

# Respiratory Core Case 1

## Upper Airway Obstruction



Student Name: \_\_\_\_\_ Test Date: \_\_\_\_\_

Critical Performance Steps	✓ if done correctly
<b>Team Leader</b>	
Assigns team member roles	
Uses effective communication throughout	
<b>Patient Management</b>	
Directs assessment of airway, breathing, circulation, disability, and exposure, including vital signs	
Directs manual airway maneuver with administration of 100% oxygen	
Directs placement of pads/leads and pulse oximetry	
Recognizes signs and symptoms of upper airway obstruction	
Categorizes as respiratory distress or failure	
Verbalizes indications for assisted ventilations or CPAP	
<i>If the student does not verbalize the above, prompt the student with the following question: "What are the indications for assisted ventilations or CPAP?"</i>	
Directs IV or IO access	
Directs reassessment of patient in response to treatment	
<b>Case Conclusion</b>	
Summarizes specific treatments for upper airway obstruction	
Verbalizes indications for endotracheal intubation and special considerations when intubation is anticipated	
<i>If the student does not verbalize the above, prompt the student with the following question: "What are the indications for endotracheal intubation, and what are the special situations when intubation should be anticipated?"</i>	

### STOP TEST

<p>If the student directs or verbalizes any grossly inappropriate action or if the student needs remediation, describe specifics below:</p>   
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Test Results	Indicate Pass (P) or Needs Remediation (NR):	P	NR
<p>Instructor signature affirms that student performed according to AHA Guidelines.</p> <p><i>Save this sheet with course record.</i></p>	<p>Instructor Signature: _____</p> <p>Instructor Name (print): _____</p> <p>Date: _____</p>		

# Respiratory Core Case 2

## Lower Airway Obstruction



Student Name: \_\_\_\_\_ Test Date: \_\_\_\_\_

Critical Performance Steps	✓ if done correctly
<b>Team Leader</b>	
Assigns team member roles	
Uses effective communication throughout	
<b>Patient Management</b>	
Directs assessment of airway, breathing, circulation, disability, and exposure, including vital signs	
Directs administration of 100% oxygen	
Directs placement of pads/leads and pulse oximetry	
Recognizes signs and symptoms of lower airway obstruction	
Categorizes as respiratory distress or failure	
Verbalizes indications for assisted ventilations	
<i>If the student does not verbalize the above, prompt the student with the following question: "What are the indications for assisted ventilations?"</i>	
Directs IV or IO access	
Directs reassessment of patient in response to treatment	
<b>Case Conclusion</b>	
Summarizes specific treatments for lower airway obstruction	
<i>If the student does not summarize the above, prompt the student with the following question: "What are the specific treatments for lower airway obstruction?"</i>	
<i>The following step is evaluated only if the student's scope of practice applies</i>	
Verbalizes indications for endotracheal intubation	
<i>If the student does not verbalize the above, prompt the student with the following question: "What are the indications for endotracheal intubation?"</i>	

### STOP TEST

If the student directs or verbalizes any grossly inappropriate action or if the student needs remediation, describe specifics below:

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# Respiratory Core Case 3

## Lung Tissue Disease



Student Name: \_\_\_\_\_ Test Date: \_\_\_\_\_

Critical Performance Steps	✓ if done correctly
<b>Team Leader</b>	
Assigns team member roles	
Uses effective communication throughout	
<b>Patient Management</b>	
Directs assessment of airway, breathing, circulation, disability, and exposure, including vital signs	
Directs assisted ventilations with administration of 100% oxygen	
Ensures that bag-mask ventilations are effective	
Directs placement of pads/leads and pulse oximetry	
Recognizes signs and symptoms of lung tissue disease	
Categorizes as respiratory distress or failure	
Directs IV or IO access	
Directs reassessment of patient in response to treatment	
<b>Case Conclusion</b>	
Summarizes specific treatments for lung tissue disease	
<i>If the student does not summarize the above, prompt the student with the following question: "What are the specific treatments for lung tissue disease?"</i>	
<i>The following step is evaluated only if the student's scope of practice applies</i>	
Verbalizes indications for endotracheal intubation	
<i>If the student does not verbalize the above, prompt the student with the following question: "What are the indications for endotracheal intubation?"</i>	

