

ASSIGNMENT SHEET

CHAPTER 13: BEGINNING THE PATIENT'S RECORD

Unit 1: In-Person Screening

WORDS TO KNOW CHALLENGE

A. Word Search: Find the following words in the puzzle.

ALONE	HEALTH	SCREENING
BIASES	HIPAA	SOAP
CARREL	INTERVIEW	SUBJECTIVE
CHART	NON-VERBAL	SYMPTOMS
CHIEF	OBJECTIVE	TACT
COMPLAINT	PHONE	TRIAGE
DATA	PRIORITIZE	VERBAL
EMERGENCY	PRIVATE	

C A R R E L W C S O A P U
H O P D A T A H E A L T H
I V M B M B I A S E S X C
E Y F P R I O R I T I Z E
F H N H L T W T Q R N P M
V L J O T A C T H I T R E
A L O N E H I P A A E I R
S C R E E N I N G G R V G
S Y M P T O M S T E V A E
O B J E C T I V E Y I T N
F S U B J E C T I V E E C
N O N V E R B A L Q W P Y

B. Matching: Match the term in column I with its description in column II.

COLUMN I	COLUMN II
_____ 1. Database	a. Sort and assess injury
_____ 2. History	b. Main reason for office visit
_____ 3. Screening	c. Beliefs that influence observations
_____ 4. Triage	d. Private area in office to interview patient
_____ 5. Chief complaint	e. Process of obtaining information from patient
_____ 6. Privacy	f. Symptoms only the patient can perceive
_____ 7. Biases	g. Initial findings upon examination
_____ 8. Objective	h. Symptoms that can be observed
_____ 9. Subjective	i. A patient's previous health information
_____ 10. Carrel	j. To provide an area of seclusion

UNIT REVIEW

A. Short Answer

1. What does it mean to prioritize symptoms? _____

2. What types of conditions require immediate attention? _____

3. What five areas of knowledge should you have to provide good patient screening?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
4. What is the goal of patient screening? _____

5. Why do some offices send preliminary forms to patients prior to the office visit? _____

6. Why might an information form be incomplete? _____

7. If a patient complains of pain, what additional questions do you need to ask? _____

B. Fill in the Blanks: The following statements deal with factors that influence patient screening.

1. Assure the patient that the information you are gathering is protected by the office _____.
2. Our beliefs and values tend to provide _____ in how we view others.
3. It is important to establish a(n) _____ atmosphere.
4. Being attentive and providing eye contact are known as _____.
5. If a patient does not seem to understand, try _____ or _____ the question.
6. When questioning, use _____ that cannot be answered with a simple yes or no.
7. Conclude the screening portion of the interview with a(n) _____ to tell the patient what you have recorded as the CC and any additional concerns.

CASE STUDIES

Scenario 1

When obtaining a patient's chief complaint of fatigue and dizziness, you also notice that he is short of breath and is having difficulty breathing. The patient doesn't mention these symptoms in his chief complaint, and only talks about the fatigue and dizziness.

Critical Thinking Questions

1. What should you do about the apparent symptoms of shortness of breath and dyspnea? _____

2. Should you chart your observed symptoms with the patient's chief complaint? _____

3. Should you discuss this information with the physician? _____

Scenario 2

A patient is scheduled to see the physician today for a sore throat and low-grade fever, which she has had for about five days. While interviewing the patient, she tells you that she has also been having chest pains and difficulty breathing and would like to have the physician check her for these complaints as well.

Critical Thinking Questions

1. Will the physician be able to address all of the patient's complaints in the time allotted? _____

2. What should you tell the patient regarding the additional complaints? _____

3. Should you only document the complaints for which the appointment time was scheduled? _____

UNIT APPLICATION

Performance Objective Practice

- A. Using a history form that has already been completed by the instructor, conduct a face-to-face interview with another student. Be sure to expand on all "yes" answers and make sure you add any additional information that would be helpful in treating the patient.
- B. Choose a partner. Have the partner choose an illness to portray. Practice taking chief complaints. Develop the complaints to make them as complete as possible to provide the physician with the most information about what is troubling the patient.

C. Identify Community Resources. An integral part of being a medical assistant is having the ability to refer patients to available community resources if and when they ask, or if a health care provider requests that you do so. In your local community are many organizations that provide support to patients and/or their families. Using a local directory, list your community resources (including address and phone number) for the following:

- Cancer
- Substance abuse
- Domestic abuse
- Mental health
- Disaster relief

Performance Competency

Following completion of performance objective practice, use Performance Evaluation Checklist 13-1 in the workbook to perform the procedure for evaluation.

CERTIFICATION AND REGISTRATION PREPARATION

- _____ 1. When two patients, one with chest pain and one with a sore throat, each call the office requesting a same-day appointment, which one should be given the only available slot?
- a. Patient with sore throat
 - b. Work both patients into the schedule
 - c. Patient with chest pain
 - d. Neither patients
- _____ 2. Triaging of patients, now referred to as screening, is a method of:
- a. prioritizing patients' illnesses
 - b. scheduling the appointments in the appropriate order
 - c. sorting patients according to their requested appointment times
 - d. treating patients
- _____ 3. Two types of screening performed by the medical assistant are in-person screening and:
- a. written screening
 - b. phone screening
 - c. computer screening
 - d. none of the above
- _____ 4. Which of the following skills must be used when screening a patient?
- a. Decision making
 - b. Problem solving
 - c. Self-control
 - d. All of the above
- _____ 5. All of the following situations would require face-to-face screening of the patient except:
- a. a return-to-office visit
 - b. a complete physical exam
 - c. scheduling an appointment
 - d. obtaining a chief complaint
- _____ 6. When conducting a first interview with a new patient, the medical assistant should remember to do all of the following except:
- a. ensure privacy
 - b. be aware of personal biases
 - c. be aware of the patient's biases
 - d. be aware of non-verbal messages
- _____ 7. After obtaining a patient's chief complaint, the medical assistant should:
- a. have the patient sign their chart
 - b. summarize the information for the patient's approval
 - c. ask the patient to read the chief complaint
 - d. none of the above

