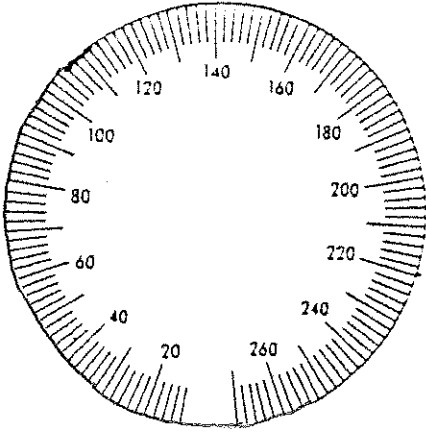


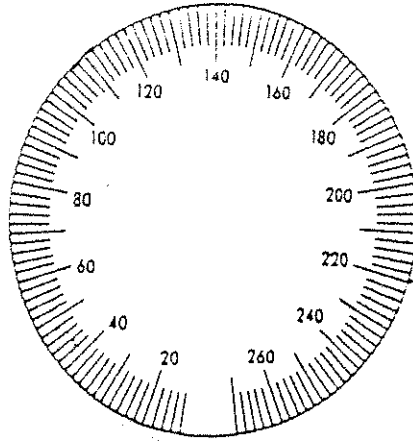
Reading an Aneroid Sphygmomanometer

Name: _____

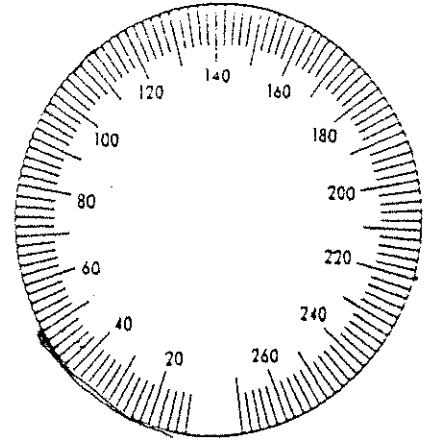
158/112



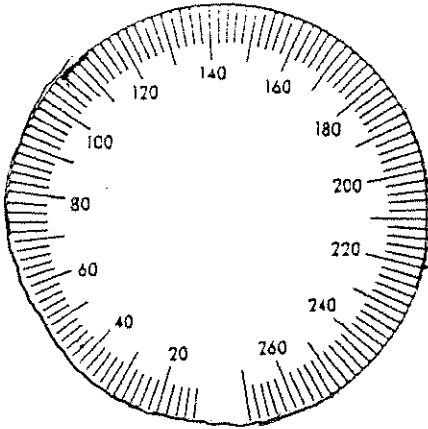
192/116



