

## Component III: Clinical

### Module A: Exam Room Procedures

#### Topic 6: Positioning and Draping Patients

##### Statement of Purpose

To provide the learner with basic knowledge and skills concerning the theoretical and procedural requirements for positioning and draping patients.

##### Student Learning Outcomes

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

1. Spell and define the key terms.
2. Describe and explain the purpose of each of the patient examination positions that are used during a physical examination.
3. Discuss safety precautions regarding both the Medical Assistant and patient in positioning for examinations.
4. Describe the basic principles of properly draping a patient for examination.
5. Demonstrate the proper method of positioning and draping patients for the various examinations.
6. Discuss patient education.
7. Discuss legal and ethical implications in positioning and draping patients.

##### Terminology

- |                         |                            |
|-------------------------|----------------------------|
| 1. Anatomical position  | 11. Lithotomy              |
| 2. Anterior             | 12. Proctologic position   |
| 3. Body mechanics       | 13. Prone                  |
| 4. Dorsal               | 14. Recumbent              |
| 5. Fenestrated          | 15. Semi-Fowler's position |
| 6. Flexed               | 16. Shock                  |
| 7. Fowler's position    | 17. Sim's position         |
| 8. Horizontal           | 18. Supine                 |
| 9. Jackknife position   | 19. Trendelenburg          |
| 10. Knee chest position |                            |

##### References

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2. Dennerll, J.T., & Davis, P.E. (2010). *Medical Terminology: A Programmed Systems Approach* (10<sup>th</sup> Ed.). Clifton Park, NY: Delmar, Cengage Learning.
3. Kronenberger, J., Southard D. L., & Woodson, D. (2013). *Comprehensive Medical Assisting* (4<sup>th</sup> Ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.
4. 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.
5. Lindh, W., Pooler, M., Tampara, C., Dahl, B., Morris J. (2009). *Comprehensive Medical Assisting Administrative and Clinical Competencies* (4<sup>th</sup> Ed.). Clifton Park, NY: Cengage Learning.

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7. 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.
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.
9. French, L.L., & Fordney, M.T. (2013). *Administrative Medical Assistant* (7<sup>th</sup> Ed.) Clifton Park, NY: Delmar, Cengage Learning.
10. Larsen, W. (2011). *Computerized Medical Office Procedures: A Worktext Using Medisoft v16* (3<sup>rd</sup> Ed.). Philadelphia, PA: Saunders Elsevier.

### **Websites**

1. [www.osha.gov](http://www.osha.gov)
2. [www.cdc.gov](http://www.cdc.gov)
3. [www.innerbody.com](http://www.innerbody.com)
4. [www.mbc.ca.gov/allied/medical\\_assistants.html](http://www.mbc.ca.gov/allied/medical_assistants.html)
5. [www.jointcommision.org](http://www.jointcommision.org)

Content Outline/Theory Objectives	Suggested Learning Activities
<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 context.</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 and explain the purpose of each of the patient examination positions that are used during a physical examination.</b></p> <ul style="list-style-type: none"> <li>A. The Medical Assistant instructs the patient about and assists the patient into these positions with as much ease and modesty as possible.</li> <li>B. The Medical Assistant also helps the patient to maintain the position during the examination with as little discomfort as possible.</li> <li>C. Anatomical position, erect or standing palms facing forward.</li> <li>D. Examine musculoskeletal development and skin color.</li> <li>E. Assess posture.</li> <li>F. Sitting position             <ul style="list-style-type: none"> <li>1. Examine anterior/posterior aspect of head.</li> <li>2. Examine anterior/posterior aspect of chest.</li> </ul> </li> <li>G. Supine, recumbent, horizontal recumbent position             <ul style="list-style-type: none"> <li>1. Examine abdomen, chest, and legs.</li> <li>2. Anterior aspects of body available for examination.</li> </ul> </li> <li>H. Dorsal recumbent position             <ul style="list-style-type: none"> <li>1. Vaginal exam when lithotomy position is not advisable.</li> <li>2. Rectal examination.</li> <li>3. Examination of abdomen.</li> <li>4. Resting.</li> </ul> </li> <li>I. Lithotomy position             <ul style="list-style-type: none"> <li>1. Pelvic examination.</li> <li>2. Examination of the female genitalia.</li> </ul> </li> <li>J. Trendelenburg position             <ul style="list-style-type: none"> <li>1. Treat shock.</li> <li>2. Abdominal surgery.</li> <li>3. Treat hypotension.</li> <li>4. Postural drainage.</li> </ul> </li> <li>K. Fowler's (45°-60° angle) position             <ul style="list-style-type: none"> <li>1. Patients with difficult breathing.</li> <li>2. Examination of the head, neck and chest.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A. Lecture/Discussion</li> <li>B. Assigned Readings</li> <li>C. Show each position as discussed.</li> </ul>