### STOP TEST

If the student directs or verbalizes any grossly inappropriate action or if the student needs remediation, describe specifics below:

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# Respiratory Core Case 4

## Disordered Control of Breathing



Student Name: \_\_\_\_\_ Test Date: \_\_\_\_\_

Critical Performance Steps	✓ if done correctly
<b>Team Leader</b>	
Assigns team member roles	
Uses effective communication throughout	
<b>Patient Management</b>	
Directs assessment of airway, breathing, circulation, disability, and exposure, including vital signs	
Directs assisted ventilations with administration of 100% oxygen	
Ensures that bag-mask ventilations are effective	
Directs placement of pads/leads and pulse oximetry	
Recognizes signs and symptoms of disordered control of breathing	
Categorizes as respiratory distress or failure	
Directs IV or IO access	
Directs reassessment of patient in response to treatment	
<b>Case Conclusion</b>	
Summarizes specific treatments for disordered control of breathing	
<i>If the student does not summarize the above, prompt the student with the following question: "What are the specific treatments for disordered control of breathing?"</i>	
<i>The following step is evaluated only if the student's scope of practice applies</i>	
Verbalizes indications for endotracheal intubation	
<i>If the student does not verbalize the above, prompt the student with the following question: "What are the indications for endotracheal intubation?"</i>	

### STOP TEST

If the student directs or verbalizes any grossly inappropriate action or if the student needs remediation, describe specifics below:

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# Shock Core Case 5

## Hypovolemic Shock



Student Name: \_\_\_\_\_ Test Date: \_\_\_\_\_

Critical Performance Steps	✓ if done correctly
<b>Team Leader</b>	
Assigns team member roles	
Uses effective communication throughout	
<b>Patient Management</b>	
Directs assessment of airway, breathing, circulation, disability, and exposure, including vital signs	
Directs administration of 100% oxygen	
Directs placement of pads/leads and pulse oximetry	
Recognizes signs and symptoms of hypovolemic shock	
Categorizes as compensated or hypotensive shock	
Directs IV or IO access	
Directs rapid administration of a fluid bolus of isotonic crystalloid	
Directs reassessment of patient in response to treatment	
<b>Case Conclusion</b>	
Verbalizes therapeutic end points during shock management	
<i>If the student does not verbalize the above, prompt the student with the following question: "What are the therapeutic end points during shock management?"</i>	

### STOP TEST

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# Shock Core Case 6

## Obstructive Shock



Student Name: \_\_\_\_\_ Test Date: \_\_\_\_\_

Critical Performance Steps	✓ if done correctly
<b>Team Leader</b>	
Assigns team member roles	
Uses effective communication throughout	
<b>Patient Management</b>	
Directs assessment of airway, breathing, circulation, disability, and exposure, including vital signs	
Directs placement of pads/leads and pulse oximetry	
Verbalizes DOPE mnemonic for intubated patient who deteriorates	
<i>If the student does not verbalize the above, prompt the student with the following question: "What mnemonic is helpful to recall when the intubated patient deteriorates? What does this mnemonic mean?"</i>	
Recognizes signs and symptoms of obstructive shock	
States at least 2 causes of obstructive shock	
<i>If the student does not state the above, prompt the student with the following statement: "Tell me at least 2 causes of obstructive shock."</i>	
Categorizes as compensated or hypotensive shock	
Directs IV or IO access	
Directs rapid administration of a fluid bolus of isotonic crystalloid	
Directs reassessment of patient in response to treatment	
<b>Case Conclusion</b>	
Summarizes the treatment for a tension pneumothorax	
<i>If the student does not summarize the above, prompt the student with the following question: "What is the specific treatment for tension pneumothorax?"</i>	
Verbalizes therapeutic end points during shock management	
<i>If the student does not verbalize the above, prompt the student with the following question: "What are the therapeutic end points during shock management?"</i>	

