

Medical Conditions

ASSIGNMENT SHEET

Grade _____ Name _____

INTRODUCTION

Athletic trainer preparation for preexisting medical conditions of a client is vital to the proper response to medical emergencies. Having proper knowledge of signs and symptoms of such conditions as diabetes, asthma, seizure disorders, hypoglycemia and insulin shock, appendicitis, genetic heart conditions, and common viruses helps ensure the athlete's safety. Additionally, written doctor's orders for the treatment of special conditions should be available at all times, whether at practice or at competitions.

SHORT ANSWER

1. Compare and contrast a diabetic coma and insulin shock.

2. What role does insulin play in the body?

3. How might a diabetic's breath smell when there are very high levels of sugar in the blood?

4. What is the main concern when a person is having a grand mal epileptic seizure?

5. Why is good hygiene so important when a virus is present in an athletic setting?

6. What are the signs and symptoms for sickle-cell anemia? How do you prepare for an athlete with this pre-existing illness?

FILL IN THE BLANKS

1. _____ is a disease marked by recurring _____ restriction of the bronchi and bronchioles in the lungs. People who suffer from the disease have lungs that are unusually sensitive to _____ and _____.
2. Symptoms of asthma include _____ and _____.
3. _____ is the term that describes a group of nervous system disorders that involve disturbed rhythms of the electrical impulses that fire throughout the _____, resulting in activity or abnormal activity.
4. Inflammation of the appendix is known as _____.
5. Antibiotics are not used for viruses because _____.

Emergency Preparedness and Assessment

ASSIGNMENT SHEET

Grade _____ Name _____

INTRODUCTION

Preparing for an emergency situation is one of the most essential skills you can learn. A proper response to an emergency situation requires planning and practice *before* the emergency occurs. Establishing a feasible, written emergency action plan and becoming competent in the ability to perform primary and secondary surveys are essential to emergency preparation.

All assessments (primary, secondary, and isolated injury) are done in accordance with HOPS principles (history, observation, palpation, and stress tests). Each of these is discussed in detail within the chapter. Although emergency training can be intimidating, after reading this chapter you should have a better understanding of how to be prepared for an emergency when one does occur.

SHORT ANSWER

Briefly describe the importance of having good observational skills. Feel free to add examples from the book.

TRUE/FALSE

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- _____ 1. Establishing and implementing an emergency action plan is one of the most important duties an athletic trainer will perform.
- _____ 2. If you are in charge of administering first aid, you must immediately determine if the patient is in a life-threatening situation by performing a systematic sideline evaluation called a secondary survey.

- _____ 3. You want to look at the patient's face to make sure the patient is breathing, and listen near the mouth for air movement.
- _____ 4. A secondary survey is a head-to-toe physical assessment that is done on patients to determine the extent of illness or injury.

FILL IN THE BLANK

- 1. An examination of the patient to determine the presence of any life-threatening emergencies is called _____.
- 2. The important steps involved in the primary survey are _____, _____, and _____.
- 3. If the airway is not open, you can open it using the _____ maneuver.
- 4. HOPS stands for _____, _____, _____, and _____.

MATCHING

Match each of the following items to the correct statement or sentence on the right.

- | | |
|--|---|
| <ul style="list-style-type: none"> _____ 1. Dorsal, or posterior _____ 2. Distal _____ 3. Inferior _____ 4. Lateral _____ 5. Superior _____ 6. Transverse plane _____ 7. Ventral, or anterior _____ 8. Frontal, or coronal plane _____ 9. Medial _____ 10. Midsagittal plane _____ 11. Proximal _____ 12. External _____ 13. Internal | <ul style="list-style-type: none"> a. Horizontal line that divides the body into top half and bottom half b. Imaginary line that divides the human body into right and left sides c. Those parts located near the middle, or center, of the body d. Those parts located near the outer sides of the body (away from the center) e. Uses an imaginary line to separate the body into front and back sections f. Parts located on the front g. Parts located on the back h. Body parts that are located above others i. Body parts or organs that are located below others j. Indicates that a body part lies distant to the original reference point k. Body part that is close to the reference point l. Location outside of, or near the surface of, the body m. Location inside the body |
|--|---|

EMERGENCY ACTION PLAN

Check with one of your local sport teams and evaluate how prepared the team is for an emergency.

Paperwork

Check off the items the team has.

