

Names: _____

Score _____

Date: _____

Class: _____

Chapter 2 - The Well-Being of the EMT-B

Cognitive Objectives (1 of 3)

- 1-2.1 List possible emotional reactions that an EMT-B may experience.
- 1-2.2 Discuss reactions that family members may experience when confronted with death and dying.
- 1-2.3 State the steps in the EMT-Basic's approach to the family confronted with death and dying.
- 1-2.4 State the possible reactions that the family of an EMT-Basic may exhibit due to their outside involvement in EMS.
- 1-2.5 Recognize signs and symptoms of critical incident stress.
- 1-2.6 State possible steps that the EMT-Basic may take to help reduce/alleviate stress.
- 1-2.7 Explain the need to determine scene safety.
- 1-2.8 Discuss the importance of body substance isolation (BSI).
- 1-2.9 Describe the steps the EMT-Basic should take for personal protection from airborne and bloodborne pathogens.
- 1-2.10 List the personal protective equipment necessary for each of the following situations:

Affective Objective

- 1-2.11 Explain the rationale for serving as an advocate for the use of appropriate protective equipment.

Psychomotor Objectives

- 1-2.12 Given a scenario with potential infectious exposure, the EMT-Basic will use appropriate personal protective equipment. At the completion of the scenario, the EMT-Basic will properly remove and discard the protective garments.
- 1-2.13 Given the above scenario, the EMT-Basic will complete disinfection/cleaning and all reporting documentation.
 - Describe the various ways by which communicable diseases can be transmitted from one person to another.
 - Define the term "universal precautions" and describe when it is appropriate to use such measures.
 - Identify appropriate task-specific personal protective equipment.
 - Identify possible occupational diseases and methods of risk assessment.
 - Identify the role of a testing and immunization program in protecting the EMT-B from communicable diseases.
 - Identify the benefits of an exposure control plan.
 - Identify how the following diseases are transmitted and discuss the steps to take to prevent and/or deal with an exposure to each: hepatitis, meningitis, tuberculosis, HIV/AIDS.
 - List the mechanisms of disease transmission.
 - List the components of postexposure management and reporting.
 - Discuss importance of obtaining a patient's history and assessment findings to identify possible communicable diseases.

Affective

- Explain the duty to care for patients with communicable diseases.
- These are noncurriculum objectives.

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The Well-Being of the EMT-B

- Personal health, safety, and well-being are vital to an _____ operation.
- _____ vary greatly.
- Mental and physical stresses are part of the job.

Define stress: _____

Self-Control

- Is _____ through:
 - Proper training
 - _____ Strategies to cope with stress
 - _____ to serving others

Emotional Aspects of Emergency Care

- Even the most experienced _____ have difficulty overcoming personal reactions.
- Emotions must be _____ under control at the scene.

Death and Dying (1 of 2)

- Changes in society have _____ people’s attitudes toward death.
- Few people have actually _____ a death.
- Life _____ has increased.
- Death is _____ you will have to face.
- Coming to _____ with death is part of delivering care.

Define death: _____

The Grieving Process

1. _____: Refusal to accept
2. _____: Blaming others
3. _____: Promising to change
4. _____: Openly expressing grief
5. _____: The simple "yes"

Define grief: _____

What Can an EMT-B Do?

- Provide _____, caring support.
- Make helpful _____ and comments.
- Be _____ and sincere.
- Understand that _____ is a process that must be worked through.

Dealing With Family Members

- Be calm. Family members may _____ rage, anger, and despair.
- Use a gentle tone of _____ and a reassuring touch, if appropriate.
- Respect the family's _____ and privacy.
- Do not _____ false hope.

Initial Care of the Dying, Critically Ill, or Injured Patient

- Anxiety
- Pain and _____
- _____ and hostility
- _____
- _____
- _____
- Mental _____ problems
- _____ unrelated bad news

Caring for Critically Ill and Injured Patients (1 of 2)

- Avoid sad and _____ comments.
- _____ the patient.
- Be _____.
- Acknowledge the _____ of the condition.
- _____ for hope.
- Locate and _____ family members.