ASSIGNMENT SHEET

CHAPTER 13: BEGINNING THE PATIENT'S RECORD

Unit 2: The Medical History

WORDS TO KNOW CHALLENGE

A. Word Scramble: Unscramble the following terms.

- | | |
|----------|---|
| 1. _____ | <u>M</u> <u>P</u> <u>Y</u> <u>S</u> <u>T</u> <u>M</u> <u>O</u> |
| 2. _____ | <u>I</u> <u>F</u> <u>L</u> <u>A</u> <u>M</u> <u>I</u> <u>A</u> <u>L</u> |
| 3. _____ | <u>Y</u> <u>D</u> <u>R</u> <u>M</u> <u>E</u> <u>E</u> |
| 4. _____ | <u>Y</u> <u>S</u> <u>I</u> <u>T</u> <u>O</u> <u>H</u> <u>R</u> |
| 5. _____ | <u>L</u> <u>H</u> <u>A</u> <u>T</u> <u>E</u> <u>H</u> |
| 6. _____ | <u>R</u> <u>E</u> <u>G</u> <u>A</u> <u>M</u> <u>G</u> <u>N</u> <u>O</u> |

B. Matching: Match the term in column I with its description in column II.

- | COLUMN I | COLUMN II |
|--------------------|--|
| _____ 1. Familial | a. Pertaining to the same family |
| _____ 2. Genogram | b. Relieves or cures a disease |
| _____ 3. Patronize | c. A perceptible change in the body or its function |
| _____ 4. Remedy | d. A meeting during which a person is asked about his or her views |
| _____ 5. Symptom | e. Pathological condition of the body |
| _____ 6. History | f. A graph of family health history |
| _____ 7. Interview | g. A systematic record of past events |
| _____ 8. Disorder | h. To treat condescendingly |

UNIT REVIEW

A. Short Answer

- Why must assistance be given to patients in completing the medical history form? _____

- Where should the medical assistant interview patients to obtain medical history information? _____

- Explain why medical history forms vary in detail and length. _____

- What is a genogram and why is it helpful to physicians? _____

5. Why should you ask a patient if they have any allergies and how should you note it on the chart? _____

6. What else besides the history is included in the baseline data before the physician examines the patient? _____

B. True or False: Place a "T" for true or an "F" for false in the space provided. For false statements, explain why they are false.

- _____ 1. The chief characteristic of the patient is indicated with "CC."

- _____ 2. "PH" refers to present history.

- _____ 3. "PI" is the abbreviation for personal information.

- _____ 4. History of past illness is abbreviated "HPI."

- _____ 5. "ROS" means to review objective symptoms.

- _____ 6. The present medical history is indicated with "PMH."

- _____ 7. "UCHD" stands for usual characteristics of hereditary disease.

- _____ 8. "FH" refers to father's history.

- _____ 9. "NKDA" is used to refer to no known direct association.

CASE STUDIES

Scenario 1

Amy, the medical assistant, is reviewing a completed medical history form with Mrs. Leonard. She reviews the list of medications that Mrs. Leonard has listed and notices that no over-the-counter medications have been included. When Amy questions Mrs. Leonard, she says that she takes no OTC meds, even though she takes some herbal supplements and vitamins on a daily basis.

Critical Thinking Questions

1. What should Amy have included in her question about OTC meds? _____

Name _____

2. Why should vitamins and herbal supplements be included in the history form? _____

3. What are possible implications of not including this information on the history form? _____

Scenario 2

Mr. Anthony is being seen by the physician for his annual physical. While screening the patient's history form, the medical assistant notices that he has left the social history section blank. This is the section that includes information about alcohol and tobacco use. Mr. Anthony was told by the physician to stop smoking and drinking alcohol last year.

Critical Thinking Questions

1. What should the medical assistant do about the missing information? _____

2. How should the medical assistant approach the subject? _____

3. Why is it important to obtain information concerning the patient's habits? _____

UNIT APPLICATION

Performance Objective Practice

A. Select a disease condition and complete the history form provided. Have another student check the form for completeness and make any necessary corrections.

PATIENT'S PERSONAL HISTORY

Confidential Record: Information contained here will not be released except with written authorization.

Last Name		First	Middle	Birth Date	Age
Address		City	State	Zip	Home Phone
					Business Phone
Sex	Marital Status	Occupation	Employer	Social Security No.	
M F S M W D Separated					
Insurance Co.	Group No.	Certificate No.	Medicare No.	Medicaid No.	

Emergency Contact _____ Relationship _____
 Address _____ Phone # _____
 Name of Your Primary Care Physician _____ Phone # _____
 Address _____
 Name of referring Physician (if different) _____ Phone # _____
 Address _____
 Who referred you to our practice, if not above? _____

FAMILY HISTORY		If Living		If Deceased	
		Age	Health	Age at Death	Cause
Father					
Mother					
Brothers/Sisters* (Circle Sex)	Sex				
	M F				
	M F				
Husband/Wife					
Sons/Daughters* (Circle Sex)	Sex				
	M F				
	M F				

*Since some names may be used for either men or women, please circle one sex for each Brother, Sister, Son or Daughter.

Have any of your relatives had: (Please list relationship)

Anemia/Blood diseases _____ High Blood Pressure _____ Diabetes _____
 Bleeding Tendency _____ Heart Disease _____
 Cancer (list type if known) _____

 Does anything else run in your family? _____

 Write the name and year of any operations which you have had: _____

Name any drugs to which you are allergic and type of reaction you experienced: _____

Name _____

List medical illness for which you have been treated (for example: high blood pressure, diabetes, etc.):

Serious injuries or accidents:

Personal Habits:

Yes No Have you ever smoked? How many years: _____ How many packs per day? _____
 Have you quit and if so, when? _____
 Yes No Do you regularly drink alcohol? If so, how much do you average? _____
 If you drink beer, about how much do you drink? _____
 Yes No Do you usually drink over 6 cups of coffee per day? _____

Please list Your Current Medications:

Name of Medication	Dosage	How Often?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please List Any Non Prescription Medications or Supplements:

Name of Medication	Dosage	How Often?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Yes No Do you frequently have severe headaches?
 Yes No Have you ever fainted?
 Yes No Spells of dizziness?
 Yes No Spells of weakness of an arm or leg?
 Yes No Nosebleeds?
 Yes No Do you frequently have trouble swallowing?
 Yes No Do you frequently have hoarseness?
 Yes No Have you ever had a convulsion?
 Yes No Double Vision?
 Yes No Do you frequently have nausea and vomiting?

