**Guided Lecture Notes, Chapter 16, Basic First Aid and Emergency Care**

**Learning Objective 1**. Explain your role in an emergency situation. (Refer to **PowerPoint slides 2, 4 to 5**.)

* Remind students how a nursing assistant’s daily duties put them in an ideal position to observe changes in a patient or resident that could be signs of an impending emergency.
* Your interactions with your patients or residents will help you become aware of their individual qualities, personalities, and habits.
* Conscientiously report to the nurse signs or symptoms that seem unusual or give you cause for alarm. You may help prevent an emergency situation from developing. Accurate recording of observations and actions is essential.
* Discuss the responsibilities of a nursing assistant in case of an emergency.
* Your observation skills and familiarity with the patient or resident will help you detect changes in the person’s behavior or physical condition.
* Remain calm and do not act hastily.
* If the patient or resident is conscious, call for the nurse. Otherwise, activate the Emergency Medical Services (EMS) system or the Rapid Response Team (RRT). Make sure to stay with the person and reassure him or her and family members.
* Early activation of the EMS system or RRT allows a person in an emergency situation to get advanced medical care as soon as possible. This greatly increases the person’s chances of survival.
* When you call the EMS system, be prepared to give accurate information about your location and the condition of your patient or resident.
* You should perform only those procedures that you have been trained to do and that are within your scope of practice.
* Have learners refer to learning activities located at the end of the chapter.

**Learning Objective 2**. List and discuss basic life support (BLS) measures. (Refer to **PowerPoint slides 3, 6 to 10**.)

* Define the terms respiratory arrest and cardiac arrest. (Refer to PowerPoint slide 4.)
* A person who is in respiratory arrest may initially have a heartbeat, but if breathing is not started again soon, his heart will stop beating. This condition is called cardiac arrest.
* If an airway is not established and oxygen is not sent to the person’s lungs, the person will not survive the incident, regardless of the additional measures taken.
* Explain different situations that lead to hindrance in breathing and circulation, thereby leading to respiratory arrest, cardiac arrest, or both
* Discuss when basic life support (BLS) is administered and when it is not.
* When you administer certain BLS measures, such as rescue breathing and cardiopulmonary resuscitation (CPR), you are essentially performing the vital functions of breathing and circulation for someone who cannot perform these functions on his or her own.
* Discuss the steps of BLS.
* In rescue breathing, the rescuer blows air into the person’s mouth to perform the function of breathing for the person until the person begins breathing again on her own.
* In CPR, the rescuer uses a combination of rescue breathing and chest compressions to sustain breathing and circulation for a person who has gone into respiratory or cardiac arrest.
* An AED is a small, portable device that automatically detects a heart rhythm and delivers an electrical shock to the heart to stop fast, abnormal heartbeats and restore the heart’s normal rhythm. Each NA should know where the facility stores the AED and how to use it. It is important to get the AED to the person as quickly as possible to increase the chances of survival.
* Remember that respiratory arrest will lead to cardiac arrest if not quickly corrected.
* If an airway is not established and oxygen is not sent to the person’s lungs, the person will not survive the incident, no matter what additional measures are taken.
  + - * It is not the purpose of this text to teach and certify the students in BLS, due to improvements in the technique which occur periodically, but to provide the basic information concerning the procedure.
      * Inform students about the various types of training programs, their content, and the organizations or institutes that offer these courses.
      * Additional training, whether required by your employer or not, will better prepare you for emergency situations that may arise in your workplace, home, or community.
      * Show a video from one of the organizations listed in the chapter (e.g., the American Red Cross, the National Safety Council, or the American Heart Association) about basic first aid and CPR.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 3. List the signs and symptoms of a “heart attack” and describe the actions that a nursing assistant would take to assist a person with these signs and symptoms. (Refer to **PowerPoint slides 11 to 13**.)