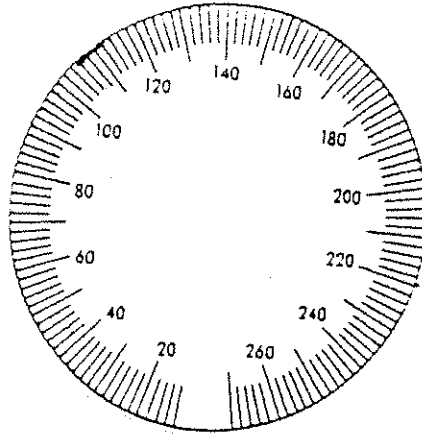
92/48



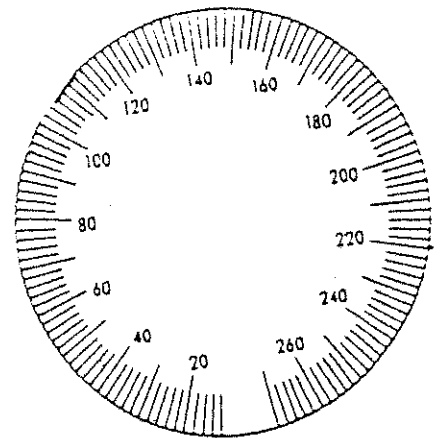
92/78



82/66

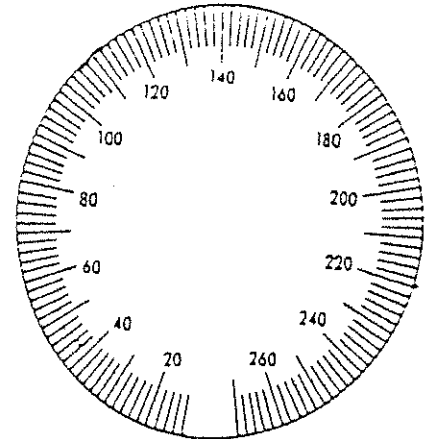
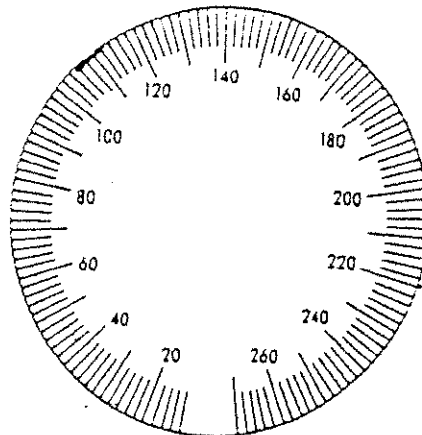
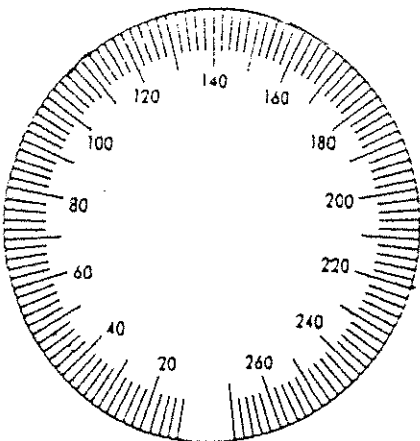


