

The background of the slide features a green-tinted photograph. The top portion shows the rear of a yellow school bus. Below the bus, several children are visible, some appearing to be in motion or running. The overall scene suggests an emergency or active situation at a school.

Emergency Guidelines for Schools

**Helping an ill or injured person
in the School Setting**

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EMSA #196

Emergency First Aid Guidelines for California Schools

www.emsa.cahwnet.gov/aboutemsa/school_guidelines.doc



EMSA #196

Today's Goal

- History of Emergency Guidelines
- Overview, rationale & purpose
- Prioritization and practical application
- Navigation & simulated practice
- Training recommendations
 - Train-the-trainer
- Explore opportunities for future collaboration and Implementation



Purpose

- ▶ **To serve as a basic “what to do in an emergency” for school staff with or without medical training.**
- ▶ **To provide recommended first aid procedures**

About the Guidelines

- ▶ Based on the Ohio Department of Public Safety's 2nd Edition (2001)
- ▶ Developed by involving school nurses, administrators, EMS staff and medical experts

THINK ABOUT..

Every year, more than 31 million children visit the emergency department due to an illness or injury.

Acknowledgements

Pilot Study and Review Process

- ▶ **James E. Pointer, MD, FACEP**
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Alameda County EMS
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Children's Hospital, Oakland, CA
- ▶ **Kris Helander-Daugherty, RN**
Prehospital Care Coordinator
Alameda County EMS
- ▶ **Les Gardina, RN, MSN, PHN**
San Diego County EMS
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California Emergency Medical
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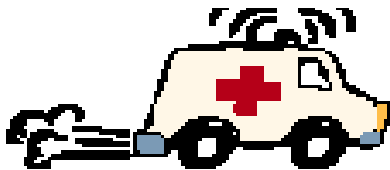
Alameda & San Diego Counties Pilot Study Results

- ▶ n=199 (12 schools)
- ▶ 3 month trial
- ▶ 88% Guides helped
- ▶ 100% Easy, Simple
- ▶ 100% Make Sense
- ▶ 100% Like flowchart
- ▶ 92% More confident
- ▶ 54% Aid to student
- ▶ 56% Treated serious injury

THINK ABOUT..

Many incidents occur at school or on the playground when an adult or school nurse is not available.

Emergency First Aid Guidelines for California Schools



Guidelines for helping an ill or injured person

- When to Call 9-1-1
- Emergency Plans & Procedures

- Allergic Reaction
- Asthma & Difficulty Breathing
- Behavioral
- Emergencies
- Bites
- Bleeding
- Blisters
- Bruises
- Burns
- CPR/AED
- Diarrhea
- Drowning
- Ear Problems
- Electric Shock
- Eye Problems
- Fainting
- Fever/Not Feeling Well
- Finger/Toenail Injury
- Fractures & Sprains
- Frostbite
- Head Injuries
- Poisoning/Overdose
- Pregnancy
- Puncture Wounds
- Rashes
- Seizures
- Seriously Sick/Shock
- Smog Alert
- Snake Bite
- Splinters
- Stabs/Gunshots
- Stings

What do the Guidelines address?

- ▶ **Developing an Emergency Plan**
- ▶ **Planning for persons with special needs**
- ▶ **Emergency first aid procedures**
- ▶ **When to call 9-1-1**
- ▶ **Basic information on infection control**
- ▶ **Information on emergency planning**
- ▶ **Planning for persons with special needs**
- ▶ **Recommended first aid supplies**
- ▶ **Emergency phone numbers**

Developing An Emergency Plan

- ▶ A school-wide emergency plan should be developed. The plan should be reviewed and updated annually
 - ✓ At least one person other than the nurse should be trained in CPR
 - ✓ Information should be up-to-date and kept in a central location
 - ✓ First-aid kits are stocked and up-to-date
 - ✓ Emergency numbers posted and available at all phones

Planning for Persons with Special Needs

- ▶ A plan should be developed in advance for those with special needs
 - ✓ A responsible person should be designated to assist these persons
 - ✓ All appropriate staff should be aware of the plan

Planning for Persons with Special Needs (cont.)

▶ At-risk Medical conditions:

- ✓ Seizures
- ✓ Diabetes
- ✓ Life-threatening or severe allergic reactions
- ✓ Asthma or other breathing problems
- ✓ Technology-dependant or medically fragile

▶ Physical challenges that may require assistance:

- ✓ Deaf
- ✓ Blind
- ✓ Uses a wheelchair/crutches
- ✓ Difficulty walking up or down stairs, etc.