<ul style="list-style-type: none"> <li>3. Good for lower back injury patients.</li> <li>L. Semi-Fowler's (30°-45° angle) position <ul style="list-style-type: none"> <li>1. Patients with difficult breathing.</li> <li>2. Examination of the head, neck and chest.</li> </ul> </li> <li>M. Prone position <ul style="list-style-type: none"> <li>1. Examination of the back, spine or legs.</li> <li>2. Posterior (ventral) aspects of body available for examination.</li> </ul> </li> <li>N. Sim's (lateral Sim's) position <ul style="list-style-type: none"> <li>1. Anal and rectal examination.</li> <li>2. Perineal and certain pelvic examination.</li> <li>3. Instillation of rectal medications</li> </ul> </li> <li>O. Knee-chest position <ul style="list-style-type: none"> <li>1. Exam of anal and perineal areas.</li> <li>2. For certain proctologic procedures.</li> </ul> </li> <li>P. Proctologic position <ul style="list-style-type: none"> <li>1. Proctologic examination with sigmoidoscopy.</li> <li>2. Exam of perineal area, anus, and hemorrhoids.</li> </ul> </li> <li>Q. Jackknife position <ul style="list-style-type: none"> <li>1. Examination and instrumentation of the rectum.</li> <li>2. Often referred to as proctologic position.</li> </ul> </li> </ul>	
<p><b>Objective 3</b>  <b>Discuss safety precautions regarding both the Medical Assistant and patient in positioning for examinations.</b></p> <ul style="list-style-type: none"> <li>A. If a power table is used, the Medical Assistant must know how to operate it.</li> <li>B. A female Medical Assistant should remain in the room when a female patient is being examined by a male Physician.</li> <li>C. Instruct the patient on the use of the gown to avoid unnecessary exposure</li> <li>D. Never leave a very ill patient or small child alone on a table.</li> <li>E. Utilize effective body mechanics.</li> <li>F. Explain the need for the position and help the patient assume proper positioning when necessary.</li> <li>G. Changes in position should be done gradually.</li> <li>H. Always tell the patient what movements to expect.</li> <li>I. Cover the patient with an appropriate drape for warmth and privacy.</li> <li>J. Assist the patient onto and off of the exam table to decrease the chance of an accidental fall.</li> </ul>	<ul style="list-style-type: none"> <li>A. Lecture/Discussion</li> <li>B. Assigned Readings</li> </ul>
<p><b>Objective 4</b>  <b>Describe the basic principles of properly draping a patient for examination.</b></p> <ul style="list-style-type: none"> <li>A. Draping with an examination sheet maintains the patient's privacy and keeps the patient warm.</li> <li>B. Anatomic, patient with hospital gown on, open either in front or back.</li> <li>C. Sitting position <ul style="list-style-type: none"> <li>1. Drape placed across the patient's lap for men.</li> <li>2. Drape placed across the patient's chest and lap for a</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A. Lecture/Discussion</li> <li>B. Assigned Readings</li> </ul>

<p>woman.</p> <ul style="list-style-type: none"> <li>D. Supine position <ul style="list-style-type: none"> <li>1. Normally draped from the neck down to the feet.</li> <li>2. Draped from the underarms down to the feet.</li> </ul> </li> <li>E. Dorsal recumbent position <ul style="list-style-type: none"> <li>1. Drape from the neck or underarms down to the feet.</li> <li>2. Diamond drape.</li> </ul> </li> <li>F. Lithotomy position <ul style="list-style-type: none"> <li>1. Large drape that covers the patient from the breast to the ankles.</li> <li>2. Drape wide enough to prevent the sides of the thighs from being exposed.</li> </ul> </li> <li>G. Trendelenburg <ul style="list-style-type: none"> <li>1. Drape from the neck down to the knees.</li> <li>2. Drape from the underarms down to the knees.</li> </ul> </li> <li>H. Semi-Fowler's and Fowler's position <ul style="list-style-type: none"> <li>1. Drape from the neck or underarms down to the feet.</li> <li>2. The drape will vary according to the exposure of the patient.</li> <li>3. Female patients should have their breasts covered.</li> </ul> </li> <li>I. Prone <ul style="list-style-type: none"> <li>1. Drape from the upper back to the feet.</li> <li>2. Female patients should be draped high enough to cover the breasts if she is to be turned over to the dorsal recumbent position.</li> </ul> </li> <li>J. Sim's position <ul style="list-style-type: none"> <li>1. Drape from the upper back to the feet.</li> <li>2. Drape from under the arms to below the knees.</li> </ul> </li> <li>K. Knee-chest and proctologic positions <ul style="list-style-type: none"> <li>1. Commonly covered with a fenestrated drape.</li> <li>2. Opening provides access to the area being examined.</li> </ul> </li> </ul>	
<p><b>Objective 5</b>  <b>Demonstrate the proper method of positioning and draping patients for the various examinations.</b></p> <ul style="list-style-type: none"> <li>A. Anatomic position.</li> <li>B. Sitting position.</li> <li>C. Supine (recumbent, horizontal recumbent).</li> <li>D. Dorsal recumbent.</li> <li>E. Lithotomy.</li> <li>F. Trendelenburg.</li> <li>G. Semi-Fowler.</li> <li>H. Fowler's.</li> <li>I. Prone.</li> <li>J. Sim's (lateral Sim's).</li> <li>K. Knee-chest.</li> <li>L. Proctologic.</li> <li>M. Jackknife.</li> </ul>	<ul style="list-style-type: none"> <li>A. Lecture/Discussion</li> <li>B. Assigned Readings</li> <li>C. Have each student assist another student into each of the positions outlined and drape them appropriately.</li> <li>D. Students to adequately describe how to position and drape patient for positions where specialized equipment is unavailable.</li> </ul>

<p><b>Objective 6</b>  <b>Discuss patient education.</b></p> <ul style="list-style-type: none"> <li>A. Clarification of medical terminology, tests and procedures decrease patient confusion.</li> <li>B. If patient is sedated, only give one instruction at a time.</li> <li>C. If you perceive embarrassment, explain the need for the position and help the patient assume the position when necessary.</li> <li>D. Always tell the patient what movement to expect.</li> <li>E. Give specific instructions to the patient on whether the gown should be open in the back or the front.</li> </ul>	<ul style="list-style-type: none"> <li>A. Lecture/Discussion</li> <li>B. Assigned Readings</li> <li>C. Have students role play giving a patient instructions and clarifying medical terms.</li> </ul>
<p><b>Objective 7</b>  <b>Discuss legal and ethical implications in positioning and draping patients.</b></p> <ul style="list-style-type: none"> <li>A. Utilize a variety of safety measures to protect you, the Physician and the patient from disease transmission.</li> <li>B. Never leave an acutely ill, medicated patient or an infant/child unattended on the exam table.</li> <li>C. If the patient is unclothed, a second person should be present during the physical exam.</li> </ul>	<ul style="list-style-type: none"> <li>A. Lecture/Discussion</li> <li>B. Assigned Readings</li> <li>C. Provide case studies for students to discuss/debate.</li> </ul>