Do you have shortness of breath? (Circle)

- | | | | | | |
|-----|----|------------------------------|-----|----|---------------------------------|
| Yes | No | Doing your usual work? | Yes | No | Which causes you to cough? |
| Yes | No | Climbing a flight of stairs? | Yes | No | Accompanied by wheezing? |
| Yes | No | When walking up a hill? | Yes | No | Have you ever coughed up blood? |
| Yes | No | Do you have a chronic cough? | Yes | No | Do you cough up much sputum? |

Do you have chest pain or tightness in the chest which begins when: (Circle)

- | | | | | | |
|-----|----|---------------------------------------|---|----|-------------------------|
| Yes | No | When exerting yourself? | Yes | No | Radiates down the arm? |
| Yes | No | When walking against the wind? | Yes | No | Disappears if you rest? |
| Yes | No | When walking up a hill? | Yes | No | Occurs only at rest? |
| Yes | No | After a heavy meal? | Yes | No | When walking fast? |
| Yes | No | Palpitations? | If you have chest pain or tightness please explain: | | |
| Yes | No | Do you sleep on more than one pillow? | | | |

Do you have pain in the stomach which: (Circle)

- | | | |
|-----|----|---|
| Yes | No | Occurs 1 - 2 hours after a meal? |
| Yes | No | Is brought on by eating fried foods, gassy foods? |
| Yes | No | Awakes you at night? |
| Yes | No | Is relieved with milk or eating? |
| Yes | No | Occurs while eating or immediately after? |
| Yes | No | Is relieved by a bowel movement? |
| Yes | No | Is Accompanied by loss of appetite? |

If you have had a change in bowel habits recently, answer the following: (Circle)

- | | | |
|-----|----|---|
| Yes | No | Cramping pain in the abdomen? |
| Yes | No | Alternating diarrhea and constipation? |
| Yes | No | Pain during or after bowel movement? |
| Yes | No | Mucous in the stool? |
| Yes | No | Blood in the stool? |
| Yes | No | Ribbon-like stool? |
| Yes | No | Black stool? |
| Yes | No | Requires use of strong laxatives or enemas? |

When or since?

Do you have? (Circle)

- | | | |
|-----|----|---------------------------------|
| Yes | No | Burning when urinating? |
| Yes | No | Loss of control of the bladder? |
| Yes | No | Blood in urine? |
| Yes | No | Dark colored urine? |
| Yes | No | Trouble starting to urinate? |
| Yes | No | Trouble holding the urine? |
| Yes | No | Getting up frequently at night? |
| Yes | No | Passed a kidney stone? |

When or since?

Have you recently had? (Circle)

- | | | |
|-----|----|---------------------------------------|
| Yes | No | Pains in calves of legs when walking? |
| Yes | No | Cramps in legs at night? |
| Yes | No | Phlebitis or inflamed leg veins? |
| Yes | No | Swelling in ankles? |

When or since?

B. Role play with one student as the medical assistant and one as the patient (with an assumed condition) and complete the following history form using the face-to-face screening method.

Date _____
 Name _____

PERSONAL HISTORY
 Birthplace _____ Date _____
 Nationality _____ Religion _____
 Marital status _____ Health of spouse _____
 Occupations _____

Residence past 5 years: _____
 Education through _____ grade Sleep (usual hrs.) _____ Aids to sleep _____
 Recreation _____
 Exercise _____

Average per day:
 Alcohol (type) _____
 Tobacco (type) _____
 Tea, coffee _____

Medicines taken regularly	Reason	Last Dose

FAMILY HISTORY - Has any blood relative had any of the following:
 Circle 'yes' or 'no' - if so, what relationship:

Anemia	yes	no	_____
Bleeding tendency	yes	no	_____
Leukemia	yes	no	_____
Repeated infections	yes	no	_____
Crippling infections	yes	no	_____
Heart disease	yes	no	_____
Chronic lung disease	yes	no	_____
Tuberculosis	yes	no	_____
High blood pressure	yes	no	_____
Kidney disease	yes	no	_____
Asthma	yes	no	_____
Severe allergies	yes	no	_____
Mental illness	yes	no	_____
Convulsions or fits	yes	no	_____
Migraine headaches	yes	no	_____
Diabetes	yes	no	_____
Gout	yes	no	_____
Obesity	yes	no	_____
Thyroid trouble	yes	no	_____
Peptic ulcer	yes	no	_____
Chronic diarrhea	yes	no	_____
Cancer	yes	no	_____

PERSONAL PAST HISTORY
 Circle 'yes' or 'no'

Have you ever had:	Year	Operations:	Year
Measles	yes no	Tonsils	yes no
Mumps	yes no	Appendix	yes no
Whooping cough	yes no	Gall bladder	yes no
Polio	yes no	Stomach	yes no
Scarlet fever	yes no	Breast	yes no
Diphtheria	yes no	Uterus and/or ovary	yes no
Meningitis	yes no	Prostate	yes no
Infectious mono	yes no	Hernia	yes no
Valley fever	yes no	Thyroid	yes no
Tuberculosis	yes no	Varicose veins	yes no
Exposure to TB	yes no	Hemorrhoids	yes no
Malaria	yes no	Head	yes no
Hives	yes no	Other	yes no
Cancer	yes no	Injuries:	
Venereal disease	yes no	Head	yes no
Arthritis	yes no	Chest	yes no
Back trouble	yes no	Abdomen	yes no
Bronchitis	yes no	Broken bones	yes no
Pneumonia	yes no	Back	yes no
Pleurisy	yes no	Other	yes no
Asthma	yes no	Allergies (are you allergic to):	
Emphysema	yes no	Tetanus antitoxin	yes no
Rheumatic fever	yes no	Penicillin	yes no
High blood pressure	yes no	Sulfa	yes no
Heart disease	yes no	Other drugs	yes no
Anemia	yes no	List _____	
Bleeding tendency	yes no		
Blood transfusion	yes no	Foods	yes no
Hepatitis	yes no	Cosmetics	yes no
(yellow jaundice)		Other	yes no
Ulcer	yes no	Immunizations:	
Hemorrhoids	yes no	Smallpox	yes no
Bladder infections	yes no	Tetanus	yes no
Kidney disease	yes no	Polio shots	yes no
Hay fever/sinusitis	yes no	Polio oral	yes no
Glaucoma	yes no	Other	yes no
Nose bleeds	yes no		

	Present Age, or Age at Death	If living, health (good, fair, poor) if deceased, cause of death
Father	_____	_____
Mother	_____	_____
Brothers or Sisters		
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
Children		
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

**PLEASE DO NOT MAIL THESE FORMS
 BRING THEM WHEN YOU COME FOR YOUR APPT.**

Name _____

Have you recently had the following: Circle 'yes' or 'no'; if in doubt, leave blank

General

Tire easily, weakness yes no
 Marked weight change yes no
 Night sweats yes no
 Persistent fever yes no
 Sensitivity to heat yes no
 Sensitivity to cold yes no

Skin

Eruptions (rash) yes no
 Change in color yes no
 Change in hair yes no
 Change in nails yes no

Eyes

Trouble seeing yes no
 Eye pain yes no
 Inflamed eyes yes no
 Double vision yes no
 Worn glasses yes no

