

HCI EMERGENCY MEDICAL TECHNICIAN SKILL SHEETS
SKILL PERFORMANCE EVALUATION AND REMEDIATION



SKILL 6 – 1 ASSESSMENT / MANAGEMENT – Childbirth and Obstetrics

Name _____ Student ID _____

THE STUDENT WILL VERBALIZE THE THERAPEUTIC EFFECTS, INDICATIONS, CONTRAINDICATIONS, AND POSSIBLE SIDE EFFECTS FOR THE EQUIPMENT/PROCEDURE. STUDENT MUST TAKE OR VERBALIZE BODY SUBSTANCE ISOLATION PRECAUTIONS BEFORE INITIATING PATIENT CONTACT.

Performance Guidelines

SCENE SIZE-UP	
Determines scene is safe	
Determines nature of illness and mechanisms of injury	
Determines number of patients and requests additional help if necessary	
Considers stabilization of cervical spine	
INITIAL ASSESSMENT (Primary Survey)	
Verbalizes general impression of patient	
Determines responsiveness / rates level of consciousness using A.V.P.U. scale	
Determines chief complaint and identifies any life threatening conditions	
Airway: assesses airway and performs interventions as needed	
Breathing: assesses breathing, initiates oxygen therapy, and assures adequate ventilation	
Circulation: assesses pulse, skin color, condition, and temperature	
Determines frequency/duration of contractions, checks for crowning or limb presenting body parts, and makes transport decision	
FOCUSED HISTORY AND PHYSICAL EXAM / RAPID ASSESSMENT (Secondary Survey)	
Directs or obtains vital signs, O. P. Q. R. S. T., and S. A. M. P. L. E. history	
Determines last menstrual period, length of pregnancy, risk factors, and estimated due date	
Determines leakage of fluids, blood, or mucus plug	
<i>STUDENT ADVISED THAT PATIENT HAS UNCONTROLLABLE URGE TO PUSH AND CHILDBIRTH IS IMMINENT</i>	
Student obtains medical direction or verbalizes standing orders	
Assembles equipment / supplies and prepares for delivery	
Positions patient correctly, demonstrates appropriate delivery technique	
Notes time of birth and A.P.G.A.R. score	
Uses PEDIATRIC ASSESSMENT TRIANGLE to assess newborn while preventing heat loss	
Demonstrates proper technique for cutting cord	
Reassesses newborn using PEDIATRIC ASSESSMENT TRIANGLE and obtains new A.P.G.A.R.	
ONGOING ASSESSMENT	
Repeats initial assessment and vital signs	
Repeats focused assessment based on patient complaint or findings	
Documents appropriate information	

CRITICAL CRITERIA:

- _____ Did not take or verbalize body substance isolation precautions
- _____ Did not determine scene safety
- _____ Did not identify and manage problems with airway, breathing, and circulation
- _____ Did not provide supplemental oxygen
- _____ Did not differentiate need for immediate transport versus continued assessment at scene
- _____ Did not obtain medical direction or verbalize standing orders for medication / treatment

COMMENTS/REMEDATION:

INSTRUCTOR: _____ DATE: _____

SKILL PERFORMANCE EVALUATION AND REMEDIATION



SKILL 6 – 2 ASSESSMENT / MANAGEMENT – Pediatric Emergencies

Name _____ Student ID _____

THE STUDENT WILL VERBALIZE THE THERAPEUTIC EFFECTS, INDICATIONS, CONTRAINDICATIONS, AND POSSIBLE SIDE EFFECTS FOR THE EQUIPMENT/PROCEDURE. STUDENT MUST TAKE OR VERBALIZE BODY SUBSTANCE ISOLATION PRECAUTIONS BEFORE INITIATING PATIENT CONTACT.