Injured and Critically Ill Children

- Basic _____ remain the same.
- Consider variations _____ children and adults.
- Being _____ by a relative may relieve the child's anxiety.

Dealing With the Death of a Child

- A child's death is a _____ event for both EMT-Bs and the family.
- How the _____ deals with the death will affect its stability.
- EMT-B is _____ for helping the family.

Helping the Family

- _____ the fact of the child's death in a private place.
- Tell the parents that they may see their _____.
- Do not _____ the parents with information.
- Parents should be _____ to talk about their feelings.

Stressful Situations

- _____ -casualty situations
- Infant and _____ trauma
- _____
- _____
- Death or injury of a _____

Factors Affecting Patient Reactions to Stressful Situations

- Fear of _____ personnel
- Alcohol/ _____ abuse
- _____ diseases
- Mental _____
- _____ reactions
- _____
- _____ status
- Guilt _____
- _____ experience

Uncertain Situations

- When uncertain if the _____ condition is an emergency, contact medical control.
- Minor symptoms may be early _____ of severe illness or injury.
- When in _____, err on the side of caution.

Stress Warning Signs and the Work Environment

Physiological Manifestations of the Fight-or-Flight Response (1 of 2)

- Rise in _____ and pulse
- Increase in _____ pressure
- Cool, _____ skin
- _____ pupils
- _____ muscles
- Increase _____ glucose levels
- _____
- Decreased _____ to GI tract

Physical Symptoms of Stress

- _____
- _____ in appetite
- _____

- Insomnia/ _____
- Irritability

Psychological Reactions to Stress

Critical Incidents

- Mass- _____ incidents
- Traumatic _____ or death of child
- Automobile _____ caused by EMS personnel
- Serious injury or death of coworker

Signs and Symptoms of Posttraumatic Stress Disorder

- _____
- _____ reactions
- Flashback _____
- _____ of event

Critical Incident Stress Management

- Confronts responses to _____ incidents and defuses them
- Process designed to help EMS _____ deal with responses to critical incidents
- Composed of _____ peers and mental health professionals

Stress and Nutrition (1 of 3)

- Prolonged stress _____ the body's reserves.
- Under stress, body's fuel sources are _____ in large quantities.
- Glucose
 - _____ source of energy
 - Taken from _____ stored in liver
- Proteins

–Drawn from _____

– _____ -term source of glucose

•Fats

–Used by _____ for energy

•Water

–Conserved by _____ sodium

• _____ and minerals

–Depletes vitamins B, C, and most _____ that are not stored in large amounts by the body

Benefits of Exercise and Proper Nutrition

•Muscles will _____ and retain protein.

•Bones store _____ and become stronger.

•Well-balanced _____ provide necessary nutrients to body.

Critical Incident Stress Debriefing (CISD)

•Held within _____ to _____ hours of a major incident

•All _____ is confidential.

•CISD leaders and mental _____ personnel offer suggestions for overcoming the stress.

• _____ stress education

•On- _____ peer support

•Disaster _____ services

• _____

•Follow-up _____

• _____ and family support

•Community _____ programs

•Other _____ programs

Stress Management

- There are positive and _____ ways of handling stress.
- Stress is _____.
- Understand the _____ of stress.
- Find _____ in life.

Strategies to Manage Stress (1 of 2)

- Change or _____ stressors.
- Change _____ to avoid negative or hostile personality.
- Stop complaining or _____ about things you cannot change.
- Expand your _____ support system.
- Minimize the _____ response by:
 - Taking a _____ breath
 - _____
 - Regular _____ exercise
 - _____ muscle relaxation

Workplace Issues

- _____ diversity
- Your _____ as an EMT-B
- Avoiding _____ harassment
- _____ abuse

Scene Safety and Personal Protection

- Prepare yourself when _____.
- Wear seat _____ and shoulder harnesses.
- Ensure scene is well marked.
- Check _____ stability.