Ears

Loss of hearing yes no
 Ringing in ears yes no
 Discharge yes no

Nose

Loss of smell yes no
 Frequent colds yes no
 Obstruction yes no
 Excess discharge yes no
 Nosebleeds yes no

Mouth

Sore gums yes no
 Soreness of tongue yes no
 Dental problems yes no

Throat

Postnasal drainage yes no
 Soreness yes no
 Hoarseness yes no

Breasts

Lumps yes no
 Discharge yes no

Cardio-Respiratory System

Cough, persisting yes no
 Sputum (phlegm) yes no
 Bloody Sputum yes no
 Wheezing yes no
 Chest pain or discomfort yes no
 Pain on breathing yes no
 Shortness of breath yes no
 Difficulty breathing while lying down yes no
 Swelling of ankles yes no
 Bluish fingers or lips yes no
 High blood pressure yes no
 Palpitations yes no
 Vein trouble yes no

Digestive System Indicate average food selection each meal:

Breakfast _____
 Lunch _____
 Dinner _____

Physician's Signature _____

Change in appetite yes no
 Difficulty swallowing yes no
 Heartburn yes no
 Abdominal distress yes no
 Belching or excess gas yes no
 Abdominal enlargement yes no
 Nausea yes no
 Vomiting yes no
 Vomiting of blood yes no
 Rectal bleeding yes no
 Tarry stools yes no
 Dark urine yes no
 Jaundice yes no
 Constipation yes no
 Diarrhea yes no
 Hemorrhoids yes no
 Need for laxatives yes no

Genitourinary System

Increase in frequency of urination (day) yes no
 Increase in frequency of urination (night) yes no
 Feel need to urinate without much urine yes no
 Unable to hold urine yes no
 Pain or burning yes no
 Blood in urine yes no
 Albuminuria yes no
 Impotence yes no
 Lack of sex drive yes no
 Pain with intercourse yes no

Endocrine

Thyroid trouble yes no
 Adrenal trouble yes no
 Cortisone treatment yes no
 Diabetes yes no

Locomotor

Muscle cramps yes no
 Muscle weakness yes no
 Pain in joints yes no
 Swollen joints yes no
 Stiffness yes no
 Deformity of joints yes no

Nervous System

Headaches yes no
 Dizziness yes no
 Fainting yes no
 Convulsions or fits yes no
 Nervousness yes no
 Sleeplessness yes no
 Depression yes no
 Change in sensation yes no
 Memory loss yes no
 Poor coordination yes no
 Weakness or paralysis yes no

GYN-OB

Started menstruating at age ____ Date of last PAP test _____
 Interval between periods ____ days Duration _____
 Flow: light normal heavy Date of last period _____
 Pain with periods yes no duration _____
 Number of pregnancies ____ Number of miscarriages ____
 Number of births ____ Wt. of babies at birth _____

Date _____

Performance Competency

Following the completion of performance objective practice, use Performance Evaluation Checklist 13-2 in the workbook to perform the procedure for evaluation.

CERTIFICATION AND REGISTRATION PREPARATION

- _____ 1. Which measurements must be recorded at the initial visit to establish a baseline?
- a. Hearing
 - b. Vision
 - c. Height and weight
 - d. None of the above
- _____ 2. Which type of history form is geared specifically toward diseases that are familial in nature?
- a. Interview form
 - b. Genogram
 - c. Family history form
 - d. Complete history form
- _____ 3. In which section of a medical history form would a person's symptoms over the past year be found?
- a. FH
 - b. CC
 - c. PMH
 - d. SH
- _____ 4. If a patient has no allergies to drugs, how is it documented in the patient's chart?
- a. NA
 - b. NDA
 - c. NKDA
 - d. NAD
- _____ 5. Which of the following measurements complete the baseline data?
- a. Blood pressure
 - b. TPR
 - c. Height and weight
 - d. All of the above
- _____ 6. When visiting the physician, how often is a patient weighed?
- a. Every three months
 - b. Once a year
 - c. At each visit
 - d. Every six months
- _____ 7. Which part of the history form can help recall previous illnesses or symptoms the patient may have forgotten?
- a. CC
 - b. PI
 - c. ROS
 - d. None of the above

ASSIGNMENT SHEET

CHAPTER 13: BEGINNING THE PATIENT'S RECORD

Unit 3: Body Measurements and Vital Signs

Note: This unit contains many important concepts and skills that must be mastered; therefore, this workbook unit is divided into five parts.

Part 1. Mensuration

WORDS TO KNOW CHALLENGE

A. Word Scramble: Unscramble the following terms.

- | | |
|----------|--|
| 1. _____ | <u>T</u> <u>E</u> <u>H</u> <u>G</u> <u>H</u> <u>I</u> |
| 2. _____ | <u>I</u> <u>T</u> <u>E</u> <u>G</u> <u>W</u> <u>H</u> |
| 3. _____ | <u>N</u> <u>B</u> <u>E</u> <u>A</u> <u>C</u> <u>A</u> <u>L</u> |
| 4. _____ | <u>C</u> <u>E</u> <u>L</u> <u>S</u> <u>A</u> <u>S</u> |
| 5. _____ | <u>E</u> <u>M</u> <u>U</u> <u>A</u> <u>S</u> <u>R</u> <u>E</u> |
| 6. _____ | <u>M</u> <u>E</u> <u>B</u> <u>A</u> |
| 7. _____ | <u>C</u> <u>L</u> <u>R</u> <u>T</u> <u>E</u> <u>N</u> <u>O</u> <u>I</u> <u>E</u> <u>C</u> |
| 8. _____ | <u>T</u> <u>R</u> <u>A</u> <u>L</u> <u>I</u> <u>B</u> <u>O</u> <u>C</u> <u>N</u> <u>I</u> <u>A</u> |

B. Word Puzzle: Solve the following puzzle using the clues below.

- | | |
|-----|---------------|
| 1. | _____ M |
| 2. | _____ E _____ |
| 3. | _____ N _____ |
| 4. | _____ S _____ |
| 5. | _____ U _____ |
| 6. | _____ R _____ |
| 7. | _____ A _____ |
| 8. | _____ T |
| 9. | _____ I _____ |
| 10. | _____ O _____ |
| 11. | _____ N _____ |

1. It's a balance _____ scale.
2. You move the bottom weight in 50-pound _____.
3. You move the weights until the beam is in _____.
4. Initial mensurations and vital signs form a(n) _____.
5. The scale is used to _____ weight.
6. Home scales should be on a _____ surface.
7. Physician's _____ are more accurate than bathroom types.
8. _____ can also be measured on the scales.
9. The _____ bar is attached to the scales.
10. Newer scales are _____ and digital.
11. People on diets need to _____ their weight.

