



**BLOCK-01**

<b>FOUNDATION MODULE</b>		
<b>Objectives</b>	<b>Skill</b>	<b>Miller's Pyramid Level Reflected</b>
Demonstrate steps of hand washing	Hand washing	Shows
Demonstrate the procedure of taking the pulse	Radial Pulse	Shows
Record the Respiratory Rate of patient	Respiratory Rate measurement	Shows
Demonstrate the procedure of taking the Blood Pressure	Blood Pressure	Shows
Demonstrate the process of wearing the gloves	Donning and Doffing	Shows



Place a "✓" in case box if step/task is performed satisfactorily, an "X" if it is not performed satisfactorily, or N/O if not observed.

Satisfactory: Performs the step or task according to the standard procedure or guidelines

Unsatisfactory: Unable to perform the step or task according to the standard procedure or guidelines

Date Observed: \_\_\_\_\_

<p align="center"><b>CHECKLIST FOR HANDWASHING</b> (Some of the following steps/tasks should be performed simultaneously.)</p>	<p align="center"><b>CASES</b> (Minimum 2 Entries)</p>	
<p><b>STEP/TASK</b></p>		
<p><b>GETTING READY:</b></p> <p>1. Has read the handwashing procedure and understands the 4 moments of hand hygiene.</p> <ul style="list-style-type: none"> <li>i. Before Contact with patient.and/or their environment</li> <li>ii. Before performing a clean and/or aseptic procedure</li> <li>iii. After exposure to blood and/or body fluid</li> <li>iv. After contact with patient and/or their environment</li> </ul>		
<p><b>SKILL/ACTIVITY PERFORMED SATISFACTORILY</b></p>		
<p><b>THE PROCEDURE:</b></p> <p>1. Wet hands with warm water</p> <p>2. Apply soap and lather thoroughly</p> <p>3. Rub palms, spaces between fingers, backs of hands and wrists, rubbing it vigorously.</p> <p>4. Able to identify how long handwashing procedure is</p> <p>5. Rinse under running water.</p>		



6. Pat hands dry with paper towel.		
7. Turn off tap with paper towel		
<b>SKILL/ACTIVITY PERFORMED SATISFACTORILY</b>		
<b>SIGNATURES OF SUPERVISOR</b>		



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<p align="center"><b>CHECKLIST FOR RADIAL PULSE</b> (Some of the following steps/tasks should be performed simultaneously.)</p>	<p align="center"><b>CASES</b> (Minimum 2 Entries)</p>		
<b>STEP/TASK</b>			
<p><b>GETTING READY:</b></p> <ol style="list-style-type: none"> <li>1. Washed hands/sanitized hands</li> <li>2. Prepared equipment: watch with second hand.</li> <li>3. Explained procedure to the patient and take consent</li> <li>4. Determined if the patient is taking any medications that may affect the pulse rate.</li> <li>5. Assisted the patient to a comfortable position</li> </ol>			
<b>SKILL/ACTIVITY PERFORMED SATISFACTORILY</b>			
<p><b>THE PROCEDURE:</b></p> <ol style="list-style-type: none"> <li>6. Located the radial artery. Use the tip of the index and third fingers of your other hand to feel the pulse in your radial artery between your wrist bone and the tendon on the thumb side of your wrist.</li> <li>7. Placed the tips of index and middle fingers over the vessel.</li> <li>8. Pushed lightly at first, adding pressure till feeling the pulsation</li> </ol>			



<b>SKILL/ACTIVITY PERFORMED SATISFACTORILY</b>			
<b>POST PROCEDURE:</b>			
9. Discussed the findings with the facilitator			
10. Washed hands.			
11. Recorded the results as beats / minute and comment on, rate and rhythm			
<b>SKILL/ACTIVITY PERFORMED SATISFACTORILY</b>			
<b>SIGNATURES OF SUPERVISOR</b>			



## VITAL SIGNS REFERENCE RANGES

(Ref: EMT National Training - National Exams)