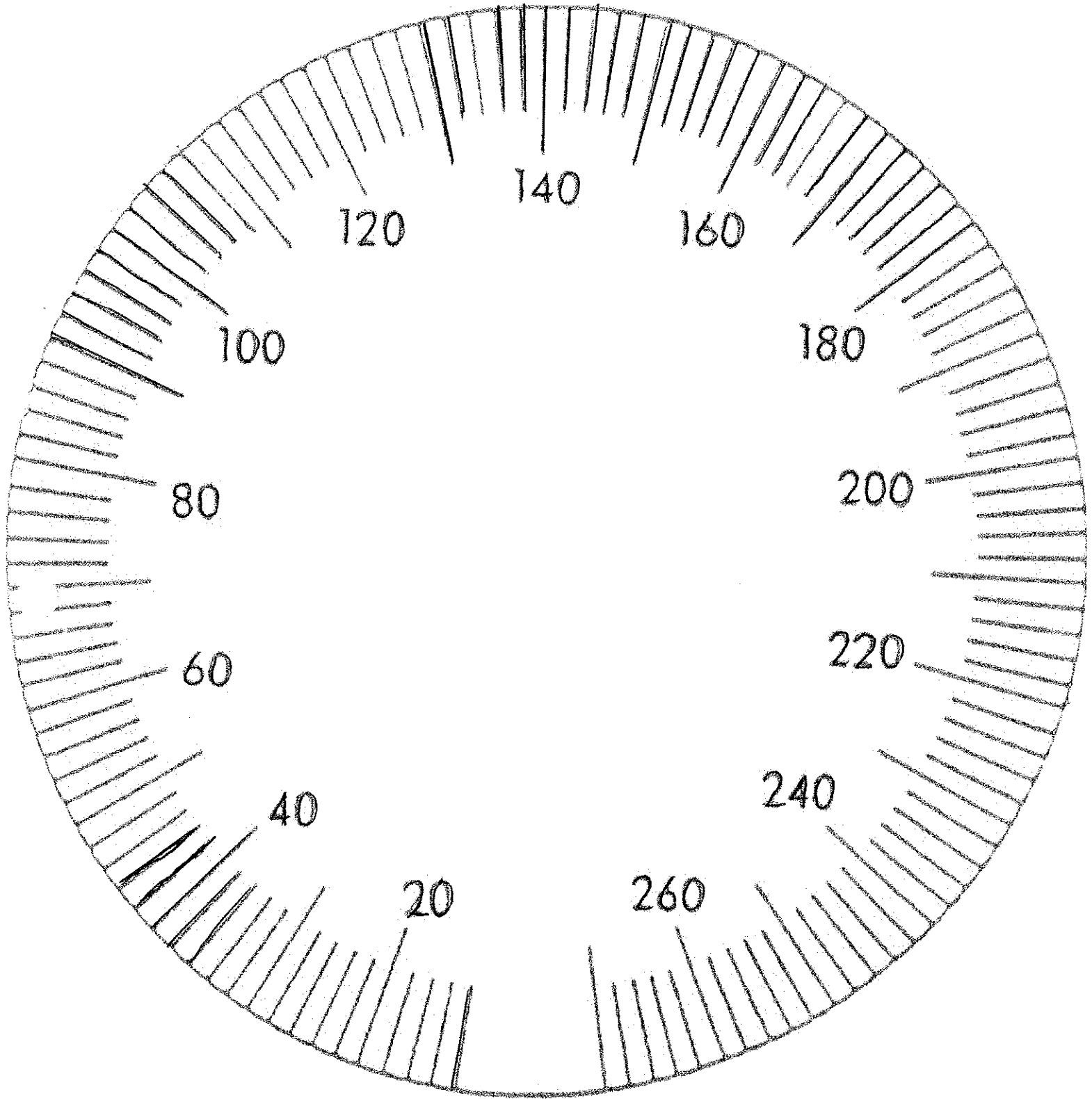
220/108



1. Mark the correct answer on each of the gauges above. Both systolic and Diastolic.
2. Below have your partner mark in a blood pressure, both systolic and diastolic and you need to document the numbered result. Example: 120/80
3. **What is Systolic?**

4. **What is Diastolic?**





Name: _____
 Class/City: _____
 Date Due: _____

Clinical Activity Sheet #1 (Mod. # 3)

****Due 2 weeks from tonight****

Instructions: Each of the assigned activities must be signed and dated by the classmates that observe/evaluate your practice, or the classmates who were your patients for the specific activity. All of these skills must be completed **IN CLASS**. You are responsible for pacing your self so that you can turn this in, at the beginning of class, two weeks from tonight.

Activity	Your initials & results If applicable	Partner initials & results if applicable	Patient/ Other initials: <i>must sign the key</i>	Date Completed
Wash hands: Have 2 other students observe and critique.		N/A		
		N/A		
You and your partner must measure the height of 4 classmates. Document each of your results to the nearest quarter inch.				
You and your partner must measure the weight of 4 classmates. Document each of your results to the nearest pound.				
You and your partner must take the head and bust measurements on 2 classmates. Document your results to the nearest quarter inch. H=Head B=Bust	H:	H:		
	B:	B:		
	H:	H:		
	B:	B:		
You and your partner must take the oral electronic temperature on 2 classmates. Document your results.				
You and your partner must take the temperature of 2 classmates by ear . Document your results.				
Demonstrate how to perform an infant rectal temperature 2 times. Have a different classmate observe/evaluate you each time.		N/A		
		N/A		