UNIT REVIEW

A. Short Answer

1. Name five types of mensurations. _____

2. Why are mensurations important with infants and children? _____

3. When is mensuration usually performed with new patients? _____

4. If a patient measures 70 inches, how much is that in feet and inches? _____

5. Identify when a patient may be asked to monitor his or her weight at home. _____

6. What suggestions could you make to a patient about measuring his or her weight? _____

UNIT APPLICATION

Performance Objective Practice

- A. Practice measuring the height and weight of five other people in your class. Record the height measurement in feet and inches, and then only in inches.
- B. After the instructor sets the balance scale to a certain weight measurement, read the beam of the scale and correctly document the weight.
- C. After the instructor sets the height bar to a certain height measurement, read the height bar and correctly document the height.

Performance Competency

Following completion of performance objective practice, use Performance Evaluation Checklists 13-3 and 13-4 in the workbook to perform the procedures for evaluation.

Part 2. Temperature Control and Measurement

WORDS TO KNOW CHALLENGE

A. Word Search: Find the following words hidden in the puzzle.

ACCURACY
 AFEBRILE
 ASEPTICALLY
 AXILLARY
 BUTTOCKS
 CALIBRATION
 CENTIGRADE
 CHILLS
 COLLAPSE
 COOLING
 CONTRAINDICATED
 DANGEROUS
 DEGREES
 DISINFECT

ELECTRONIC
 ELEVATION
 FAHRENHEIT
 FATAL
 FEBRILE
 FEVER
 FINDINGS
 FRAGILE
 HEAT
 INFECTION
 INSERT
 INSPECT
 LUBRICANT
 METRIC

MODERATE
 MOUTH
 NORMAL
 ORAL
 RECORD
 RECTAL
 SEVERE
 SLIGHT
 SUBLINGUAL
 SUBNORMAL
 TEMPERATURE
 TENTHS
 THERMOMETER

A G L A S S I E T V E E O F A T A L M M W Q I S T N D
 C H I L L S O T B C L O B T P W I E L E V A T I O N V
 O I Y T W C B N Y I C F I H E M K V Z T O P W I M G X
 L G F J M I T O G P H C N E C M M I W R W S T U B B Y
 L V A C C U R A C Y I U S R C V P S Y I E A S H A K E
 A E A J K U R L R Y P T R M P O E E C C R V Y T Z X P
 P N F A H F P U I X P B E O Q H C S R B K N L R W V C
 S W E R T I C D L P E Y C M R T O W I A J L V C X I N
 E N B P R R B V A G D D T E I Y Q L P U T M V X W O F
 W I R C E B V X U N J H V T L W A L D I W U L W I O E
 M V I M C O W G T E G H I E M C A L O E W P R T Z C V
 B C L I T E N I P I U E S R C M V X U Y R W C E N L E
 C F E S A I J L L Y T Q R X R S Z Y I N S E R T D E R
 K H J R L N B S A W Q Z R O P U T V W L F U C B L S W
 B G D O M U R B C I W R N P U F X C V N L I Y I V C S
 U K O M L U B R I C A N T G H S W Q I K N A R X C V T
 T C C O N T R A I N D I C A T E D E P O T B R C X I E
 T D F A S C V B B N I O Y U I O R W R C E I O Y E C M
 O S U B N O R M A L M T Q W E E O T C F K L H H T Y U
 C E N T I G R A D E I O S D V C C S U B L I N G U A L
 K E R E Y U I O O R S D D E L E I O L S D E M N V C S
 S E R N K L M O U T H I S E L K L U S D R E C O R D I
 U T Y T F G H C R T Y U I E R I B I O H E A T Y U I O
 W E R H A S E P T I C A L L Y A K L A W E R T Y O I R
 A S D S L S Z X C V B N M S D F T F I N D I N G S I A
 D I S I N F E C T A N T E D E G R E E S G J K L Z X L

B. Matching: Match the term in column I with its description in column II.

COLUMN I	COLUMN II
_____ 1. Afebrile	a. A metric measurement
_____ 2. Axillary	b. By mouth
_____ 3. Febrile	c. Numbered markings
_____ 4. Oral	d. Not appropriate
_____ 5. Sublingual	e. Toxins from bacteria
_____ 6. Fever	f. Fever
_____ 7. Celsius	g. Underarm
_____ 8. Rectal	h. Germicide
_____ 9. Calibration	i. Without fever
_____ 10. Pyrogens	j. Beneath tongue
_____ 11. Disinfectant	k. Elevated body heat
_____ 12. Contraindicated	l. Anal
	m. Fahrenheit
	n. Anesthetic
	o. Security

UNIT REVIEW

A. Fill in the Blank

- Identify the four vital signs, indicating what body function is being measured.
 - _____ measures the force of the heart.
 - _____ measures the body's heat.
 - _____ measures the action of the heart.
 - _____ measures action of the lungs (breathing).
- Vital sign findings should be recorded _____.
- The body loses heat through _____, _____, and _____.
- The balance between heat production and heat loss determines the _____.
- Temperature is usually the _____ in the morning and the _____ in the afternoon and evening.

B. Short Answer

- Briefly explain how a fever develops (use five steps).
 - _____
 - _____
 - _____
 - _____
 - _____
- Provide the correct Fahrenheit temperature when referring to classifications of fevers.
 - Slight = _____
 - Moderate = _____
 - Severe = _____
 - Dangerous = _____
 - Fatal = _____

3. List the five types of thermometers.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

4. Name situations when oral temperature measurement is contraindicated.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

5. Convert the following Celsius temperatures to Fahrenheit.

- a. $36.5^{\circ}\text{C} = \underline{\hspace{1cm}}^{\circ}\text{F}$
- b. $39.5^{\circ}\text{C} = \underline{\hspace{1cm}}^{\circ}\text{F}$
- c. $38.8^{\circ}\text{C} = \underline{\hspace{1cm}}^{\circ}\text{F}$
- d. $35.7^{\circ}\text{C} = \underline{\hspace{1cm}}^{\circ}\text{F}$
- e. $36.8^{\circ}\text{C} = \underline{\hspace{1cm}}^{\circ}\text{F}$
- f. $37.4^{\circ}\text{C} = \underline{\hspace{1cm}}^{\circ}\text{F}$