### STOP TEST

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Test Results	Indicate Pass (P) or Needs Remediation (NR):	P	NR
Instructor signature affirms that student performed according to AHA Guidelines.  <i>Save this sheet with course record.</i>	Instructor Signature: _____  Instructor Name (print): _____  Date: _____		

# Shock Core Case 7

## Distributive Shock



Student Name: \_\_\_\_\_ Test Date: \_\_\_\_\_

Critical Performance Steps	✓ if done correctly
<b>Team Leader</b>	
Assigns team member roles	
Uses effective communication throughout	
<b>Patient Management</b>	
Directs assessment of airway, breathing, circulation, disability, and exposure, including vital signs	
Directs administration of 100% oxygen	
Directs placement of pads/leads and pulse oximetry	
Recognizes signs and symptoms of distributive (septic) shock	
Categorizes as compensated or hypotensive shock	
Directs IV or IO access	
Directs rapid administration of a fluid bolus of isotonic crystalloid	
Directs reassessment of patient in response to treatment	
<i>The next step is evaluated only if the student's scope of practice applies</i>	
Recalls that early administration of antibiotics is essential in septic shock	
<i>If the student does not indicate the above, prompt the student with the following question: "What else might be essential for septic shock?"</i>	
<b>Case Conclusion</b>	
Summarizes indications for vasoactive drug support	
<i>If the student does not summarize the above, prompt the student with the following question: "What are the indications for vasoactive drug support?"</i>	
Verbalizes therapeutic end points during shock management	
<i>If the student does not verbalize the above, prompt the student with the following question: "What are the therapeutic end points during shock management?"</i>	

### STOP TEST

If the student directs or verbalizes any grossly inappropriate action or if the student needs remediation, describe specifics below:

Test Results	Indicate Pass (P) or Needs Remediation (NR):	P	NR
Instructor signature affirms that student performed according to AHA Guidelines. <i>Save this sheet with course record.</i>	Instructor Signature: _____ Instructor Name (print): _____ Date: _____		

# Shock Core Case 8

## Cardiogenic Shock



Student Name: \_\_\_\_\_ Test Date: \_\_\_\_\_

Critical Performance Steps	✓ if done correctly
<b>Team Leader</b>	
Assigns team member roles	
Uses effective communication throughout	
<b>Patient Management</b>	
Directs assessment of airway, breathing, circulation, disability, and exposure, including vital signs	
Directs administration of 100% oxygen	
Directs placement of pads/leads and pulse oximetry	
Recognizes signs and symptoms of cardiogenic shock	
Categorizes as compensated or hypotensive shock	
Directs IV or IO access	
Directs slow administration of a 5 to 10 mL/kg fluid bolus of isotonic crystalloid	
Directs reassessment of patient in response to treatment	
Recalls indications for use of vasoactive drugs during cardiogenic shock	
<i>If the student does not indicate the above, prompt the student with the following question: "What are the indications for vasoactive drugs during cardiogenic shock?"</i>	
<b>Case Conclusion</b>	
Verbalizes therapeutic end points during shock management	
<i>If the student does not verbalize the above, prompt the student with the following question: "What are the therapeutic end points during shock management?"</i>	

### STOP TEST

If the student directs or verbalizes any grossly inappropriate action or if the student needs remediation, describe specifics below:

Test Results	Indicate Pass (P) or Needs Remediation (NR):	P	NR
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# Cardiac Core Case 9

## Supraventricular Tachycardia



Student Name: \_\_\_\_\_ Test Date: \_\_\_\_\_

Critical Performance Steps	✓ if done correctly
<b>Team Leader</b>	
Assigns team member roles	
Uses effective communication throughout	
<b>Patient Management</b>	
Directs assessment of airway, breathing, circulation, disability, and exposure, including vital signs	
Directs administration of supplementary oxygen	
Directs placement of pads/leads and pulse oximetry	
Recognizes narrow-complex tachycardia and verbalizes how to distinguish between ST and SVT	
Categorizes as compensated or hypotensive	
<i>If the student does not verbalize the above, prompt the student with the following question: "How do you distinguish between ST and SVT?"</i>	
Directs performance of appropriate vagal maneuvers	
Directs IV or IO access	
Directs preparation and administration of appropriate dose of adenosine	
Directs reassessment of patient in response to treatment	
<b>Case Conclusion</b>	
Verbalizes indications and appropriate energy doses for synchronized cardioversion	
<i>If the student does not verbalize the above, prompt the student with the following question: "What are the indications and appropriate energy doses for synchronized cardioversion?"</i>	