Name: _____

Activity	Your results & initials	Partner initials & results if applicable	Patient/Other initials: <i>must sign the key</i>	Date Completed
Position 2 class mates in the prone position. Give them one example why the position may be used in a clinical situation.		N/A		
		N/A		
Demonstrate how to gown/mask/glove without contaminating yourself to 3 classmates for evaluation.		N/A		
		N/A		
		N/A		
You must interview 4 classmates to determine their chief complaint. Both you and your partner document for the interview. Include full vital signs, chief complaint, confirm the allergies, and verify current medications. Then compare and correct (in another color) your documentation. Attach both your documentation and your partner's documentation to this sheet. (This means you will document on a total of 8 patients)				

KEY	<i>Name</i>	<i>Initials</i>	<i>Name</i>	<i>Initials</i>	<i>Name</i>	<i>Initials</i>

BOSTON REED

PULSE OXIMETRY HANDOUT-MOD. # 4

Measuring Oxygen with Pulse Oximetry

ASSESSMENT

1. Identify clients at risk for unstable oxygen status.
2. Identify medication/treatments that may influence oxygen saturation.
3. Identify factors likely to interfere with accuracy of pulse oximeter.
4. Determine client-specific site appropriate to place pulse oximeter probe by measuring capillary refill.

IMPLEMENTATION

1. Use Standard **Protocol**.
2. Select site (ear, nail bed, or bridge of nose). If finger is selected, remove fingernail polish and acrylic nail (if worn) with polish remover.
3. Determine capillary refill at site. If less than 3 seconds, select alternative site.
4. If finger is chosen as monitoring site, support lower arm. Instruct client to keep sensor probe site still.
5. Attach sensor probe to selected site, making sure photodetectors of light sensors are aligned opposite each other.
6. Turn on oximeter by activating power. Observe pulse. Compare oximeter pulse rate with client's radial pulse.
7. Leave sensor probe in place until oximeter reaches constant value and pulse display.
8. Remove probe and turn oximeter off. Chart values.

BOSTON REED

Clinical Medical Assistant Program

SKILLS COMPETENCY ASSESSMENT

Module # 4 Administer Nebulizer Treatment

Student's Name: _____ Date: _____

OBJECTIVE: Provided with the necessary equipment and supplies, administer a nebulizer treatment, observing safety and infection control precautions, according to the following standards.

STANDARD PRECAUTIONS: hand washing and gloves.

- Wash hands.
- Assemble equipment.
- Identify patient.
- Explain procedure.
- Attach tubing from outlet on nebulizer machine.
- Hold nebulizer upright.
- Attach "T" and mouth piece to nebulizer.
- Instruct patient to assume Fowler's position.
- Turn on machine.
- Observe for mist emitting.
- Instruct patient to breath through mouthpiece.
- Turn off machine after all medication was aerosolized.
- Instruct patient to cough vigorously.
- Disassemble mouthpiece and nebulizer.
- Dispose of items in proper receptacle.
- Return equipment to storage area.
- Wash hands.
- Record procedure in patient's chart.

Addendum to Workbook (MOD. #4) Achieving Skill Competency

Name: _____ Date: _____

Performing a Urine Drug Screening		
Objective: To accurately obtain a urine specimen from a patient to screen for traces of drugs.		
Procedure	Performed	Comments
1. Asked for photo ID, had patient sign consent form, kept copies for patient file.		
2. Washed hands.		
3. Explained procedure to patient		
4. Had patient remove unnecessary outer garments, empty pockets and wash and dry hands.		
5. Gave patient sealed container.		
6. Instructed patient to collect at least 40 ml of urine in container. This should be done in a room with no clear water available. Water in toilet should be colored. Handwashing facilities are outside the room where the toilet is located.		
7. Put on gloves.		
8. Measured and recorded temperature of specimen, volume of urine and any contamination.		
9. Labeled specimen and had patient initial specimen lid.		
10. Sealed tamper-proof specimen bag and had patient initial.		
11. Secured sample in locked container until pick-up.		
12. Removed gloves, washed hands.		
13. Had collector and donor sign off on the test collection procedure to document that all procedural steps were followed.		
14. Documented procedure in patient's chart.		