6. Convert the following Fahrenheit temperatures to Celsius.

- a. $96.8^{\circ}\text{F} = \underline{\hspace{1cm}}^{\circ}\text{C}$
- b. $97.4^{\circ}\text{F} = \underline{\hspace{1cm}}^{\circ}\text{C}$
- c. $98.6^{\circ}\text{F} = \underline{\hspace{1cm}}^{\circ}\text{C}$
- d. $99.2^{\circ}\text{F} = \underline{\hspace{1cm}}^{\circ}\text{C}$
- e. $100.2^{\circ}\text{F} = \underline{\hspace{1cm}}^{\circ}\text{C}$
- f. $102.4^{\circ}\text{F} = \underline{\hspace{1cm}}^{\circ}\text{C}$

UNIT APPLICATION

Performance Objective Practice

- A. Using a plastic disposable thermometer, measure an oral temperature on several classmates and properly read and record the results.
- B. Using an electronic thermometer with a disposable plastic probe cover, measure an oral temperature on several classmates and properly record the results. Demonstrate proper disposal of used equipment and proper care of the thermometer.
- C. Using an electronic thermometer, explain to the instructor or demonstrate on a mannequin, how to measure a rectal temperature using the proper probe.
- D. Using an electronic thermometer, measure an axillary temperature and properly record the results.
- E. Using a tympanic thermometer, measure the core body temperature on several classmates and properly record the results.
- F. Using a temporal artery thermometer, practice the proper technique for measuring body temperature.
- G. Fill in the following temperature chart with the appropriate values:

METHOD OF MEASUREMENT	NORMAL VALUE
Oral: plastic disposable thermometer	
Oral: electronic thermometer	
Rectal: electronic thermometer	
Axillary	
Core body temperature: infrared tympanic thermometer	
Body temperature: temporal artery thermometer	

Performance Competency

Following completion of performance objective practice, use Performance Evaluation Checklists 13-5, 13-6, 13-7, 13-8, 13-9, and 13-10 in the workbook to perform the procedures for evaluation.

Part 3. The Pulse and Its Measurement

WORDS TO KNOW CHALLENGE

A. Matching: Match the term in column I with its description in column II.

COLUMN I	COLUMN II
_____ 1. Antecubital	a. Excessively slow heart rate
_____ 2. Apex	b. Feel by touching
_____ 3. Arrhythmia	c. Inner elbow area
_____ 4. Auscultate	d. A pulse point on the instep of the foot
_____ 5. Brachial	e. Excessively rapid heart rate
_____ 6. Bradycardia	f. A pulse point at the inner wrist
_____ 7. Carotid	g. A pulse point near the trachea
_____ 8. Femoral	h. Lower edge of the heart
_____ 9. Palpate	i. To listen
_____ 10. Pulse deficit	j. A pulse point at the inner elbow
_____ 11. Radial	k. Without a regular pattern of beats
_____ 12. Tachycardia	l. A pulse point at the groin
	m. The difference between apical and radial pulse
	n. Weak heart volume

B. Word Scramble: Unscramble the following terms.

1. _____	<u>R</u> <u>T</u> <u>E</u> <u>H</u> <u>A</u>
2. _____	<u>E</u> <u>B</u> <u>T</u> <u>A</u>
3. _____	<u>T</u> <u>C</u> <u>N</u> <u>T</u> <u>A</u> <u>R</u> <u>O</u> <u>C</u>
4. _____	<u>L</u> <u>Y</u> <u>O</u> <u>I</u> <u>S</u> <u>T</u> <u>S</u> <u>C</u>
5. _____	<u>L</u> <u>I</u> <u>A</u> <u>C</u> <u>A</u> <u>P</u>
6. _____	<u>S</u> <u>L</u> <u>U</u> <u>E</u> <u>P</u>
7. _____	<u>H</u> <u>R</u> <u>A</u> <u>M</u> <u>T</u> <u>I</u> <u>R</u> <u>H</u> <u>Y</u> <u>A</u>
8. _____	<u>A</u> <u>T</u> <u>C</u> <u>R</u> <u>D</u> <u>I</u> <u>O</u>
9. _____	<u>A</u> <u>L</u> <u>R</u> <u>I</u> <u>D</u> <u>A</u>
10. _____	<u>H</u> <u>L</u> <u>R</u> <u>A</u> <u>I</u> <u>B</u> <u>A</u> <u>C</u>
11. _____	<u>M</u> <u>R</u> <u>O</u> <u>A</u> <u>F</u> <u>L</u> <u>E</u>
12. _____	<u>E</u> <u>Y</u> <u>T</u> <u>A</u> <u>R</u> <u>R</u>
13. _____	<u>T</u> <u>R</u> <u>E</u> <u>A</u>
14. _____	<u>Y</u> <u>H</u> <u>T</u> <u>R</u> <u>M</u> <u>H</u>
15. _____	<u>L</u> <u>V</u> <u>E</u> <u>M</u> <u>O</u> <u>U</u>

UNIT REVIEW**A. Short Answer**

1. Define "pulse" and explain how it occurs. _____

2. Name and locate the five pulse points.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
3. How is pulse rate determined? What is the normal adult rate? _____

4. List five factors that influence heart rate.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
5. Stimulation of the sympathetic nervous system _____ heart rate. The parasympathetic nervous system _____ the heart rate.
6. List eight situations that cause the heart rate to increase.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
 - g. _____
 - h. _____
7. List four situations that cause the heart rate to decrease.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
8. Name the two qualities of the heartbeat that must be observed, defining the terms and listing the words used to describe the characteristics.
 - a. _____
 - b. _____

9. List eight instances when apical pulse measurement would be indicated.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

B. Fill in the Blanks

- 1. Pulse deficit can be determined by measuring _____ pulse and _____ pulse at the _____.
- 2. If a patient has a pulse deficit, the auscultated apical pulse rate is _____ than the _____ pulse rate.
- 3. This occurs because some of the contractions are _____.

C. True or False: Place a "T" for true or "F" for false in the space provided. For false statements, explain why they are false.

- _____ 1. A patient should be sitting or lying down when pulse is measured.

- _____ 2. The radial pulse can be found at the inner wrist area on the little finger side.

- _____ 3. The radial pulse is best felt by placing your thumb over the artery.

- _____ 4. The pulse felt in the radial artery is caused by the contraction of the aorta.

- _____ 5. Apical pulse is located at the right fifth intercostal space.