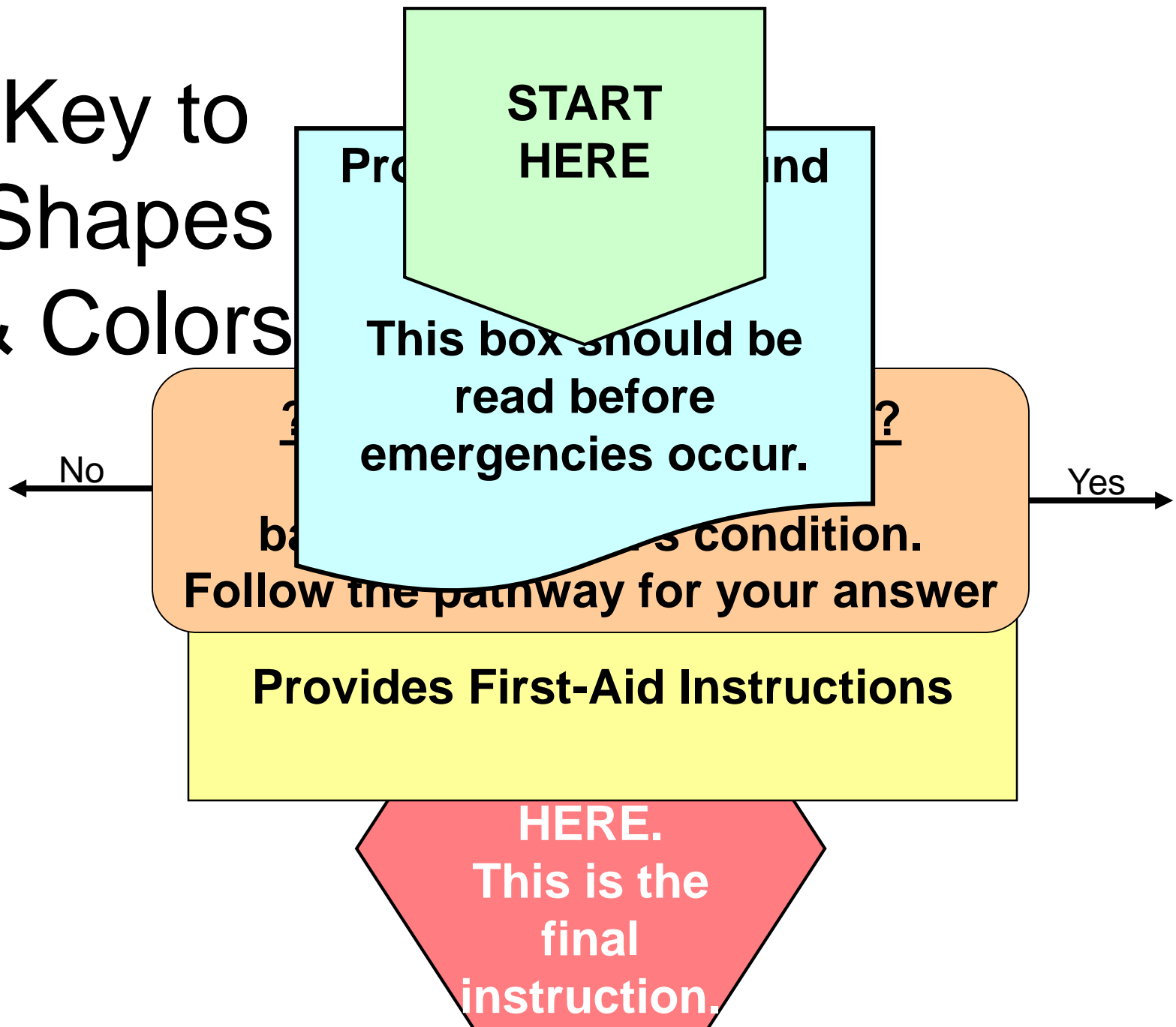
The Design

- ▶ Alphabetic order with tabs
- ▶ Flow charts use color-coded shapes to clarify steps

THINK ABOUT..

Who will be there during a major disaster?

Key to Shapes & Colors



Key to Shapes and Colors (cont.)



TIME TO CALL 9-1-1

There may be additional directions to continue care or see another algorithm.

THINK ABOUT..

While babysitting or playing, the first person available to render assistance may be a child or adolescent.

Don't Delay

- ▶ **Have someone contact the 9-1-1 system as soon as possible if needed.**
- ▶ **Delay could result in worsening of a person's condition or may lead to additional injury.**

THINK ABOUT..