Urine Drug Screening:

There may be circumstances when it is necessary to check a patient's urine for traces of drugs. At times, employees and athletes are required to have their urine tested to qualify for employment or sports activities.

It is legally necessary to have a signed consent from patients for all drug-screening tests performed. It may also be necessary to identify the patient or donor before a test is performed by requesting a photo ID that can be copied and filed with the consent form. Depending on the drug collection kit used, the urine sample volume can vary from 1 mL to 40 mL. Some kits may also supply a bluing agent that the medical assistant will need to place in the toilet and toilet tank prior to urine collection. The collector should wait immediately outside the collection area to receive the sample directly from the donor.

Name: _____

Date: _____

Activity Sheet # 2 (Mod 4)
 Due the end of the 3rd class from tonight
 Example at bottom of form

Task	YOU		Other student/partner (comparison results: if requested)		Who was your patient? If you had one.
	Initials	Results	Initials	Results	Initials
☺☺☺☺☺☺☺☺☺		N/A		N/A	
Interview 3 patients to determine chief complaint. Document on a piece of binder paper and keep with this form Follow the instructions from the 1 st activity sheet on CC.		N/A		N/A	
		N/A		N/A	
		N/A		N/A	
Demonstrate how to apply sterile gloves to 4 students (ask them to critique your technique)		N/A		N/A	N/A
		N/A		N/A	N/A
		N/A		N/A	N/A
		N/A		N/A	N/A
Do comparison Apical Pulses on 4 classmates. You and your "partner of the moment" document results here.		AP:		AP:	
		AP:		AP:	
		AP:		AP:	
		AP:		AP:	
Practice DSD 2 times. Have different students observe and critique each time you practice. <i>Watch sterile field!!!</i>		N/A		N/A	N/A
		N/A		N/A	N/A
Practice how to set up and instruct what to do for a Nebulizer treatment to 2 patients. Have another student observe/critique each time.		N/A		N/A	N/A
		N/A		N/A	N/A
Explain to 2 patients how to use an inhaler. Have them critique your explanation <u>after</u> the skill is completed.		N/A		N/A	N/A
		N/A		N/A	N/A
Do comparison ht & wt on 2 patients.		Ht:		Ht:	
		Wt:		Wt:	
		Ht:		Ht:	
		Wt:		Wt:	
Practice Gown/Mask/Gloves 2 times with different students observing/critiquing your technique		N/A		N/A	N/A
		N/A		N/A	N/A
Instruct 4 different patients on how to use the Peak flow meter and document their results. Have another student verify and document what their results are.					

☺☺☺☺☺☺☺☺☺	Initials	Results	Initials	Results	Initials
Example: You & another student measure the height of a patient	CS Your initials go here	5' 8" (What you got for Diana's ht goes here)	LK (Laurene's initials)	5' 7 3/4" (What Laurene got for Diana's ht)	DT (This shows that Diana was the patient)

Name: _____

Task	YOU		Other student/partner (comparison results: <i>if requested</i>)		Who was your patient? <i>If you had one.</i>
	Initials	Results	Initials	Results	Initials
☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺		N/A		N/A	N/A
Demonstrate <u>x2</u> how to <u>wrap</u> for autoclave sterilization. Have a (different) student observe and critique you each time		N/A		N/A	N/A
(Simulate) Explain to 2 different patients how you are going to obtain a throat culture on them		N/A	N/A	N/A	
Explain to 2 different patients how to obtain a sputum specimen .		N/A	N/A	N/A	
Explain <u>6 times</u> (to 6 different students) what these positions are/give one example of why they may be used: Prone, Semi-fowler's, Sim's, and Knee-chest.		N/A		N/A	N/A
		N/A		N/A	N/A
		N/A		N/A	N/A
		N/A		N/A	N/A
		N/A		N/A	N/A
		N/A		N/A	N/A

You need to have completed at least 1/3 of your vital signs list by the due date of this form. Each set of V/S's needs to be completed within 5 minutes.