Emergency Guidelines for Schools

Helping an ill or injured person in the School Setting

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Emergency First Aid Guidelines for California Schools

www.emsa.caahkanewt.gov/aboutemsa/school_guidelines.doc
Today’s Goal

• History of Emergency Guidelines
• Overview, rational & 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
  Medical Director
  Alameda County EMS

- Mary Rutherford, MD
  Children’s Hospital, Oakland, CA

- Kris Helander-Daugherty, RN
  Prehospital Care Coordinator
  Alameda County EMS

- Les Gardina, RN, MSN, PHN
  San Diego County EMS

- Carol Biancalana,
  California Emergency Medical Services Authority
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.
Guidelines for helping an ill or injured person

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

Guidelines include:

- 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
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?
Provides first-aid instructions.

Question Being Asked: You need to choose based on person's condition. Follow the pathway for your answer.

Key to Shapes & Colors:
- No
- Yes

This box should be read before emergencies occur.

Provides background information.
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.

Your Town High School
Always Remember ABCs

- **Airway** – Open the airway – 1st
  - No Air in, all else is lost.

- **Breathing** – Ensure Breathing – 2nd
  - You may need to breath for the person or do CPR

- **Circulation** (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

<table>
<thead>
<tr>
<th>Thinks Pulse</th>
<th>81 were PRESENT</th>
<th>6 were ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENT</td>
<td>93% Correct</td>
<td></td>
</tr>
<tr>
<td>ABSENT</td>
<td>66 were PRESENT</td>
<td>53 were ABSENT</td>
</tr>
<tr>
<td></td>
<td>Sensitivity = 55%</td>
<td>90% Correct</td>
</tr>
</tbody>
</table>

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

Is Temperature greater than 100º F?

- Yes
  - Contact responsible school nurse or administrator & parent or legal guardian
  - Take person’s temperature, if possible. Note temperature over 100º F
  - Have the person lie down in a room that affords privacy
  - Give no medications unless previously authorized
  - 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, water, soup or gelatin) as tolerated
  - Avoid overheating with excessive clothing/blankets

- No
  - Is Temperature greater than 100º F?

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
For More Information

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