

Component I: Core

Module C: Safety

Topic 5: Fire and Disaster Preparedness

Statement of Purpose

To prepare the learner with basic knowledge of fire and disaster preparedness.

Student Learning Outcomes

Upon completion of this topic, the learner will be able to:

1. Spell and define key terms
2. Describe fire prevention measures.
3. List four ways in which a medical office fire might start.
4. Demonstrate the use of a fire extinguisher.
5. Discuss components of a disaster preparedness plan.

Terminology

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| 1. 911 | 8. Fire triangle |
| 2. ABC fire extinguisher | 9. Glow stick |
| 3. California Emergency Management Agency (Cal EMA) | 10. Halon fire extinguisher |
| 4. Containment | 11. Local Emergency Management Authority (LEMA) |
| 5. Disaster preparedness plan | 12. Route of escape |
| 6. Evacuation | 13. Triage |
| 7. Fire drills | 14. Water fire extinguisher |

References

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2. French, L.L., & Fordney, M.T. (2013). *Administrative Medical Assistant* (7th Ed.) Clifton Park, NY: Delmar, Cengage Learning.
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4. Lindh, W., Pooler, M., Tamparo, C. & Dahl, B., (2013). *Comprehensive Medical Assisting Administrative and Clinical Competencies* (5th Ed.). Clifton Park, NY: Delmar, Cengage Learning.
5. Kronenberger, J., Southard D. L., & Woodson, D. (2012). *Comprehensive Medical Assisting* (4th Ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.
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7. Dennerll, J.T., & Davis, P.E. (2010). *Medical Terminology: A Programmed Systems Approach* (10th Ed.). Clifton Park, NY: Delmar, Cengage Learning.
8. Proctor, D. B., & Young-Adams, A. P. (2011). *Kinn's The Medical Assistant: An Applied Learning Approach* (11th Ed.). Philadelphia, PA: Saunders Elsevier.

Websites

1. www.calema.ca.gov
2. www.redcross.org

Content Outline/Theory Objectives	Suggested Learning Activities
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<p>Objective 1 Spell and define key terms.</p> <ul style="list-style-type: none"> A. Review the terms listed in the terminology section B. Spell the listed terms accurately C. Pronounce the terms correctly D. Use the terms in their proper contexts 	<ul style="list-style-type: none"> A. Games: word searches, crossword puzzles, Family Feud, Jeopardy, bingo, spelling bee, hangman and concentration. B. Administer vocabulary pre-test and post-test. C. Discuss learning gaps and plan for applying vocabulary.
<p>Objective 2 Describe fire prevention measures.</p> <ul style="list-style-type: none"> A. Fire triangle <ul style="list-style-type: none"> 1. Elements needed for a fire <ul style="list-style-type: none"> a. Heat. b. Fuel. c. Oxygen. B. Cigarettes discarded into a floor ashtray prior to entering office; smoke free policies should be in effect. C. Monitor and repair defective outlets. D. Unplug all electrical appliances prior to leaving for the night. E. Keep coffee pots and water sterilizers from boiling dry. F. Establish a policy for fire evacuation procedure. G. Know the location of all fire extinguishers inspected at least annually. H. Properly store potentially flammable chemicals and supplies. I. Immediately disconnect oxygen supplies or turn off oxygen tanks if fire is suspected. J. Smoke alarms located throughout the facility, checked periodically and replaced as needed. 	<ul style="list-style-type: none"> A. Lecture/Discussion B. Assigned Readings C. Use posters/videos/computer assisted learning/workbook activities.
<p>Objective 3 List four ways in which an office fire might start.</p> <ul style="list-style-type: none"> A. Possible location of a medical office fire <ul style="list-style-type: none"> 1. Ashtray should be located outside the facility. 2. Waste basket. 3. Electrical appliance, medical and general. 4. Coffee pot that boils dry. 5. Sterilizer that boils dry. 6. Laboratory burners and gas outlets. 7. Radiology equipment. B. In the event of a fire <ul style="list-style-type: none"> 1. Use the planned route of escape, posted on the wall 2. Evacuate all patients and personnel. 3. Place stickers on doors of room that have been evacuated. 4. Consider containment. 5. Consider fire extinguisher use. 6. Call 9-1-1 and calmly give needed information. 	<ul style="list-style-type: none"> A. Lecture/Discussion B. Assigned Readings C. Use posters/videos/computer assisted learning/workbook activities. D. Collaborative group exercises E. Student presentations F. Role-play and demonstrations

