

# 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

1. Davis, F.A. (2013). *Taber's Cyclopedic Medical Dictionary* (22nd Ed.). Philadelphia PA: F.A. Davis.
2. French, L.L., & Fordney, M.T. (2013). *Administrative Medical Assistant* (7<sup>th</sup> Ed.) Clifton Park, NY: Delmar, Cengage Learning.
3. Blesi, M., Wise, B.A., & Kelley-Arney, C. (2012) *Medical Assisting Administrative and Clinical Competencies* (7<sup>th</sup> Ed.) Clifton Park, NY: Delmar, Cengage Learning.
4. Lindh, W., Pooler, M., Tamparo, C. & Dahl, B., (2013). *Comprehensive Medical Assisting Administrative and Clinical Competencies* (5<sup>th</sup> Ed.). Clifton Park, NY: Delmar, Cengage Learning.
5. Kronenberger, J., Southard D. L., & Woodson, D. (2012). *Comprehensive Medical Assisting* (4<sup>th</sup> Ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.
6. Booth, K.A., Whicker, L.G., Wyman, T.D., & Moaney-Wright, S. (2011). *Medical Assisting: Administrative & Clinical Competencies with Anatomy and Physiology*. (4<sup>th</sup> Ed.). New York, NY: McGraw-Hill Company, Inc.
7. Dennerll, J.T., & Davis, P.E. (2010). *Medical Terminology: A Programmed Systems Approach* (10<sup>th</sup> 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* (11<sup>th</sup> Ed.). Philadelphia, PA: Saunders Elsevier.

#### Websites

1. [www.calema.ca.gov](http://www.calema.ca.gov)
2. [www.redcross.org](http://www.redcross.org)

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

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

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