	
Manages secondary injuries and wounds appropriately	1	
<b>REASSESSMENT</b>		
Demonstrates how and when to reassess the patient	1	
Actual Time Ended: _____	<b>TOTAL</b>	<b>42</b>

**CRITICAL CRITERIA**

- \_\_\_\_\_ Failure to initiate or call for transport of the patient within 10 minute time limit
- \_\_\_\_\_ Failure to take or verbalize appropriate PPE precautions
- \_\_\_\_\_ Failure to determine scene safety
- \_\_\_\_\_ Failure to assess for and provide spinal protection when indicated
- \_\_\_\_\_ Failure to voice and ultimately provide high concentration oxygen
- \_\_\_\_\_ Failure to assess/provide adequate ventilation
- \_\_\_\_\_ Failure to find or appropriately manage problems associated with airway, breathing, hemorrhage or shock
- \_\_\_\_\_ Failure to differentiate patient's need for immediate transportation versus continued assessment/treatment at the scene
- \_\_\_\_\_ Performs other assessment before assessing/treating threats to airway, breathing and circulation
- \_\_\_\_\_ Failure to manage the patient as a competent EMT
- \_\_\_\_\_ Exhibits unacceptable affect with patient or other personnel
- \_\_\_\_\_ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

# Plan

- Trauma Patient Assessment Skills Final
- (1 of 7 required skills)

# Assess

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does not meet expectation</b>	<b>N/A</b>	<b>Current/Total</b>
0	22	0	11	33/33

I track pass/fail in Canvas

# Reflect

- All students that attempted the Trauma Skills Final had passed. The skills final is pass/fail grade, so there was not the opportunity for students to exceed. By passing the trauma skills final, the student demonstrates he or she can assess and care for a victim of trauma at a minimum competency level.
- The students that did not attempt, all either dropped the course, or stopped showing up for class and was absent the day the final was administered.

# Refine

- The skills final is a National Registry mandated test, and as such cannot be changed. Due to the success of the students, I feel students were well prepared for the skills final. I am going to continue to observe this tool and not initiate any changes at this time.
- (Students have to spend considerable time outside of class practicing to become proficient in performing the skill. I am considering trying to add more skills practice time to the course.)