* Discuss what causes a heart attack.
* Explain the signs and symptoms of a heart attack and the first aid that is administered in the case of a heart attack.
* Prompt medical intervention can help to minimize damage to the heart muscle.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 4. List the signs and symptoms of a stroke. (Refer to **PowerPoint slides 14 to 16**.)

* Discuss what causes a stroke.
* Explain the signs and symptoms of a stroke and the first aid that is administered in the case of a stroke.
* If you think that a person is having or has had a stroke, report your observations to the nurse and activate the EMS system.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 5. Describe how you would assist a person who complains of feeling faint, or who has fainted. (Refer to **PowerPoint slides 17 to 19**.)

* Discuss what causes fainting.
* Explain the first aid that is administered in the case of fainting.
* Fainting is not life-threatening in and of itself, but a person who faints is at risk for injury from falling.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 6. Describe how you would assist a person who is having a seizure. (Refer to **PowerPoint slides 20 to 23**.)

* Discuss what causes seizures and the various types of seizures.
* Explain the first aid that is administered in the case of a seizure.
* Tonic-clonic seizures cause a loss of consciousness and, because of the violent jerking of the muscles, place the person who is having the seizure at risk for injuringthemselves .
* Because the gag reflex may also be temporarily lost, saliva may pool in the mouth. After the seizure is over, turn the person to their side and allow any secretions to drain from their mouth to prevent choking.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 7. Describe how you would assist a person who is bleeding uncontrollably (hemorrhaging). (Refer to **PowerPoint slides 24 to 26**.)

* Discuss what causes hemorrhage and the types of hemorrhage.
* Explain the first aid that is administered in the case of hemorrhage.
* In an emergency situation where a person is hemorrhaging, call for help and make sure the person is lying down.
* Remember to follow Standard Precautions when the possibility of being exposed to blood exists.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 8. Describe some of the types and causes of shock, and how you would assist a person who is in shock. (Refer to **PowerPoint slides 27 to 30**.)

* Discuss what causes shock and the various types of shock.
* Explain the symptoms of shock and the first aid that is administered in the case of shock.
* To treat shock, the underlying cause of the shock must be addressed.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 9. Demonstrate how to clear the airway of a choking adult or child older than 1 year by using abdominal or chest thrusts. (Refer to **PowerPoint slides 31- 35**.)

* Explain the term *aspiration* and discuss the factors that could lead to choking.
* Discuss the first aid that is administered in the case of airway obstruction.
* Children, people with poorly fitting dentures or missing teeth, and people who are not conscious are at increased risk for choking and aspiration.
* Explain the difference between partial and complete airway obstruction.
* Explain why and how abdominal and chest thrusts are administered.
  + Abdominal thrusts are done the same way in both children older than 1 year and adults, but in children, less force is applied to the abdomen.
  + Explain how chest thrusts are administered on very heavy people and on people who are pregnant.
* In the case of a very heavy person, it is too hard to get your arms around the person.
* In the case of a pregnant person, applying pressure to the abdomen could harm the baby.
* Until the obstruction has been removed and air is sent to the lungs, CPR will not be effective. So, when a person is choking, the obstruction should first be removed by administering the Heimlich maneuver.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 10. Demonstrate the method used to clear the airway of a choking infant. (Refer to **PowerPoint slide 33**.)

* Explain how the airway is cleared in children younger than 1 year.
* Describe the steps involved in clearing the airway of a conscious and an unconscious infant.
* In children younger than 1 year, abdominal thrusts are not used because of the risk of damaging the baby’s internal organs. Instead, a combination of chest thrusts and back slaps is used.
* Demonstrate abdominal and chest thrusts on a student.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 11. Describe the steps of the chain of survival. (Refer to **PowerPoint slides 36 to 39**.)

* Explain the significance of the chain of survival and the events that occur in the chain.
* As a nursing assistant, you can play a vital role in helping to see a person through the immediate crisis. You may also find yourself caring for someone who is in the recovery phase.
* Have learners refer to learning activities located at the end of the chapter.