

## MODULE OF SKILL LABORATORY PRACTICE

**BLOCK** : DISASTER RELIEVE MEDICINE  
**TOPIC** : BLS (BASIC LIFE SUPPORT)

### I. GENERAL OBJECTIVE

After finishing skill practice of basic life support, the student will be able to do the step and make evaluation of basic life support correctively

### II. SPECIFIC OBJECTIVES

At the end of skill practices, the student will be able to:

- a. perform safety first
- b. perform *Establishing unresponsiveness*
- c. perform *the right Patient Position*
- d. perform Airway and Breathing
- e. perform Re evaluation of basic life support

### III. SYLLABUS DESCRIPTION

#### Sub Module Objective

After finishing skill practice, student will be able to perform the steps of basic life support correctly.

#### Expected Competencies

- a. Students perform safety first
- b. Students perform *Establishing unresponsiveness*
- c. *Students perform the right Patient Position* correctively
- d. Students perform Airway and Breathing step by step
- e. Students perform Re evaluation of basic life support

#### Methods

- a. Presentation
- b. Demonstration
- c. Coaching
- d. Self practices

#### Laboratory Facilities

- a. Skills Laboratory
- b. Clinical Instructors
- c. Student Learning guide
- d. Instructor guide
- e. References
- f. Equipment

**Venue**

Training room (Skills Laboratory)

**Evaluation**

- a. Skill demonstration
- b. Point nodal evaluation
- c. OSCE

**IV. Equipment arrangement**

All equipment required for this topic include :

- a. Multimedia equipment
- b. Manequin
- c. Wet tissue

**V. LEARNING GUIDE**

No	Procedures	Performance Scale		
		0	1	2
<b>Safety First</b>				
1.	Make sure the victims and bystanders safe			
<b>Establishing unresponsiveness</b>				
1.	Shake/Tap the shoulder (hardly)			
2.	Ask : Are you all right? (loudly)			
3.	No response: Shout for help			
4.	Call for help (Tell about location, what happened, number and condition of victims, and type of aid provided (AED))			
<b>Patient Position</b>				
1.	Make sure there is no obvious trauma to cervical spine			
2.	Place a victim on a hard surface in supine position			
<b>Circulation</b>				
1.	Palpation of the carotid pulse on your near side not more than 10 sec.			
2.	Proper rescuer position (Rescuer kneeling beside the victims thorax)			
3.	Landmark checking before compression (2 fingers above Xiphoid proc.)			
4.	Proper hand position (interlock fingers)			
5.	Proper compression depth (at least 5 cm) as noted by lamp indicator			
6.	Complete chest recoil			
7.	Proper compression minute rate (at least 100x/min)			
8.	Proper ratio compression : ventilation (30 : 2)			

<b>Airway &amp; Breathing</b>				
1.	Head tilt-chin lift support			
2.	Mouth to mouth method → Close the nasal airway, maintain chin lift			
3.	Adequate ventilation volume (as noted by indicator)			
4.	Blow for 1 sec, give 1 breath every 5-6 sec			
5.	Give Breath 2x			
<b>Re-evaluation</b>				
1.	Re-evaluate every 5 cycles or 2 minutes			
2.	Feel for carotid pulse nearest to the examiner			
3.	Negative carotid pulse : continue compression Positive carotid pulse : check breathing			
4.	Negative spontaneous breathing : Give mouth to mouth ventilation 12x/minutes. Positive spontaneous breathing : assess the patient's consciousness			
5.	Conscious : explain the patient what happened earlier and ask to stay still until the help arrived Unconscious : observe the circulation every 2 minutes			

## VI. CRITERIA OF PERSONAL PERFORMANCE EVALUATION

SCALE	PERFORMANCE ACHIEVEMENT	COMMENT
1	If students are doing the task that only fill less than 35% of whole items for each step precisely	<b>LOW</b>
2	If student are doing the task that only fill 35% - 60% from whole items for each step precisely	<b>MILD</b>
3	If student are doing the task that only fill 60% - 78% from whole items for each step precisely	<b>MODERATE</b>
4	If student are doing the task that fill at least 80% from whole items for each step precisely	<b>EXCELLENT</b>