- Roster of the athletes
- “Acknowledgment of Risk and Informed Consent” form filled out for all athletes, student trainers, managers, and any student on the team
- “Emergency Insurance Information and Consent to Treat” form
 - Insurance name, policy number, and family physician’s number for all athletes, student trainees, managers, and any student on the team
 - Physical form that includes a health history for all athletes, student trainees, managers, and any student on the team
- Any “special instructions” for all athletes, student trainees, managers, and any student on the team (for example, for an asthmatic athlete, the form would include information about medications, physician’s number in case of any questions, and any signs or symptoms to look for)

Establishing the Emergency Action Plan

This needs to be done for after-school time, school time, away-event time, and in the event the student athlete will be participating off campus. Each emergency action plan will change slightly and place responsibilities on various people. For example, if the cross-country team has an asthmatic runner who runs 5.5 miles, another athlete who runs with her will need to be aware of the signs, symptoms, and emergency action plan that can be engaged as they train.

Fill in the blanks for your team’s emergency action plan.

Name	Responsibility
	Attends to the injured athlete and provides immediate first aid
	Calls the emergency phone number (Write down which phone will be used; if a cell phone is used, make sure there is a strong signal where you call from.)
	Initiates crowd control and moves non-essential people away from the scene
	Meets emergency vehicle and takes EMT staff to the injured athlete (Could be the same person who called; he or she could meet the emergency vehicles after notifying the first aid provider that the call had been made.)
	Is in charge of having all the forms; makes contact with the parents or guardian
	Accompanies injured athlete to the hospital

Medical Plan for Visiting Team

Fill out the following checklist for the home team to give to the visiting team. Use your school as an example.

Checklist Item	Please Circle One	Please Fill in
Game manager/Athletic director/ Administrator		Name(s):
Physician on duty	Yes No	Dr.: Location:
Athletic trainer on duty	Yes No	Name: Location:
Ambulance	Yes No	Location:
First aid provider	Yes No	Name: Location:
First aid kit		Location:
Ice available	Yes No	Location:
Nearest phone		Location: Access to outside line: Long distance if needed for parent or guardian:
Emergency phone number		
Directions to local hospital or sports medicine group	Write here or attach sheet:	
What insurance plan does hospital accept?	List accepted plans here:	
Hospital phone number	() -	
Sports medicine group phone number	() -	

MORE MATCHING

Match each of the following items to a statement or sentence on the right.

- | | |
|--|-------------------------------|
| _____ 1. A bluish tint to the skin and mucous membranes caused by a decrease in oxygen | a. PERL |
| _____ 2. To exhale; the act of breathing out | a. Log roll |
| _____ 3. To listen | b. Ashen |
| _____ 4. Abbreviation for <i>pupils equal and react to light</i> | c. Active range of motion |
| _____ 5. Inhalation; the act of breathing something into the lungs | d. Secondary survey |
| _____ 6. How the injury occurred | e. Inspiration |
| _____ 7. Head-to-toe physical; an additional assessment of a patient to determine the existence of an injury | f. Clammy |
| _____ 8. Method used to turn a patient with a spinal injury, in which the patient is moved to the side in one motion | g. HOPS |
| _____ 9. State of unconsciousness or deep stupor | h. Expiration |
| _____ 10. Device made to cut off the side tabs to hinge a helmet's face mask back and out of the way | i. Trainer's Angel |
| _____ 11. Examination of the patient to determine the presence of any life-threatening emergencies; the initial assessment of airway, breathing, and circulation | j. Edema |
| _____ 12. Moist | k. Isolated injury assessment |
| _____ 13. Expanded or stretched | l. Orientation |
| _____ 14. Gray skin color seen in shock patient | m. Passive range of motion |
| _____ 15. Swelling due to excess fluid in the tissue | n. Auscultate |
| _____ 16. System of medical evaluation based on history, observation, and palpation tests | o. Coma |
| _____ 17. Movement of a joint by muscle contraction | p. Cyanosis |
| _____ 18. Thorough examination of a specific part of the body to determine the extent of injury | q. Distended |
| _____ 19. Movement of a joint through a range of motion produced by an outside force | r. Mechanism of injury |
| _____ 20. Ability to comprehend one's environment regarding time, place, situation, and identity of person | s. Primary survey |