Communicable Diseases

- A disease _____ from one person to another
- Minimize risk of _____ disease with proper protection

Routes of Transmission

- Direct
 - Being _____ on
 - _____ (indirect)
 - Touching _____ linen
 - _____ -borne
 - _____ by a tick
- Airborne
 - Inhaling _____ droplets

Common Terms (1 of 2)

- _____
- Contact with blood, _____ fluids, tissues, or airborne droplets directly or indirectly
- _____ precautions
- Protective measures _____ by the CDC to prevent workers from direct or indirect contact with germs
- Body _____ isolation (BSI)
- Infection control techniques based on the _____ that all bodily fluids are infectious
- Exposure control plan
- _____ plan to reduce the risk of exposure

Body Substance Isolation (BSI)

- _____
- _____ and eye protection
- _____ and gowns
- Proper _____ of sharps

Reducing Risk of Infection

- Follow the _____ control plan.
- Always follow _____ precautions.
- Always use a _____ between you and the patient.
- Be careful when _____ needles.
- _____ wash your hands.
- Make sure all _____ are current.

Immunizations

- Recommended:
 - Tetanus- _____ boosters (every 10 years)
 - _____, mumps, rubella (MMR)
 - Influenza _____ (yearly)
 - _____ B vaccine

Define immunization: _____

Duty to Act

- The EMT-B cannot _____ act to a patient with a suspected communicable disease, even if the _____ poses a risk to safety.
- To deny care is _____ abandonment or breach of duty; the EMT-B may also be _____ negligent.

Diseases of Special Concern (1 of 4)

- HIV _____
 - _____ that causes AIDS
 - Currently has no _____
 - Not easily _____ in work setting
 - Can be _____ to a rescuer from a contaminated needle
 - _____
 - _____ results in inflammation of the liver.
 - Hepatitis B and C are _____ through blood contact.
 - A person that _____ the disease can appear healthy.

- Vaccinations are available and _____ for EMS providers.
- _____
- _____ to the lining of the brain
- Can be caused by _____ or bacteria
- Usually not _____ except for *Meningococcus meningitidis*
- Wear _____ and masks.
- Notify a _____, if exposure suspected.
- _____
- Bacterial disease _____ the lungs
- _____ by screening
- Recovery 100% if _____ and treated early
- Notify _____ of suspected exposure.

Define disease: _____

Other Diseases Causing Concern (1 of 2)

- _____
- Can be a _____ disease
- May result from _____ stick
- _____ Cough
- Airborne _____ caused by bacteria
- _____ occurs in children
- Wear a _____ to avoid exposure
- Newly _____ diseases
- _____ *coli*
- Hantavirus
- Severe acute _____ syndrome (SARS)

General Post-exposure Management

- Ryan White _____ requires notification of exposure.
- You should be screened _____ after any exposure.
- All _____ need to be reported to company's designated officer.

Establishing an Infection Control Routine

- Make infection control _____ a part of your daily routine.
- Routinely clean the _____ after each run.
- Properly _____ of medical waste.
- Remove _____ linen.

Define infection: _____

Scene Hazards

- _____ materials
- Never approach an object _____ with placards.
- Electricity
- Do not _____ downed power lines.
- Recognize the signs before a _____ strike.
- Fire
- Do not _____ unless trained and protected.

Hazardous Materials Safety Placards

Protective Clothing (1 of 3)

- Cold _____ clothing
- Should have _____ layers
- _____ gear
- Provides _____ -to-toe protection
- _____
- Type depends on job _____ performed
- _____
- Must be _____ in any fall zone
- Boots
- Should _____ the feet, fit well, and be flexible
- _____ and ear protection
- Should be used on _____ operations
- _____ protection

-Use sun block when _____ outdoors.

• _____ Armor

-Worn by EMS _____ in some areas for personal protection

Violent Situations

• _____ disturbances

•Domestic _____

• _____ scenes

•Large _____

Define violence: _____

Safety

•If _____ safety is in doubt, do not place yourself at risk.

Behavioral Emergencies

•Determinants of _____

- _____ history

- _____

-Vocal _____

- _____ activity