### STOP TEST

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# Cardiac Core Case 10

## Bradycardia



Student Name: \_\_\_\_\_ Test Date: \_\_\_\_\_

Critical Performance Steps	✓ if done correctly
<b>Team Leader</b>	
Assigns team member roles	
Uses effective communication throughout	
<b>Patient Management</b>	
Directs assessment of airway, breathing, circulation, disability, and exposure, including vital signs	
Directs initiation of assisted ventilations with 100% oxygen	
Directs placement of pads/leads and activation of monitor and requests pulse oximetry	
Recognizes bradycardia with cardiorespiratory compromise	
Characterizes as compensated or hypotensive	
Recalls indications for chest compressions in a bradycardic patient	
<i>If the student does not indicate the above, prompt the student with the following question: "What are the indications for chest compressions in a bradycardic patient?"</i>	
Directs IV or IO access	
Directs preparation and administration of appropriate dose of epinephrine	
Directs reassessment of patient in response to treatment	
<b>Case Conclusion</b>	
Verbalizes consideration of at least 3 underlying causes of bradycardia	
<i>If the student does not verbalize the above, prompt the student with the following statement: "Tell me at least 3 underlying causes of bradycardia."</i>	

### STOP TEST

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# Cardiac Core Case 11

## Asystole/PEA



Student Name: \_\_\_\_\_ Test Date: \_\_\_\_\_

Critical Performance Steps	✓ if done correctly
<b>Team Leader</b>	
Assigns team member roles	
Uses effective communication throughout	
<b>Patient Management</b>	
Recognizes cardiopulmonary arrest	
Directs initiation of CPR by using the C-A-B sequence and ensures performance of high-quality CPR at all times	
Directs placement of pads/leads and activation of monitor	
Recognizes asystole or PEA	
Directs IO or IV access	
Directs preparation of appropriate dose of epinephrine	
Directs administration of epinephrine at appropriate intervals	
Directs checking rhythm on the monitor approximately every 2 minutes	
<b>Case Conclusion</b>	
Verbalizes consideration of at least 3 reversible causes of PEA or asystole	
<i>If the student does not verbalize the above, prompt the student with the following statement: "Tell me at least 3 reversible causes of PEA or asystole."</i>	

### STOP TEST

If the student directs or verbalizes any grossly inappropriate action or if the student needs remediation, describe specifics below:
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# Cardiac Core Case 12

## VF/Pulseless VT



Student Name: \_\_\_\_\_ Test Date: \_\_\_\_\_

Critical Performance Steps	✓ if done correctly
<b>Team Leader</b>	
Assigns team member roles	
Uses effective communication throughout	
<b>Patient Management</b>	
Recognizes cardiopulmonary arrest	
Directs initiation of CPR by using the C-A-B sequence and ensures performance of high-quality CPR at all times	
Directs placement of pads/leads and activation of monitor	
Recognizes VF or pulseless VT	
Directs attempted defibrillation at 2 to 4 J/kg safely	
Directs immediate resumption of CPR by using the C-A-B sequence	
Directs IO or IV access	
Directs preparation of appropriate dose of epinephrine	
Directs attempted defibrillation at 4 J/kg or higher (not to exceed 10 J/kg or standard adult dose) safely	
Directs immediate resumption of CPR by using the C-A-B sequence	
Directs administration of epinephrine	
<b>Case Conclusion</b>	
Verbalizes consideration of antiarrhythmic (amiodarone or lidocaine), using appropriate dose	
<i>If the student does not verbalize the above, prompt the student with the following question: "What other drugs would you consider here?"</i>	

### STOP TEST

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