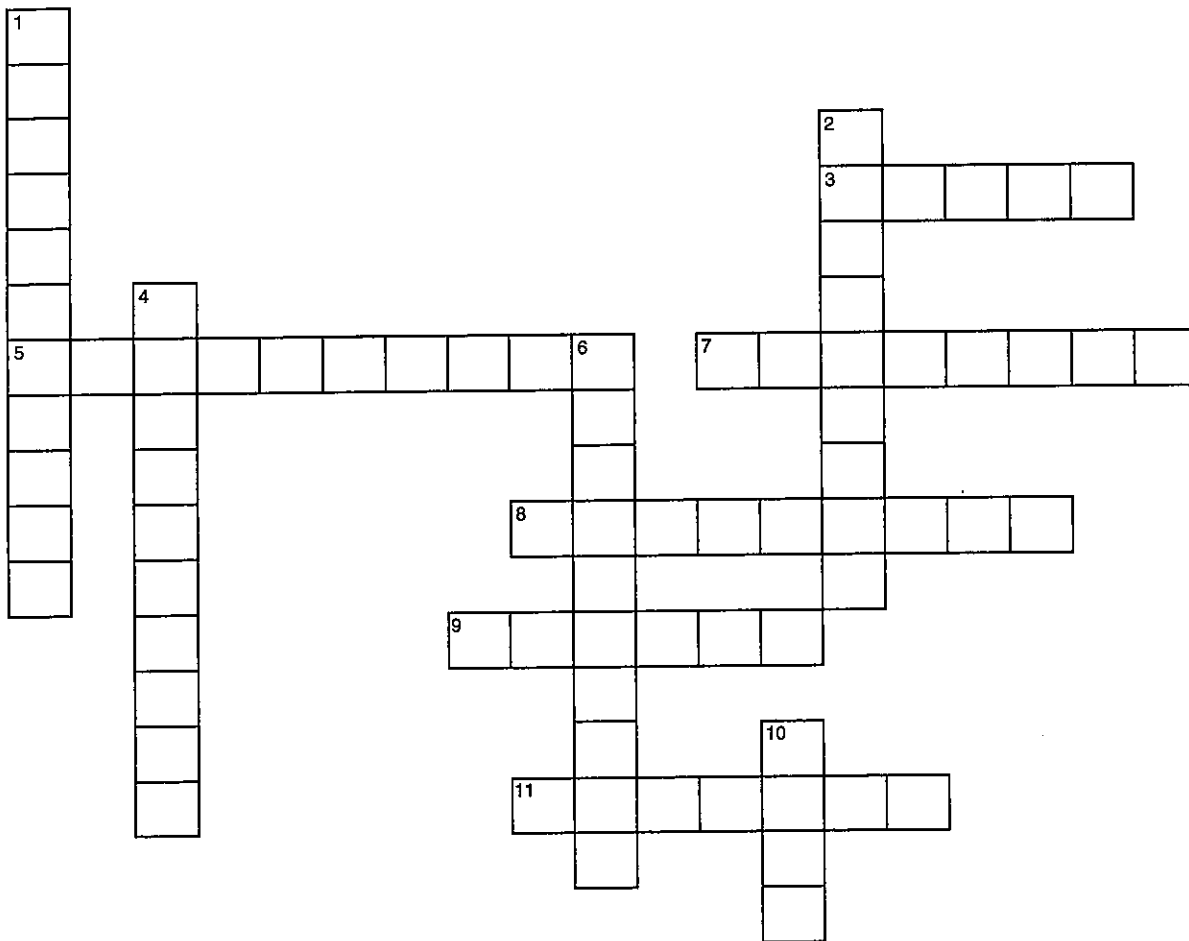
MORE TRUE/FALSE

- _____ 1. Looking, listening, and feeling have nothing to do with what could be wrong with the patient.
- _____ 2. If the person is cool and clammy, then the person may have a heart problem.
- _____ 3. The most important duty an athletic trainer may perform is carrying out the emergency action plan.

4. When you go to an away game, it doesn't make any difference if you know other ways to access the field or where another phone is located in case of an emergency.
5. When you approach an injured athlete, you must not panic and you must stay in charge of the situation, unless someone of higher authority (EMS, paramedic, physician, registered nurse) takes over.
6. If the athlete shows any kind of paralysis, leave the patient in the position you found the patient in, and protect the head and neck until EMS arrives.

CROSSWORD PUZZLE

Use the clues to complete the crossword puzzle about emergency preparedness and assessment.



Across

3. Pale
5. To listen
7. Bluish tint to the skin
8. Expanded or swollen
9. Moist
11. Method used to turn a patient with a spinal injury

Down

1. To inhale
2. Touching
4. Evaluation of a patient's physical condition
6. To exhale
10. State of unconsciousness or deep stupor