Ages	Heart Rate	Respiratory Rate	Systolic Blood Pressure	Temperature
Infancy (Birth to 1 Year)	100 to 160 (first 30 minutes) Settling around 120 bpm	40 to 60 initially 30-40 after first few minutes. 20-30 by one year	70 at Birth to 90 at 1 year	98-100
Toddler (12 to 36 Months) and Preschool Age (3 to 5 Years)	20 to 130 bpm	20 to 30	70 to 100 mmHg	96.8 – 99.6
	20 to 120 bpm	20 to 30	80 to 110 mmHg	
School-age Children (6 to 12 Years)	70 to 110 bpm	20 to 30	80 to 120 mmHg	98.6
Adolescence (13 to 18 Years)	55 to 105 bpm	12 to 20	100 to 120 mmHg	98.6
Early Adulthood (20 to 40 Years)	70 bpm average	16 to 20 (12-20 normal)	120/80 mmHg average	98.6
Middle Adulthood (41 to 60 Years)	70 bpm average	16 to 20 (12-20 normal)	120/80 mmHg average	98.6



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Note: Respiratory rate is not taken in isolation, usually it is performed while checking radial pulse.

CHECKLIST FOR RESPIRATORY (Some of the following steps/tasks should be performed simultaneously.)	CASES (Minimum 3 Entries)		
<b>STEP/TASK</b>			
<b>GETTING READY:</b>			
1. Introduce yourself to the patient.			
2. Explain the procedure of radial pulse measurement and reassure the patient.			
3. Get patient's consent.			
4. Wash hands/Sanitize hands			
5. Prepare the necessary material (clock/watch)			
<b>SKILL/ACTIVITY PERFORMED SATISFACTORILY</b>			
<b>THE PROCEDURE:</b>			
6. Check radial pulse (see pulse checklist for reference).			
7. Proceed with taking the Respiratory rate (RR) while your hand is still on the patient's radial artery (Do not inform your patient that you are taking			



the RR).			
8. Placed Observe the rise and fall of the patient's chest and count the number of respirations for another one full minute. (One respiration consists of one complete rise and fall of the chest, or the inhalation and exhalation of air).			
<b>SKILL/ACTIVITY PERFORMED SATISFACTORILY</b>			
<b>SIGNATURES OF SUPERVISOR</b>			



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CHECKLIST FOR BLOOD PRESSURE (Some of the following steps/tasks should be performed simultaneously.)	CASES (Minimum 3 Entries)		
<p><b>GETTING READY:</b></p> <ol style="list-style-type: none"> <li>1. Introduce yourself to the patient.</li> <li>2. Explain the procedure and reassure the patient. (blood pressure measurement)</li> <li>3. Get patient's consent.</li> <li>4. Wash hands/sanitize hands</li> <li>5. Prepare the necessary material (clock/watch)</li> <li>6. Position the patient in a sitting position and uncover one of his /her arms. (Make sure the patient is relaxed and comfortable).</li> </ol>			
<p><b>SKILL/ACTIVITY PERFORMED SATISFACTORILY</b></p>			
<p><b>THE PROCEDURE:</b></p> <ol style="list-style-type: none"> <li>6. Turn on the mercury valve (if it is mercury sphygmomanometer).</li> <li>7. Select an appropriately sized cuff and apply it to the upper arm ensuring that it fits securely. (The centre of the cuff bladder must be over brachial artery [the bladder should cover 80% of the circumference of the upper arm] and lower edge 2.5 cm above the</li> </ol>			



ante-cubital fossa).			
8. Palpate the brachial or radial artery while inflating the cuff till the point where pulsation disappears and keep inflating the cuff 20-30 mmHg more.			
9. Slowly deflate the cuff, noting the pressure at which the pulse reappears. (This is the approximate level of the systolic blood pressure).			
10. Continue to deflate the cuff slowly at 2 mm Hg/second. Note the point at which Korotkoff sounds disappear completely as the diastolic pressure.			
11. Turn off the mercury valve (if it is mercury sphygmomanometer).			
<b>SKILL/ACTIVITY PERFORMED SATISFACTORILY</b>			
<b>POST PROCEDURE:</b>			
12. Wash hands.			
13. Document the findings			
<b>SKILL/ACTIVITY PERFORMED SATISFACTORILY</b>			
<b>Signatures of Supervisor</b>			



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CHECKLIST FOR DONNING & DOFFING (Some of the following steps/tasks should be performed simultaneously.)	Minimum 2 Entries	
<b>STEP/TASK</b>		
<b>GETTING READY:</b>		
1. Washed hands.		
2. Preparation: gloves, in place		
<b>SKILL/ACTIVITY PERFORMED SATISFACTORILY</b>		
<b>THE PROCEDURE: (gloving)</b>		
3. Pick up one glove and place the palm away from you. Slide the fingers under the glove cuff and spread them so that a wide opening is created. Keep thumbs under the cuff.		
4. The doctor will thrust his or her hand into the glove. Do not release the glove yet		
5. Gently release the cuff (do not allow the cuff to snap sharply) while unrolling it over the wrist. Proceed with the other glove using the same technique.		
<b>SKILL/ACTIVITY PERFORMED SATISFACTORILY</b>		
<b>Signatures of Supervisor</b>		