Performance Guidelines

SCENE SIZE-UP	
Determines scene is safe	
Determines nature of illness and mechanisms of injury	
Determines number of patients and requests additional help if necessary	
Considers stabilization of cervical spine	
INITIAL ASSESSMENT (Primary Survey)	
Verbalizes general impression of patient	
Assesses patient using PEDIATRIC ASSESSMENT TRIANGLE	
Determines chief complaint and identifies any life threatening conditions	
Airway: assesses airway and performs intervention to assure patent airway	
Breathing: assesses breathing, initiates oxygen therapy, and assures adequate ventilation	
Circulation: controls major bleeding, assesses pulse, assesses skin color, condition, and temperature	
Identifies priority patients and makes transport decision	
FOCUSED HISTORY AND PHYSICAL EXAM / RAPID ASSESSMENT (Secondary Survey)	
Signs and symptoms (O.P.Q.R.S.T.)	
Allergies	
Medications	
Last oral intake	
Events leading up to present illness	
Performs focused physical examination assessing affected area / system or rapid assessment	
Obtains baseline vital signs	
Obtains medical direction / verbalizes standing orders and additional treatments/interventions	
Demonstrates correct technique for inhaler or Epi pen as needed	
Reevaluates transport decision and verbalizes consideration for completing detailed physical exam	
ONGOING ASSESSMENT	
Repeats initial assessment and vital signs	
Repeats focused assessment based on patient complaint or findings	
Documents appropriate information	

CRITICAL CRITERIA:

- _____ Did not take or verbalize body substance isolation precautions
- _____ Did not determine scene safety
- _____ Did not identify and manage problems with airway, breathing, and circulation
- _____ Did not provide supplemental oxygen
- _____ Did not differentiate need for immediate transport versus continued assessment at scene
- _____ Did not obtain medical direction or verbalize standing orders for medication / treatment
- _____ Performed skill in a manner that could endanger patient or other rescuers

COMMENTS/REMEDATION:

INSTRUCTOR: _____ DATE: _____

SKILL PERFORMANCE EVALUATION AND REMEDIATION



SKILL 6 – 3 ASSESSMENT / MANAGEMENT – Pediatric Trauma

Name _____ Student ID _____

THE STUDENT WILL VERBALIZE THE THERAPEUTIC EFFECTS, INDICATIONS, CONTRAINDICATIONS, AND POSSIBLE SIDE EFFECTS FOR THE EQUIPMENT/PROCEDURE. STUDENT MUST TAKE OR VERBALIZE BODY SUBSTANCE ISOLATION PRECAUTIONS BEFORE INITIATING PATIENT CONTACT.

Performance Guidelines

SCENE SIZE-UP	
Determines scene is safe	
Determines nature of illness and mechanisms of injury	
Determines number of patients and requests additional help if necessary	
Considers stabilization of cervical spine	
INITIAL ASSESSMENT (Primary Survey)	
Verbalizes general impression of patient	
Assesses patient using PEDIATRIC ASSESSMENT TRIANGLE	
Determines chief complaint and identifies any life threatening conditions	
Airway: assesses airway and performs intervention to assure patent airway	
Breathing: assesses breathing, initiates oxygen therapy, and assures adequate ventilation	
Circulation: controls major bleeding, assesses pulse, skin color, condition, and temperature	
Applies Trauma Scorecard Methodology in 64E-2 to identify priority patient(s)	
Verbalizes trauma scoring criteria, and transport decision	
FOCUSED HISTORY AND PHYSICAL EXAM / RAPID ASSESSMENT (Secondary Survey)	
Performs appropriate assessment (focused or rapid assessment)	
Obtains or directs assistant to obtain baseline vital signs and S.A.M.P.L.E history.	
DETAILED PHYSICAL ASSESSMENT	
HEAD – Inspects and palpates scalp, ears, eyes, face	
NECK Inspects, palpates and auscultates as appropriate	
CHEST – Inspects, palpates and auscultates as appropriate	
ABDOMEN / PELVIS Inspects, palpates and auscultates as appropriate	
EXTREMITIES – Inspects, palpates, and assesses circulation, sensory, and motor activity	
POSTERIOR – Inspects and palpates thorax and lumbar areas	
Manages secondary injuries appropriately	
Obtains medical direction / verbalizes standing orders and additional treatments/interventions	
ONGOING ASSESSMENT	
Repeats initial assessment and vital signs	
Repeats focused assessment based on patient complaint or findings	
Documents appropriate information	

CRITICAL CRITERIA:

- _____ Did not take or verbalize body substance isolation precautions
- _____ Did not determine scene safety
- _____ Did not identify and manage problems with airway, breathing, and circulation
- _____ Did not provide supplemental oxygen
- _____ Did not differentiate need for immediate transport versus continued assessment at scene
- _____ Did not obtain medical direction or verbalize standing orders for medication / treatment
- _____ Did not transport within 10 minutes
- _____ Performed skill in a manner that could endanger patient or other rescuers

COMMENTS/REMEDATION:

INSTRUCTOR: _____ DATE: _____