

Emergency Action Plan for the Use of an Automated External Defibrillator (AED)

Purpose

Though emergency situations are rare, they can and do happen in the school setting. Proactive planning through the development of an emergency action plan aids in an improved response to these potentially life-threatening injuries. Through careful planning, safe practice and proper training, some potential emergencies may be averted. Action must be taken to provide the best possible care to students and staff. An effective response can be hindered by chaotic actions and increased emotions of those responding to the emergency. The development of an emergency action plan can reduce stress and allow for a cohesive and desirable response to these emergent situations.

The Centers for Disease Control and Prevention (CDC) defines cardiac arrest as when the heart suddenly and unexpectedly stops beating and blood stops flowing to the rest of the body. Cardiopulmonary resuscitation (CPR) and Automated External Defibrillators (AEDs) are to be used when a person is unresponsive, is not breathing, or the heartbeat stops. Any emergency where there is loss of consciousness, or impairment of Circulation, Airway and Breathing (CAB), a neurovascular compromise, sudden collapse or uncertainty by first responders should be considered an emergent situation and this emergency action plan should be activated.

EAP (Emergency Action Plan) Coordinator

The EAP Coordinator for the Medina County Career Center is Melonie Queberg, RN, School Nurse and is responsible for:

1. The development, updating, implantation, distribution and review of the EAP.
2. Evaluation of safety considerations for this facility.
3. Delineation of a chain of command and associated roles and responsibilities.
4. Development of an interdisciplinary healthcare team which assists with the development, updating, implementation, distribution and review of the EAP.
5. The EAP will be reviewed, and necessary updates will be implemented annually to ensure procedures are up to date and any changes that need to be made are corrected.
6. Ensures proper documentation of emergency situations and practice scenarios.
7. Organizes critical incident stress debriefing (CISD) within 48 hours of event.
8. Organizes practice scenarios quarterly.

9. Quality check of AEDs quarterly to insure they are in proper working order.

AED locations

1. First floor
 - a. Adult unit w/ pediatric key – Mounted outside main entrance of High School office
 - b. Adult unit – Mounted between restrooms at the end of the Cosmetology hallway
 - c. Adult unit – Mounted outside of HVAC (Room #177)
 - d. Adult unit – portable unit stored in the Clinic.
2. Second floor
 - a. Adult unit – Mounted across from Optical lab (Room 257)
 - b. Adult unit w/ pediatric key – Mounted outside of Student Services (Room 280) across from the fishbowl
3. O.C. Duke Building
 - a. Adult unit – Mounted just inside inner main door near bird cages
4. Construction Trades Building
 - a. Adult unit – Mounted near door 1A at the bottom of the steps
5. South Campus
 - a. Adult unit – Mounted across from the main Adult Education office (Room 205).

Activate the EAP for any of the following reasons:

- *Any loss of consciousness
- *Possible spine injury
- *Dislocation, Open/Closed fracture
- *Difficulty or absent breathing or pulse
- *Sudden collapse
- *Uncertainty if you have a medical emergency

Emergency Personal

During school hours, The Urgent Assistance Team will be on site to respond to emergencies occurring on Main Campus. For emergencies outside of the normal school day, EMS should be contacted immediately.

Emergency procedures

1. Activate the Urgent Assistance team during normal school hours.
2. Check the scene
 - a. Is it safe for you to help?
 - b. What happened?
 - c. How many victims are there?
3. Identify the severity of the injury
 - a. Check circulation/airway/breathing (CAB), level of consciousness, and severe bleeding
4. Call 911 and provide the following information:
 - a. Who you are
 - b. General information about the injury or situation
 - c. Where you are located within the building
 - d. Treatment given
 - e. Any additional information
 - f. STAY ON THE PHONE UNTIL DISPATCH TELLS YOU TO HANG UP
5. Perform emergency care (including CPR, AED application, first aid, etc).
6. Designate team members for crowd control.
7. Designate team members to meet ambulance and direct to scene.

How to use an AED

Follow these steps:

1. If the scene is safe, check for responsiveness using shout-tap-shout no more than 10 seconds. If appearing unresponsive, check for responsiveness:
 - a. Shout "Are you okay? (Use their name, if known, to get their attention)
 - b. Tap (the person's shoulder if an adult or child, foot if an infant) and look for signs of rhythmic, normal breathing.
 - c. Shout (again and assess for breathing, life-threatening bleeding, or conditions)
2. If person is unresponsive, shout for help, CALL EMS, and send someone to get the AED.
3. Begin chest compressions until the AED arrives.
4. When it arrives, turn on the AED and set it up according to the manufacturer's directions. Follow the verbal instructions provided by the AED. Incorporate the AED and CPR cycles according to the instructions from the AED and from any prior training.
5. Prepare AED to check heart rhythm. Follow the AED's verbal instructions to deliver one shock as advised.
6. Continue CPR and follow AED verbal instructions until person responds or EMS arrives and takes over.

Please note: For persons under age 8, pediatric AED pads should be used whenever possible. However, if not available, use adult pads. **DO NOT USE PEDIATRIC PADS ON ADULTS.**

Hand placement for infants: Using two fingers, press down in the middle of the chest about 1.5 inches.

Hand placement for children: Using one or two hands, press down in the middle of the chest about 2 inches.

Hand placement for adults: Using two hands, press down in the middle of the chest at least 2 inches.