<b>HEMATOPOEITIC AND LYMPHATIC MODULE</b>		
<b>Objectives</b>	<b>Skill</b>	<b>Miller's Pyramid Level Reflected</b>
Detail the steps of drawing blood from a vein.	*Venipuncture and blood collection	Knows how
Check for pallor in the conjunctiva, tongue, and palm of hands	Pallor	Shows

- ❖ These skills are at the 'Knows how' level of the miller's pyramid, meaning thereby that students need not perform them themselves but may develop a perception regarding them by observing performance/working on simulated patients/facilitation with video.



## COLLECTION

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CHECKLIST FOR VENIPUNCTURE (Some of the following steps/tasks should be performed simultaneously.)	CASES (Minimum 2 Entries)	
<b>GETTING READY:</b>		
1. Identification of patient		
2. Washed hands/ sanitized hands		
3. Preparation: gloves, in place		
<b>SKILL/ACTIVITY DESCRIBED SATISFACTORILY</b>		
<b>THE PROCEDURE:</b>		
4. Explain procedure to the patient and obtain consent		
6. Clean the site with an antiseptic solution and allow it to dry		
7. Select an appropriate site for venipuncture, such as the antecubital fossa or the back of the hand		
7. Apply a tourniquet above the site to enhance vein distention		
8. Ask the patient to make a fist to further enhance vein distention		
9. Insert the needle into the vein at a 15–30-degree angle with the bevel up		



10. Once the needle is in the vein, release the tourniquet and apply pressure to the site with gauze or a cotton ball		
11. Remove the needle and apply pressure to the site for a few minutes		
12. Dispose of the needle and syringe in a sharp's container		
13. Label the specimen with the patient's information and send it to the lab for analysis		
<b>SKILL/ACTIVITY DESCRIBED SATISFACTORILY</b>		
<b>Signatures of Supervisor</b>		



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<p align="center"><b>CHECKLIST FOR PALLOR</b> (Some of the following steps/tasks should be performed simultaneously.)</p>	<p align="center"><b>CASES</b> (Minimum 2 Entries)</p>	
<p><b>GETTING READY:</b></p> <p>1. Identification of patient</p> <p>2. Presence of natural light</p>		
<p align="center"><b>SKILL/ACTIVITY OBSERVED AND DESCRIBED SATISFACTORILY</b></p>		
<p><b>THE PROCEDURE:</b></p> <p>3. Obtain informed consent from the patient</p> <p>4. Examine in natural light</p>		
<p><b>EXAMINATION OF THE CONJUNCTIVA:</b></p> <p>5. Request the patient to look upwards and simultaneously pull the lower eyelid gently downward, thereby exposing the lower palpebral conjunctiva.</p> <p>The lower conjunctiva has a half-moon shape and has been divided into:</p> <p>i. posterior rim: the posterior portion of the half-moon shape attached to the sclera.</p> <p>ii. anterior rim: the anterior or front portion of the half-moon shape attached to the eyelid.</p> <p>Normally, the anterior rim is of bright red color, in sharp contrast to the posterior rim which has relatively pale fleshy color.</p>		



<p>6. Report pallor</p> <p>(Pallor is said to be present if the anterior rim is not markedly redder as compared to the posterior rim.)                  (Severe pallor is considered when both, anterior and posterior rims of the palpebral conjunctivae have the same very pale fleshy color.)</p>		
<p><b>EXAMINING THE TONGUE FOR PALLOR:</b></p> <p>7. Ask the patient to protrude the tongue and observe the dorsal surface.</p> <p>8. Report pallor (pallor is said to be present if the tongue and oral mucosa are visibly pale)</p>		
<p><b>EXAMINING THE HANDS FOR PALLOR:</b></p> <p>9. Holds the patient's hand gently and checks the palm, compares the color of the palm with his/her own palm.</p>		
<p>10. Reports pallor (severe pallor-very pale or white, some pallor-pale)</p>		
<p><b>SKILL/ACTIVITY PERFORMED SATISFACTORILY</b></p>		
<p><b>Signatures of Supervisor</b></p>		