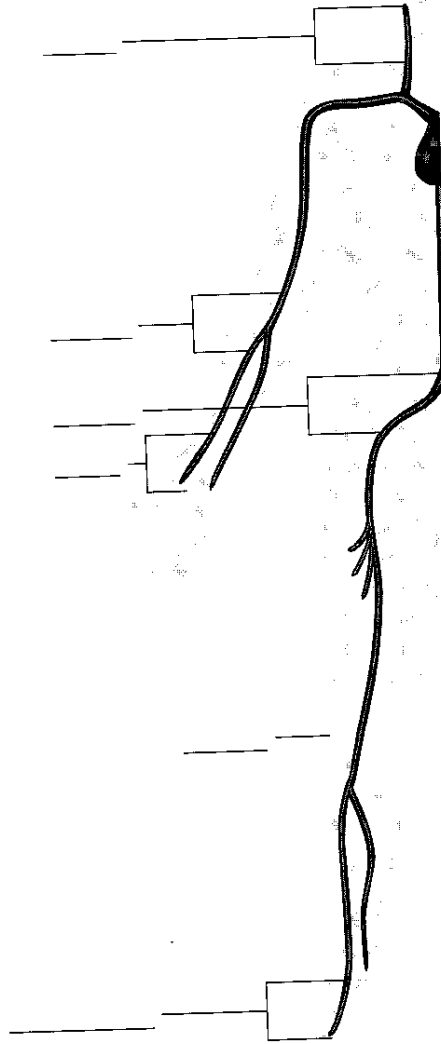
- _____ 6. A quick way to estimate the location of the apex is to position the right hand over the patient's chest and listen at the point under the extended thumb.

UNIT APPLICATION

Performance Objective Practice

- A. Gather several students and count the radial pulse on one arm while the instructor counts the radial pulse on the other arm. Compare the measurements. Your count should be within ± 2 of the instructor's reading.
- B. Using a classmate as the patient, locate the apex of the heart and count the apical pulse while another classmate counts the radial pulse at the same time. Compare your results.

C. Label the following diagram, indicating the different sites where the pulse rate may be measured.



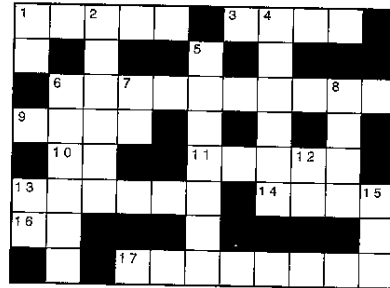
Performance Competency

Following completion of performance objective practice, use Performance Evaluation Checklists 13-11 and 13-12 in the workbook to perform the procedures for evaluation.

Part 4. Respirations: Observation and Measurement

WORDS TO KNOW CHALLENGE

A. Crossword Puzzle (Terms included from parts 3 and 4)



ACROSS

1. Organ that pumps blood
3. Relaxation phase
6. Without rhythm
9. Lower heart edge
10. Form of the verb "to be"
11. One of the vital signs
13. Refers to heart activity
14. Periods of time
16. Father
17. A pulse point

DOWN

1. Mercury (abbr.)
2. Sudden heart failure
4. Breathe out
5. Difficult breathing
6. Auscultated heartbeat
7. Prescription (abbr.)
7. A plan or thought
12. Senior (abbr.)
13. Anterior-posterior (abbr.)
14. Solution (abbr.)

B. Spelling: Underline the correctly spelled word.

- | | | | |
|------------------|--------------|----------------|---------------|
| 1. Cheyne-Stokes | Chain-Stokes | Cheyne-Stoakes | Chenye-Stokes |
| 2. dispnea | dispena | dyspnea | dyspnae |
| 3. eshale | exhale | exhail | exhaile |
| 4. expirashun | experation | expieration | expiration |
| 5. enhale | enhail | inhale | inhail |
| 6. inspiration | enspiration | ensperation | inspiration |
| 7. resperation | respiration | rexpieration | rexpertation |

UNIT REVIEW

A. Short Answer

1. When are respirations usually measured? _____

2. Why are respirations measured as if the pulse is being measured? _____

3. Describe the breathing pattern known as Cheyne-Stokes. _____

4. Normal respiration rate for an adult is _____ breaths per minute.

5. Respiration rate is affected by:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

6. Fill in the temperature-pulse-respiration ratio below.

Temperature	Pulse	Respiration
99°F		
100°F		
102°F		
104°F		

B. Fill in the Blanks

1. One respiration is the combination of one total _____ and one total _____. Two other terms that are frequently used and have the same meaning are _____ and _____.
2. The quality of respirations must be observed. Normal respirations are _____, _____, and _____.
3. Excessively rapid and deep respirations are known as _____.
4. Patients with difficult or labored breathing are said to have _____.
5. Noisy respirations are called rales, and are often present with diseases such as _____, _____, and _____.
6. Quality characteristics that are evaluated when respirations are measured are:
 - a. Depth of inhalation which, is described as _____, _____, or _____.
 - b. Rhythm of respiration, which is described as _____ or _____.
7. Absence of breathing is known as _____.

UNIT APPLICATION

Performance Objective Practice

- A. Demonstrate to the instructor different methods that could make counting respirations easier.
- B. Gather several students and count their pulse and respirations at the same time as the instructor and compare measurements.

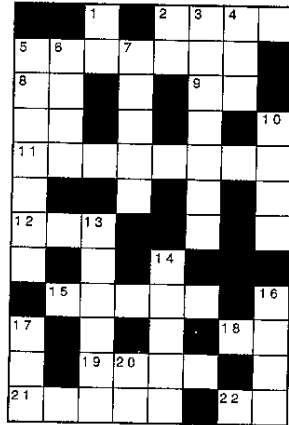
Performance Competency

Following completion of performance objective practice, use Performance Evaluation Checklist 13-13 in the workbook to perform the procedures for evaluation.

Part 5. Blood Pressure

WORDS TO KNOW CHALLENGE

A. Crossword Puzzle



ACROSS

- 2. End of prayer
- 5. Difficult breathing
- 8. Second word in music scale
- 9. Right (abbr.)
- 11. Blood
- 12. External organ of hearing
- 15. Most desirable option
- 18. Mother
- 19. Bottom edge of heart
- 21. Stories
- 22. Barium enema (acronym)

DOWN

- 1. Bone
- 2. Article; used in language
- 3. Silver-colored liquid
- 4. To take nourishment
- 5. Lowered
- 6. 365 days
- 7. Felt in arteries
- 10. Contraction phase
- 13. Pulse point at wrist
- 14. Noisy respirations
- 16. The number of times
- 17. Three-dimensional X-ray (abbr.)
- 20. Pelvic exam (acronym)

B. Word Scramble: Unscramble the following terms.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____

- E N I D O A R
- T U T E N B L A I A C
- L S A I D O T C I
- H R A B L I C A
- S L A T S N E I E
- E T U S L T A U A C
- O E P T Y E H R N S I N
- L T Y S C O S I
- T P E A L P A

