

# Responding to Golden Hour Emergencies: An Interactive, Case Scenario Approach



## Presented by

**Michael Nanney, BSN, RN, RRT, CPAN, CCRN**

Michael has nearly 30 years of experience in the medical profession, beginning as a registered respiratory therapist. He has practiced in various intensive care units as an RRT, where his duties included ventilator management, airway management and hemodynamic monitoring. In 1993, after graduating from nursing school, he began working in a cardiac cath lab/electrophysiology lab, where he worked in a dual role as registered nurse and respiratory therapist. In his career, he has worked in various ICUs as a bedside nurse and a rapid response nurse.

After spending nearly 17 years working in a Phase I postanesthesia care unit, where his role ranged from bedside nursing to serving as a preceptor, competency validator and educator, not only for the PACU staff, but also the presurgical department, Phase II staff and medical day staff, Michael currently works in an emergency department providing bedside care while also mentoring new graduate nurses and continuing to teach ACLS and PALS systemwide for his hospital. Michael has presented many podium lectures, from hospital-based education classes to state and national conferences.

## 5.5 Contact Hours | Course Length: 341 minutes

### Program Description

This course is designed for healthcare professionals who are caring for adult hospitalized patients with a time-sensitive emergency. Through the use of case scenarios, the focus is on the rapid assessment, triage and treatment of the three most time sensitive emergencies in hospitalized adults: acute coronary syndrome (ACS), stroke and sepsis. The program will address the process of moving the patient quickly through assessment, diagnosis and evidence-based treatment protocols, along with discussion of patient safety data, measurable patient outcome criteria and improved communication with the medical-surgical staff.

### Program Learning Outcomes

*This program prepares the learner to:*

1. Provide safe and competent care to patients experiencing rapid deterioration from conditions that include ACS, stroke and sepsis.

## Topics Covered

### 1 Stabilization of In-Hospital Emergencies

17 minutes

#### Module Description

This module is a discussion and presentation of immediate actions that should be implemented to assure a positive outcome of a specific in-hospital emergency. A discussion on performing a rapid emergency assessment and formulating a nursing action plan is presented along with a focus on the individual hospital system's policies and protocols and how to access them when needed.

#### Module Learning Objectives

*This module prepares the learner to:*

1. State two reasons why protocols are developed.
2. State the components of a rapid ABCD assessment.

### 2 Rapid Response Team

110 minutes

#### Module Description

This module will review the history and reason why rapid response teams (RRTs) were developed. A discussion on the benefits of having these teams will be presented. Also reviewed will be how RRTs can prevent the three big issues that may occur during a golden hour emergency, ideally avoiding a poor outcome.

#### Module Learning Objectives

*This module prepares the learner to:*

1. State two benefits of having an RRT.
2. State two issues that may lead to poor outcomes during a bedside emergency.
3. State three duties of the bedside nurse that he or she may perform to assist an emergency response team.
4. State two benefits of having positive communication.

### 3 Respiratory Assessment

75 minutes

#### Module Description

This module provides important facets of a respiratory assessment. A review of assessing the patient's oxygenation and ventilatory status is conducted, along with how to distinguish these two separate physiological processes. Components to ensure the patient has an adequate airway and identifying issues with the airway that may lead to altered ventilation will also be covered followed by rapid assessment of breathing, which entails assessment of adequate ventilation. Also discussed will be how a patient's position, speech pattern and use of accessory muscles can all reveal red flags.

#### Module Learning Outcomes

*This module prepares the learner to:*

1. State the differences between oxygenation and ventilation.
2. State two ways to assess the patient's airway.
3. State two ways to assess breathing.
4. State the two noninvasive tools utilized frequently to assess oxygenation and ventilation.

### 4 Acute Chest Pain, STEMI

57 minutes

#### Module Description

This module looks at the patient with complaints of chest pain, including the differences in presentation between male and female patients. A review of the metabolic syndrome components is also discussed, along with their role in acute coronary syndrome (ACS). In addition, the various types of angina are also defined and how the gastrointestinal (GI) cocktail can mislead a bedside nursing diagnosis. The role of beta blockers and the four types of anti-dysrhythmics are also discussed.

#### Module Learning Outcomes

*This module prepares the learner to:*

1. State the defining criteria of an ST-elevation myocardial infarction (STEMI) vs. a non-ST-elevation myocardial infarction (non-STEMI).
2. State two defining patient complaints that lead to a possible diagnosis of unstable angina.
3. State the two natural chemicals in the body that are affected when endothelial cells become damaged.
4. State the mnemonic and its components that is utilized when treating ACS per the guidelines of the American Heart Association (AHA).

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## 5 Early Phases of Acute Stroke and Acute Ischemic Stroke Plan of Care

33 minutes

### Module Description

This module examines one of the most debilitating issues in our patient arena today. Code stroke is discussed, not only in reviewing risk factors but also with a pathophysiological emphasis, focusing on how the brain uses autoregulation and the effects on this during a stroke event. The most recent and current assessment tool is also presented.

### Module Learning Outcomes

*This module prepares the learner to:*

1. State three factors that may lead to a stroke event.
2. State the two major vital items that the brain requires at all times.
3. Define Cushing's triad.
4. State the components of the most current rapid stroke assessment.
5. State two immediate nursing actions that should be performed during a suspected stroke event.

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## 6 Early Phases of Sepsis and Sepsis Plan of Care

34 minutes

### Module Description

During this module, information about the definition of sepsis will be presented along with the pathophysiology and sequela of sepsis. Also presented will be a review of the cardiac and respiratory effects that sepsis leads to in two major organs. Finally, rapid sepsis evaluation tools and the Sepsis 6 are presented and discussed.

### Module Learning Outcomes

*This module prepares the learner to:*

1. List the components of quick systemic organ failure assessment (qSOFA).
2. List two signs of the warm phase of sepsis.
3. List two signs of the cold phase of sepsis.
4. List the three defining criteria of acute respiratory distress syndrome (ARDS) per the critical care environment.

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## 7 Patient Deterioration

15 minutes

### Module Description

Patient scenarios are presented in this module for the learner to see "how to put it all together" to systematically look for red flags the patient has presented, to formulate a rapid response and lead to a rapid clinical idea of what is occurring with the patient. A review of the scenarios and questions will be presented to facilitate more in-depth, critical thinking.

### Module Learning Outcomes

*This module prepares the learner to:*

1. List two assessments the nurse should perform for each scenario.
2. Identify at least three red flags in each situation.
3. Establish a rapid nursing diagnosis or idea of what is coming.
4. Formulate a rapid nursing action plan to list at least three immediate nursing actions that can be performed to facilitate the true diagnosis and plan of care.

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# Accreditation

## RN/LPN/LVN/Other: 5.5 Contact Hours

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