Who helps the injured person when there is no adult?

Call 9-1-1 For:



▶ Blocked Airway

- ✓ Unable to get air into lungs (i.e. Choking)

▶ Difficulty Breathing

- ✓ Absent or labored breathing
- ✓ Wheezing due to an allergic reaction (i.e. after a bee sting)
- ✓ Near drowning – even if awake and appears OK water can have a delayed effect on lungs

Call 9-1-1 for: (cont.)

- ▶ Uncontrollable Bleeding – can't stop it.
- ▶ Unconsciousness
 - ✓ After any injury
 - ✓ If person has history of diabetes
 - ✓ Unexplained reason
- ▶ Head Injury
- ▶ Possible Poisoning



When speaking to the 9-1-1 Dispatcher

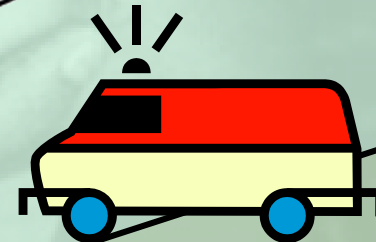
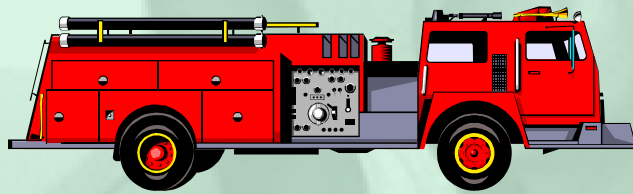
- ▶ Answer questions
- ▶ Follow instructions
- ▶ Do not hang up
- ▶ Stay calm
- ▶ Can provide pre-arrival instructions until help arrives

THINK ABOUT..

National EMS for Children encourages schools to incorporate basic emergency lifesaving skills training into health programs.

Send Someone to Direct Fire & Ambulance

- ▶ Send someone to meet fire and/or ambulance response units to provide an escort or directions to the person.



Always Remember ABCs

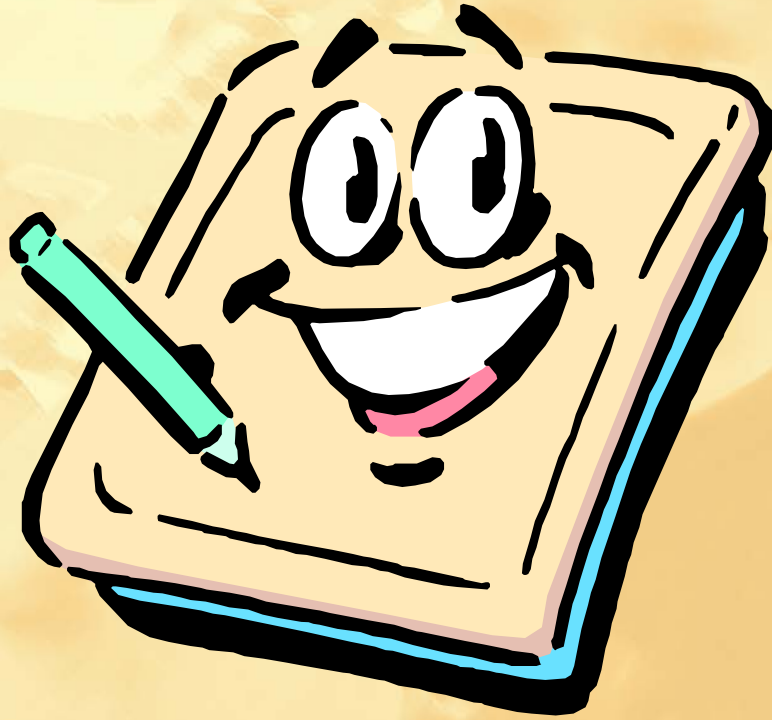
- ▶ **A**irway – Open the airway – 1st
 - ✓ No Air in, all else is lost.
- ▶ **B**reathing – Ensure Breathing – 2nd
 - ✓ You may need to breath for the person or do CPR
- ▶ **C**irculation (I.e. bleeding) – 3rd
 - ✓ Heart beating or CPR – Nothing else matters
 - ✓ Control Bleeding – Prevent the loss of blood

SIGNS OF CIRCULATION

PULSE (35% error rate), 90% of absent pulses are detected
MOVEMENT, COUGHING, BREATHING

Thinks Pulse PRESENT	81 were PRESENT 93% Correct	6 were ABSENT
Thinks Pulse ABSENT	66 were PRESENT Sensitivity = 55%	53 were ABSENT 90% Correct

Ready to Try One?



Try this...

How often does this happen? A child comes into the office saying they are sick and don't feel well. He or she looks OK, but maybe a little pale and sweaty.



FEVER & NOT FEELING WELL

The Whole Thing

Take person's temperature, if possible. Note temperature over

- Have the person lie down in a room that
- Give no m

NO
Is Temperature greater than 10

Does the child have a fever and:

- Is unresponsive?
- Is limp, weak, listless or not moving?
- Rash with purple spots?
- Limited movement of the neck (stiff)?
- First time seizure? (see "seizures")

- If alert, give fluids (i.e., juices, gelatin)
- Avoid
- ex

Contact responsible school nurse or administrator & parent or legal guardian

YES



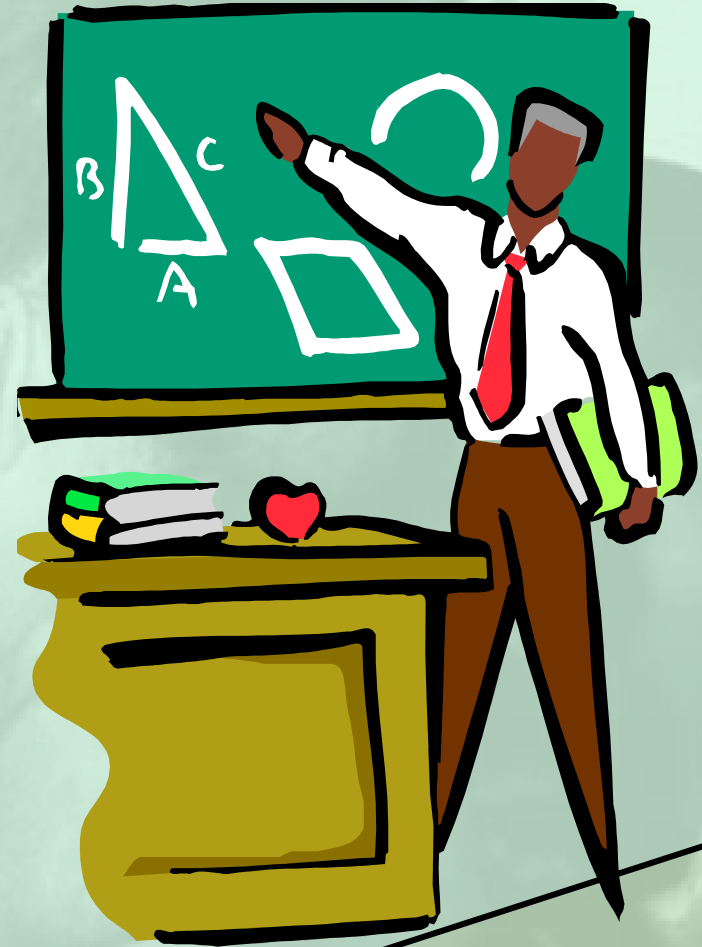
CALL EMS 9-1-1

Implementing the Guidelines

- ▶ Review the Guidelines in advance
- ▶ Add your local emergency phone numbers
- ▶ Provide training to staff in health office
- ▶ Encourage all school staff to take First-aid and CPR training every few years
- ▶ Check with school nurse and local policies
- ▶ Make available to all who might use

Where and How to Use

- ▶ Cafeteria
- ▶ Classrooms
- ▶ Office
- ▶ Teacher's Lounge
- ▶ School Buses
- ▶ Field Trips
- ▶ Athletic Event/Gym
- ▶ Health Office
- ▶ Teaching Tool



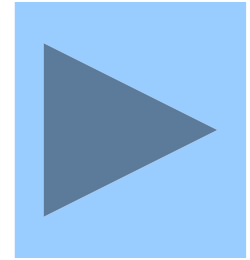
Recommended Training

▶ BELS – Basic Emergency Lifesaving Skills

- ✓ *www.ems-c.org/cfusion/PublicationDetail.cfm?id=000848*
- ✓ Framework for teaching
- ✓ Developmental approach
- ✓ Skills are introduced, practiced, and reinforced according to students' ages and developmental levels.

▶ Recommended emergency supplies for schools

- ✓ *<http://www.prepare.org/children/schoolsupplies.htm>*



EMERGENCY INFORMATION CARD FOR THE SPECIAL NEEDS CHILD

**Alameda County
Emergency Medical Services**

ALAMEDA COUNTY





**For More
Information**

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