

# BTLS INTERNATIONAL SCENARIO GRADE SHEET

<b>Student Name:</b>	<b>Scenario #:</b> [ ] B [ ] A	<b>Date:</b>	<b>[ ] Practice [ ] Test [ ] RT</b>
<b>Time Started:</b>	<b>Time Completed Primary:</b>	<b>Time Transported:</b>	<b>Completed Detailed:</b>

ACTION	✓	COMMENTS
<b>ASSESSMENT - PRIMARY SURVEY</b>		
<b>Survey Scene</b> Protective Gear		
Danger		
Number of patients		
More help needed ?		
Mechanism of injury		
<b>LOC</b> Talks to patient A.V.P.U.		
<b>Airway</b>		
<b>Breathing rate &amp; quality</b>		
<b>Give appropriate ventilation &amp; C-spine instructions</b>		
<b>Circulation</b> Pulse at wrist and neck Skin color, condition and temp.		
<b>Control major bleeding</b>		
<b>Head</b> Obvious major injury head/face		
<b>Neck</b> Obvious injury		
Trachea		
Neck Veins		
<b>Chest</b> Chest movement, blunt trauma, open wounds, TIC Breath sounds present & equal? Percusses (PRN)		
Note heart sounds		
<b>Abdomen</b> Blunt trauma, penetrating wounds, distention Feel for tenderness		
<b>Pelvis</b> Deformity, penetrating wounds, TIC		
<b>Extremities</b>		
<b>Lower</b> - deformity, penetrating wounds, TIC		
<b>Upper</b> - deformity, penetrating wounds, TIC		

ACTION	✓	COMMENTS
<b>DETAILED HISTORY &amp; PHYSICAL</b>		
<b>Obtain History &amp; VS</b> - may direct others to do. Consider monitors		
<b>Neurological Exam</b> <b>LOC</b> - A.V.P.U. <b>Pupils</b> = or not =, response to light <b>Motor</b> fingers & toes move? <b>Sensation</b> touch fingers & toes <b>If altered LOC:</b> consider causes, do blood sugar		
Glasgow Coma Scale		
Signs of Cushings Reflex - unresponsive, hypertension, bradycardia		
Check for medical identification devices		
<b>Head</b> - scalp & face, DCAP-BTLS		
Battle signs and raccoon eyes		
Fluid drainage from ears or nose		
Pupils		
Skin color, condition, temperature		
<b>Airway</b> - open & clear? Signs of burns		
<b>Breathing rate &amp; quality</b>		
<b>Circulation</b> - HR and quality Blood pressure		
Skin color, condition, temperature (if not done above)		
<b>Neck</b> - DCAP - BTLS		
Trachea		
Neck veins		
<b>Chest</b> - DCAPP - BTLS		
Breath sounds present & clear?		
Percusses (PRN)		
Heart sounds		
ET tube		
<b>Abdomen</b> - DCAP - BTLS		
Feel for tenderness		
<b>Lower extremities</b> DCAP-BTLS, PMS, ROM		
<b>Upper extremities</b> DCAP-BTLS, PMS, ROM		

<b>IF ALTERED MENTAL STATUS =&gt; DO BRIEF NEURO</b>		
Pupils		
Glasgow Coma Scale		
Signs of Cushings Reflex Unresponsive, hypertensive, bradycardia		
Check for medical identification devices		
<b>SAMPLE History</b>		
<b>Vital Signs</b> BP, HR, Resp		
<b>Make critical situation decision</b>		
Examine posterior during roll - DCAP-BTLS		

### GRADE KEY:

- [ ✓ ] Completed, skill performed in sequence
- [ D ] Delayed, performed out of sequence
- [ X ] Skill not performed, too late or incorrectly

ACTION	✓	COMMENTS
<b>ONGOING ASSESSMENT</b>		
Ask patient about changes in how he feels		
Reassess mental status LOC, pupils, GCS		
Check airway		
Check breathing rate & quality		
Check circulation - BP & HR		
Skin color, condition, temperature		
Check neck - veins, trachea		
Check chest - breath sounds =		
Percussion PRN		
Recheck heart sounds		
Check abdomen for tenderness - if mechanism suggests possible injury		
<b>Focused Assessment of injuries</b> Recheck all recognized injuries		
<b>Check Interventions</b> Recheck all interventions		
ET Tube, O2 rate correct?, IVs running? Open chest wound sealed? Decompression catheter patent? Dressings blood soaked? Splints in good position? PMS OK? Pregnant pt. tilted to left? Cardiac Monitor? O2 Sat?		

CRITICAL ACTIONS	
	Completes Scene Size-up and uses universal precautions
	Performs initial assessment and interacts with patient
	Performs organized Rapid Trauma Survey or Focused Exam
	Ensures spinal motion restriction
	Ensures appropriate oxygenation and ventilation
	Recognizes and treats all life-threatening injuries
	Uses appropriate equipment and techniques
	Recognizes critical trauma, time and transport priorities
	Performs Detailed Exam (when time permits)

IMPORTANT ACTIONS	
	Performs Ongoing Exam (when time permits)
	Utilizes time efficiently
	Gives appropriate report to medical advisor
	Demonstrates acceptable skill techniques
	Displays leadership and teamwork

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INSTRUCTOR COMMENTS

OVERALL GRADE
[ ] Excellent
[ ] Good
[ ] Adequate
[ ] Inadequate
Further Comments:
Lead Instructor Name/Signature:
Instructor Name/Signature:
Instructor Name/Signature: