8
Emergency Care, First Aid, and Disasters

1. Define important words in this chapter
2. Demonstrate how to respond to medical emergencies
3. Demonstrate knowledge of first aid procedures
4. Explain the nursing assistant's role on a code team
5. Describe guidelines for responding to disasters

Supplemental Tools
CHAPTER 8: EXAM

Assignments
TEXTBOOK READING, PP. 122-135
WORKBOOK EXERCISES, PP. 51-54

Overview of Teaching Strategies
A nursing assistant must know how to recognize and respond to medical emergencies calmly and capably. This chapter will give students the skills they need to perform first aid in the event of an emergency.

This chapter will also explain the functions of a code team and the nursing assistant's role in these functions. Students will learn their role in the event of a disaster. Emphasis should be placed on remaining calm and reassuring residents that they are being cared for during an emergency or disaster.

1. Define important words in this chapter

Meeting the Learning Objective
TEXTBOOK PP. 122-123
WORKBOOK P. 51

Lecture
Pronounce and define each of the key terms listed in the Learning Objective on pages 122-123.

2. Demonstrate how to respond to medical emergencies

Meeting the Learning Objective
TEXTBOOK PP. 123-124
WORKBOOK P. 51

Lecture
Pronounce and define the following key term:

- Conscious

Review the signs of a serious medical emergency:

- The person is unconscious.
- The person is not breathing.
- The person has no pulse.
- The person is bleeding severely.

Remind students that they should have two pairs of gloves and a mask or other barrier device in the event of an emergency.

Discuss the steps to take in an emergency situation:

- Make sure the area is safe. Put on gloves.
- Assess the situation. Notice the time. Try to find out what happened.
- Assess the victim. Ask the injured or ill person what happened. Determine if the person is conscious.
- Call for help or send someone to call for help right away.
- If the person is conscious, listen to him and reassure him that he is being taken care of.

Review things to look for when checking for injury:

- Severe bleeding
- Changes in consciousness
- Irregular breathing
- Unusual color or feel to skin
- Swollen places on the body
- Medical alert tags
- Any complaints of pain
After the emergency is over, document the emergency in your notes. Remember as many details as you can. Report only facts.

Explain the acronym PPE SCC as used to help students remember how to prepare to perform first aid:
- **PPE**: Grab and apply personal protective equipment.
- **Safety first! Are you safe?**
- **Call for help or point to a person and say: “You, get help now!”**
- **Care for victims.**

### 3. Demonstrate knowledge of first aid procedures

*Meeting the Learning Objective*

**Textbook pp. 124-133**

**Workbook pp. 51-53**

**Lecture**

Pronounce and define the following key terms:
- **Respiratory arrest**
- **Cardiac arrest**
- **Cardiopulmonary resuscitation (CPR)**
- **First aid**

Emphasize that the first few minutes of any emergency can determine the victim’s ability to survive.

*Optional Activity*

If students are to be trained in CPR, this would be a good time to bring in an instructor to explain the details. Emphasize that only people who are properly trained should perform CPR, and that some facilities do not allow nursing assistants to perform CPR without the direction of the nurse. Remind students that some residents may have advance directives that prohibit CPR from being performed.

**Choking**

**Lecture**

Pronounce and define the following key terms:
- **Obstructed airway**
- **Abdominal thrusts**

Stress that abdominal thrusts should not be performed unless the person shows signs of a severely obstructed airway: poor air exchange, trouble breathing, silent coughing, cyanosis, inability to breathe or speak.

**Shock**

**Lecture**

Pronounce and define the following key term:
- **Shock**

Explain that shock is a life-threatening situation that may be worsened by fear or pain.

Review the symptoms of shock:
- **Pale or cyanotic skin**
- **Staring**
- **Increased pulse and respiration rates**
- **Decreased blood pressure**
- **Extreme thirst**

**Bleeding**

**Lecture**

Discuss facts about bleeding, i.e., that severe bleeding can cause death quickly and must be controlled.

**Burns**

**Lecture**

Explain that care of a burn depends on its depth, size, and location. There are three types of burns: first-degree (superficial), second-degree (partial-thickness), and third-degree (full-thickness) burns.

**Fainting**

**Lecture**

Pronounce and define the following key terms:
- **Fainting**
- **Syncope**

Explain that fainting occurs as a result of decreased blood flow to the brain. Review the possible causes of fainting:
- **Hunger**
- **Fear**
- **Pain**
- **Fatigue**
- **Standing for a long time**
- **Poor ventilation**
- **Pregnancy**
- **Overheating**
Review the signs and symptoms of fainting:
- Dizziness
- Nausea
- Perspiration
- Pale skin
- Weak pulse
- Shallow respirations
- Blackness in the visual field

Review the steps to take if a person faints:
- Lower person to floor or other flat surface.
- Position person on back.
- Elevate legs, except in case of injury.
- Make sure person is breathing.
- Keep person lying down for several minutes.
- Report incident to the nurse immediately.

Poisoning

Lecture
Review signs and symptoms of poisoning:
- Sudden collapse
- Vomiting
- Heavy, difficult breathing

Nosebleed

Lecture
Pronounce and define the following key term:
- Epistaxis

Discuss the possible causes of a nosebleed:
- Dry air
- Injury
- Medication

Vomiting

Lecture
Pronounce and define the following key term:
- Emesis

Emphasize that the nursing assistant should soothe the resident and report to the nurse when vomiting occurs.

Myocardial Infarction

Lecture
Pronounce and define the following key terms:
- Myocardial infarction
- Dyspnea

Review the signs and symptoms of a heart attack:
- Sudden, severe pain in the chest
- Pain or discomfort in other areas of the body
- Indigestion or heartburn
- Nausea and vomiting
- Difficulty breathing
- Dizziness
- Pale, gray, or cyanotic skin color or mucous membranes
- Perspiration
- Cold and clammy skin
- Weak and irregular pulse rate
- Low blood pressure
- Anxiety and a sense of doom
- Denial of a heart problem

Emphasize that women may experience different symptoms than men, and are somewhat more likely to experience the following:
- Shortness of breath
- Nausea and vomiting
- Back, shoulder or jaw pain
- Flu-like symptoms

Insulin Reaction and Diabetic Ketoacidosis

Lecture
Pronounce and define the following key terms:
- Insulin reaction
- Hypoglycemia
- Diabetic ketoacidosis
- Hyperglycemia

Review the causes of insulin reaction:
- Too much insulin
- Too little food
- Additional activity that causes the body to rapidly absorb food
- Vomiting
- Diarrhea

Review signs and symptoms of insulin reaction:
- Feeling weak or different
- Nervousness
- Dizziness
- Perspiration
- Hunger
• Rapid pulse
• Headache
• Low blood pressure
• Cold, clammy skin
• Confusion
• Trembling
• Blurred vision
• Numbness of the lips and tongue
• Unconsciousness

Emphasize that these are signs that the resident needs food, and that a diabetic resident should always have a quick source of sugar handy.

Review the causes of diabetic ketoacidosis (DKA):
• Undiagnosed diabetes
• Not enough insulin
• Eating too much
• Not getting enough exercise
• Physical and emotional stress

Review the signs and symptoms of DKA:
• Increased thirst or urination
• Abdominal pain
• Deep or difficult breathing
• Breath that smells sweet or fruity
• Nausea and vomiting
• Loss of appetite
• Headache
• Blurred vision
• Rapid, weak pulse
• Low blood pressure
• Dry skin, dry mouth
• Flushed cheeks
• Drowsiness
• Confusion
• Weakness
• Unconsciousness

Emphasize that DKA can lead to diabetic coma and death, if left untreated.

Seizures

Lecture
Discuss the causes of seizures:
• Abnormality in the brain
• High fever
• Serious illness
• Head injury

Emphasize that the main goal during a seizure is to make sure the resident is safe.

Discuss signs of seizure:
• Severe shaking
• Uncontrolled thrusting of arms and legs
• Clenching jaw
• Drooling
• Inability to swallow

Review the types of seizures:
• Absence or Petit Mal
• Myoclonic
• Atonic
• Tonic
• Clonic
• Tonic-clonic

CVA or Stroke

Lecture
Pronounce and define the following key terms:
• Hemiplegia
• Hemiparesis
• Expressive aphasia
• Receptive aphasia

Discuss the symptoms of a transient ischemic attack (TIA):
• Tingling
• Weakness
• Some loss of movement in an arm or leg

Stress that a TIA is a warning sign of a CVA and symptoms should be reported to the nurse immediately.

Explain that a cerebrovascular accident (CVA) or stroke occurs when the blood supply to a portion of the brain is cut off. Review the signs that a stroke is occurring:
• Dizziness
• Confusion
• Loss of consciousness
• Seizures
• Shaking or trembling
• Redness in the face
• Facial droop
• Drooping of one eyelid or eye
• Loss of sight in one eye
• One pupil is larger
• Blurred vision
• Ringing in the ears
• Headache
• Nausea and vomiting
• Loss of bowel and bladder control
• Numbness or tingling on one side of the body
• Hemiplegia
• Hemiparesis
• Expressive aphasia
• Receptive aphasia
• Use of strange words
• Noisy breathing
• Elevated blood pressure
• Slow pulse rate

Demonstrations
Demonstrate each of the following procedures. Include all of the numbered steps in your demonstration:
• Performing abdominal thrusts for the conscious person (do not practice this procedure on a live person)
• Responding to shock
• Controlling bleeding
• Treating burns
• Responding to fainting
• Responding to poisoning
• Responding to a nosebleed
• Responding to vomiting
• Responding to a myocardial infarction
• Responding to seizures

Have the students return the demonstrations. Procedure checklists are located at the end of the Student Workbook.

4. Explain the nursing assistant’s role on a code team

Meeting the Learning Objective
Textbook pp. 133-134
Workbook p. 53

Lecture
Pronounce and define the following key term:
• Code team

Discuss the nursing assistant’s role as a member of the code team:
• May be asked to get special equipment.
• May do chest compressions during CPR.
• Note whether or not you are on code team at start of shift.
• Respond to codes from wherever you are in the facility.
• Do not panic.
• Get another staff member to take over any care you are performing.

5. Describe guidelines for responding to disasters

Meeting the Learning Objective
Textbook pp. 134-135
Workbook pp. 53-54

Lecture and Discussion
Discuss the types of disasters that may occur in your area. Review the nursing assistant’s role in the event of a disaster:
• Know where disaster plan is located.
• Listen carefully and follow instructions.
• Know location of all exits and stairwells.
• Know where fire alarms and fire extinguishers are located.
• Pay close attention to classes on disasters and disaster drills.

Ask the students to share any experiences they have had with disasters and what actions they took at the time that were appropriate or not helpful.
Chapter Review

Exam

Distribute chapter 8: exam (Appendix C, pp. 305-306)

Allow students enough time to finish the test. See Appendix D for answers to the chapter exams.

Answers to Chapter Review in Textbook

1. Two sets of gloves and a barrier face mask
2. Assess the situation, assess the victim
3. Answers include: severe bleeding; changes in consciousness; irregular breathing; unusual color or feel to the skin; swollen places on the body; medical alert tags; and any complaints of pain
4. Respiratory arrest means that breathing stops; cardiac arrest is when the heart stops.
5. Within four to six minutes
6. Encourage her to cough as forcefully as possible to get the object out. Ask someone to get a nurse. Stay with the person until she stops choking or can no longer speak, cough, or breathe.
7. Lying down on the back
8. To prevent contact with potentially infected blood
9. No
10. Ice, ointment, water, salve, or grease
11. It may cause further skin damage.
12. Have the person bend forward and place her head between her knees.
13. When a resident suddenly collapses, vomits, and has heavy, difficult breathing
14. Apply firm pressure over the bridge of the nose.
15. Emesis
16. It helps get rid of the taste of vomit in the mouth.
17. Answers include: sudden, severe pain in the chest, usually on the left side or in the center, behind the breastbone; pain or discomfort in other areas of the body, such as one or both arms, the back, neck, jaw, or stomach; indigestion or heartburn; nausea and vomiting; dyspnea, or difficulty breathing; dizziness; pale, gray, or cyanotic skin color or mucous membranes, indicating lack of oxygen; perspiration; cold and clammy skin; weak and irregular pulse rate; low blood pressure; anxiety and a sense of doom; or denial of a heart problem
18. Answers include: shortness of breath; nausea/vomiting; indigestion; back, shoulder, or jaw pain; or flu-like symptoms
19. Answers include: too much insulin; too little food; when insulin is given and the person skips a meal or does not eat all the food required; additional physical activity causing the body to rapidly absorb food; vomiting; or diarrhea
20. Answers include: undiagnosed diabetes; not enough insulin; eating too much; not getting enough exercise; physical and emotional stress
21. Answers include: try to stop the seizure or restrain the person; force anything between the person’s teeth; place hands in the mouth for any reason; and give liquids or food
22. A transient ischemic attack (TIA) is a warning sign of a CVA. It is the result of a temporary lack of oxygen in the brain.
23. Answers include: dizziness; confusion; loss of consciousness; seizures; shaking or trembling; redness in the face; facial droop; inability to smile; drooping of one eyelid or eye; sudden loss of sight in one eye; pupil of one eye is larger; blurred vision; trouble with hearing or ringing in the ears; intense headache that will not go away; nausea and vomiting; loss of bowel or bladder control; numbness or tingling on one side of the body; hemiplegia; hemiparesis; expressive aphasia; receptive aphasia; use of strange words; noisy breathing; elevated blood pressure; or slow pulse rate
24. Cardiac arrest
25. Answers include fire, flood, earthquake, hurricane, tornado, severe weather, and acts of terrorism. Examples will vary.