UNIT REVIEW

A. Short Answer

1. Define "blood pressure." _____

2. What does blood pressure measurement evaluate?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. Specifically, where is blood pressure measured? _____

4. Name the two organs that maintain blood pressure in the body.
 - a. _____
 - b. _____
5. Briefly explain how blood pressure is maintained. _____

6. Name the two phases of blood pressure, describing the corresponding action that occurs and the relative amount of pressure with each phase. _____

7. List six possible causes of hypertension.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
8. Define "pulse pressure." _____

9. Using the "general rule of thumb," is the pulse pressure of the following examples too low, too high, or normal? (Note: A normal pulse pressure does not mean the blood pressure is within a normal range.)
 - a. 130/86 _____
 - b. 160/90 _____
 - c. 110/74 _____
 - d. 200/110 _____
 - e. 186/98 _____
 - f. 120/100 _____
 - g. 174/116 _____

10. Equipment factors can influence accurate measurement. Explain what the following would cause to occur.

- a. Too small a cuff would cause a(n) _____.
- b. Too large a cuff would cause a(n) _____.

11. What does it mean to take a baseline reading? _____

12. Define "auscultatory gap." _____

13. What would cause you to think a patient might have an auscultatory gap? _____

B. Fill in the Blanks

- 1. Blood pressure is measured using a(n) _____ and a(n) _____.
- 2. A sphygmomanometer has a(n) _____ dial.
- 3. Normal adult systolic pressure is _____; normal diastolic pressure is _____.
- 4. Blood pressure that is consistently high is called _____.
- 5. Blood pressure that is consistently low is called _____.
- 6. An elevated pressure without apparent cause is said to be _____ or _____ hypertension.

C. True or False: Place a "T" for true or "F" for false in the space provided. For false statements, explain why they are false.

- _____ 1. Completely deflate the cuff before applying.

- _____ 2. Blood pressure may be measured over a thin sleeve.

- _____ 3. The cuff is placed around the arm with the arrow at the brachial artery.

- _____ 4. Inflate cuff slowly until you no longer hear beats.

- _____ 5. When you miss the systolic reading, immediately reinflate the cuff before all the air escapes.

- _____ 6. The patient's arm should be extended, straight down at the side when in a sitting position.

- _____ 7. Palpatory readings are done only when the pressure cannot be auscultated.

UNIT APPLICATION

Performance Objective Practice

- A. Split into groups of three. Each group should practice taking blood pressure on one another with the teaching stethoscope. One person can be the patient while the other two classmates use the teaching stethoscope to measure the blood pressure at the same time. Switch places so that each person is the patient. Record your readings and compare the results to see how close they are.
- B. Practice blood pressure readings with the instructor while using the teaching stethoscope on at least five people. If you are having difficulty hearing the blood pressure, ask the instructor to note when there is a sound change.
- C. Calculate the following pulse pressures and note if they are normal ("N") or abnormal ("A").
 - a. 120/80= ___
 - b. 130/60= ___
 - c. 170/92= ___
 - d. 90/60= ___
 - e. 110/84= ___

Performance Competency

Following completion of performance objective practice, use Performance Evaluation Checklist 13-14 in the workbook to perform the procedure for evaluation.

CASE STUDIES

Scenario 1

The medical assistant is having difficulty taking Mrs. Anderson's pulse and respirations. She finally locates the radial pulse and then begins to count. There are some irregularities in the pulse, so the medical assistant counts it for one full minute. Mrs. Anderson is somewhat alarmed at how long this is taking and asks the medical assistant if there is something wrong. The medical assistant tells her that her pulse is a little irregular, but nothing to worry about. The medical assistant then takes her finger off the pulse and tells Mrs. Anderson to breath normally while she is counting the respirations.

Critical Thinking Questions

1. Should the medical assistant have supplied the patient the information about her irregular pulse? _____

2. How could knowing this information affect the patient? _____

3. What mistake did the medical assistant make when counting the respirations? _____

Scenario 2

Carter always had trouble hearing blood pressures when he was in school, and the problem has carried over to his job. He cannot hear the blood pressure on a geriatric patient and is scared to admit this difficulty since this is only his second week on the job. Carter tries twice and gives up. He looks up the patient's last few readings and comes up with an average reading that he documents in the chart.

Critical Thinking Questions

1. What should Carter do about his problem with hearing blood pressures? _____

2. Was it permissible for him to document the reading that he averaged? _____

3. What possible implications might his actions have on the patient? _____

CERTIFICATION AND REGISTRATION PREPARATION

- _____ 1. All of the following are pulse points except:
a. popliteal
b. carotid
c. brachial
d. tibial
- _____ 2. In which of the following situations would an oral temperature measurement be contraindicated?
a. Elderly patient
b. Eight-year-old child
c. Unconscious patient
d. Teenager with braces
- _____ 3. If a patient's height measures 75 inches, what would the height measure in feet and inches?
a. 5 feet 11 inches
b. 6 feet 3 inches
c. 6 feet 5 inches
d. 5 feet 5 inches
- _____ 4. Why is a patient's height and weight measured at the initial visit?
a. Research purposes
b. To establish a baseline
c. Statistical data
d. None of the above
- _____ 5. Which of the following methods for measuring body temperature is considered as accurate as the rectal method?
a. Tympanic
b. Axillary
c. Oral
d. Temporal
- _____ 6. A patient's pulse rate measures 120 immediately upon entering the exam room. Which of the following is the most likely cause for the elevation?
a. Exercise
b. Anxiety
c. Walking too fast
d. None of the above
- _____ 7. When measuring the pulse rate, which of the following should also be noted?
a. Volume
b. Rhythm
c. None of the above
d. Both a and b
- _____ 8. An apical pulse should be taken in all of the following situations except:
a. if you can't feel the radial pulse
b. a rapid pulse
c. a 10-year-old child
d. patients with heart conditions

- _____ 9. A patient with a radial pulse rate of 80 and an apical pulse rate of 100 is said to have a pulse:
a. abnormality
b. ratio
c. deficit
d. variance
- _____ 10. With pulmonary diseases such as pneumonia, bronchitis, and asthma, a lung sound known as _____ may be noted.
a. stricture
b. crowing
c. rales
d. dyspnea
- _____ 11. Which of the following terms are used to describe types of hypertension?
a. Primary
b. Secondary
c. Malignant
d. All of the above
- _____ 12. An obese patient's blood pressure reading is measured using a regular adult cuff. The results will be:
a. falsely elevated
b. falsely lowered
c. accurate
d. none of the above