<p>Objective 4 Demonstrate the use of a fire extinguisher.</p> <ul style="list-style-type: none"> A. Types of fires <ul style="list-style-type: none"> 1. Class A – ordinary combustibles; wood, cloth, paper, rubber and plastics. 2. Class B – flammable liquids; gasoline, oil, grease, tar, lacquer and flammable gas. 3. Class C – energized electrical equipment; wiring, fuse boxes, circuit breakers, machinery, appliances and computers. B. Types of extinguishers <ul style="list-style-type: none"> 1. ABC type is a dry chemical extinguisher and can be used on all types of fires; most common type. 2. Water type is for type-A fire; most effective on a mattress fire or paper fire. 3. Halon type can be used on some types of computers and electrical equipment. C. Fire emergency responses <ul style="list-style-type: none"> 1. RACE procedure <ul style="list-style-type: none"> a. R, rescue persons in immediate danger. b. A, alarm, sound an alarm. c. C, confine the fire by closing all doors. d. E, extinguish or evacuate. Extinguish by smothering with a blanket or using a fire extinguisher. 2. To use a fire extinguisher use PASS procedure <ul style="list-style-type: none"> a. P, pull the pin. b. A, aim at the base of the fire. c. S, squeeze trigger. d. S, sweep from side to side at the base of the fire. 3. Call 9-1-1 as soon as possible. 	<ul style="list-style-type: none"> A. Lecture/Discussion B. Assigned Readings C. Use posters/videos/computer assisted learning/workbook activities. D. Demonstration and return demonstration. E. Role-play.
<p>Objective 5 Discuss components of a disaster preparedness plan.</p> <ul style="list-style-type: none"> A. Keep calm to reduce panic. B. Types of disasters <ul style="list-style-type: none"> 1. Electrical storm. 2. Tornado. 3. Earthquake. 4. Fire. 5. Flood. C. Drills <ul style="list-style-type: none"> 1. Purpose is to prepare people psychologically. 2. Perform quarterly. 3. Determine triage areas. 4. Know location of gas and water shut off valves. 5. Know evacuation routes. 6. Secure shelving, bookcases and file cabinets to walls. 7. Secure computer terminals to desk. 	<ul style="list-style-type: none"> A. Lecture/Discussion B. Assigned Readings C. Use posters/videos/computer assisted learning/workbook activities. D. Role-play using props. E. Review <ul style="list-style-type: none"> 1. California Emergency Management Agency (Cal EMA) www.calema.ca.gov 2. www.redcross.org

<p>D. Emergency planning</p> <ol style="list-style-type: none"> 1. Staff members should discuss possible emergencies that may occur and have an emergency action plan for rapid, systematic intervention. 2. Every healthcare facility should have a standard policy with specific procedures for emergency situations. 3. With several employees, each should be assigned specific duties. <p>E. Local Emergency Management Authority (LEMA)</p> <ol style="list-style-type: none"> 1. Coordinates police, fire, emergency medical services, public health and area healthcare response to community-wide emergencies. 2. Responsible for developing an all-hazards response plan that would be appropriate for any community emergency. 3. Local officials would turn to state, regional or federal officials for assistance as needed. <p>F. Equipment and supplies to have on hand</p> <ol style="list-style-type: none"> 1. Emergency light source – flashlights, glow sticks. 2. Water – enough for 72 hours. 3. Food – enough for 72 hours. 4. Blankets. 5. First aid kits. <p>G. Organization of healthcare workers during disaster</p> <ol style="list-style-type: none"> 1. Who to call if at home. 2. Where to go if at work. 3. Plan for patient and crowd control. 	
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