

## **ACTION CARD 1**

### **Assess the Scene – Introduction to Patient**

*You are a nurse who has witnessed a car hit a bicyclist. As you approach, you are aware that...*

- It is beginning to rain.
- It is about 50 degrees outside.
- It is about 5:30 pm.
- The car is a small sedan that was driven by an elderly man.
- The bicyclist is a young woman approximately 35 years old.
- The man is exiting the car staggering and yelling.
- The bicyclist is lying on the ground, unmoving, but moaning.
- The bicycle is several feet from the car bumper.
- There is a bag of groceries that have emptied from the bicyclist's basket onto the road.
- There is a group of middle school age girls on one sidewalk.
- There is a mother pushing a child in a stroller on the opposite sidewalk.
- The light has just turned green.

*With your group, discuss...*

1. Immediate issues that must be addressed first.
2. Concerns that you can direct others to manage or can be addressed second.
3. Action you could take to help.

## **ACTION CARD 2**

### **Infection Control - Hand Sanitizer, Gloving and De-gloving**

Learning how to put on gloves and remove them is a skill all nurses learn as a part of infection control. Try to replicate the actions you saw in the video. Do not overuse the shaving cream. The goal is to avoid all contact with the shaving cream as the source of the “germs.”



## ACTION CARD 3

### Hand Washing - Technique for Infection Control

Place a small amount of the Glo Germ liquid on your hands and rub them together. Practice the hand washing method demonstrated in the video. When done, use a UV flashlight to see if you were able to remove all traces of the “germs.”



## ACTION CARD 4

### Assess the Patient – Alert x3, Skin, Lips, Nails

Review the images here to notice issues with a patient's skin tone, rashes, scars, lip and nail color, and skin elasticity. Test for skin elasticity by pinching your skin on the back of your hand. If it doesn't bounce back quickly, you may be dehydrated. Elderly people lose elasticity as a regular response to aging. Discuss with the group circumstances that might cause a patient to avoid a nurse's skin assessment.

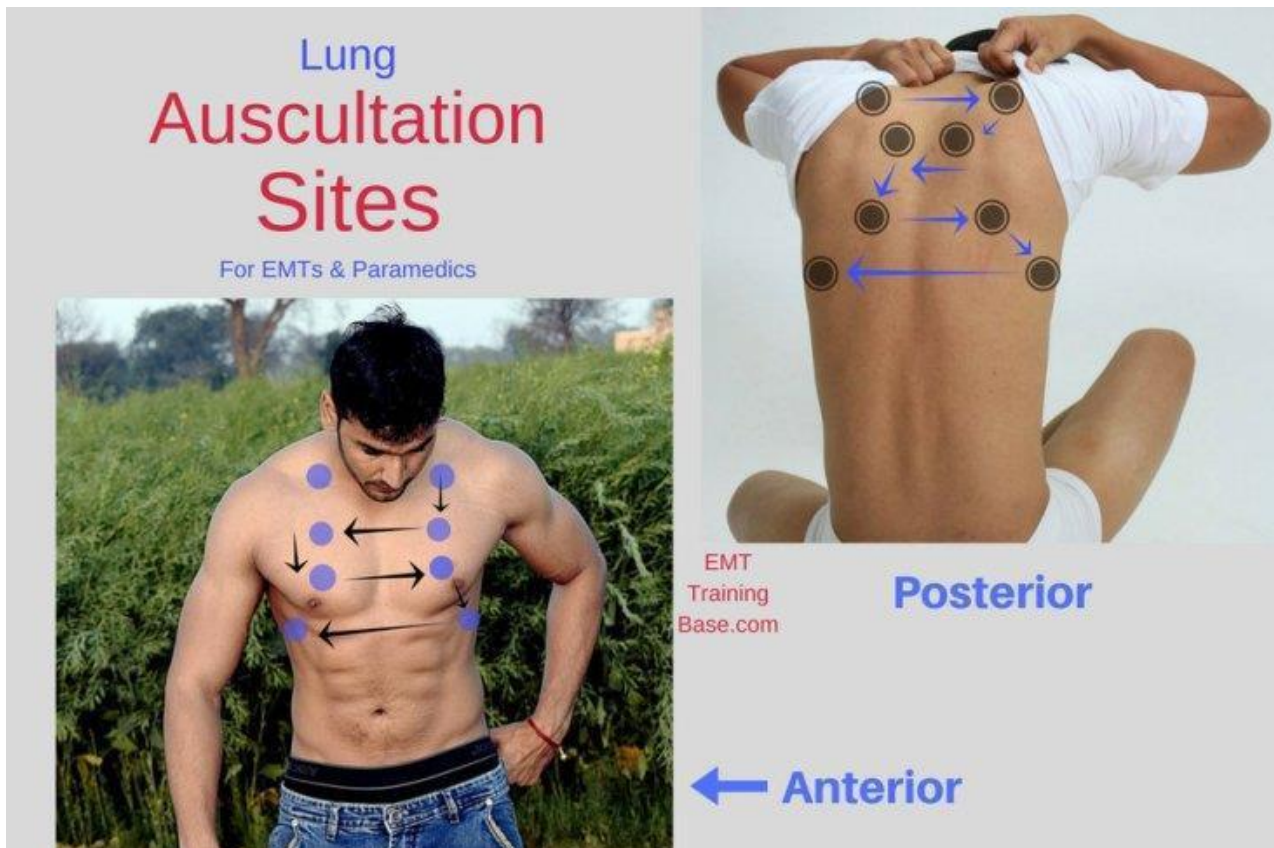


## ACTION CARD 5

### Respiratory Function - Stethoscope, Pulse Oximeter, Lung Sounds and Oxygen Level

Using the stethoscope as demonstrated in the video, practice listening to respiratory sounds in the lungs. Describe what you hear to others in the group. If available, use the pulse oximeter to determine the level of oxygen of their blood. Try this link to listen to lung sounds:

<https://www.youtube.com/watch?v=KRtAqeEGq2Q>



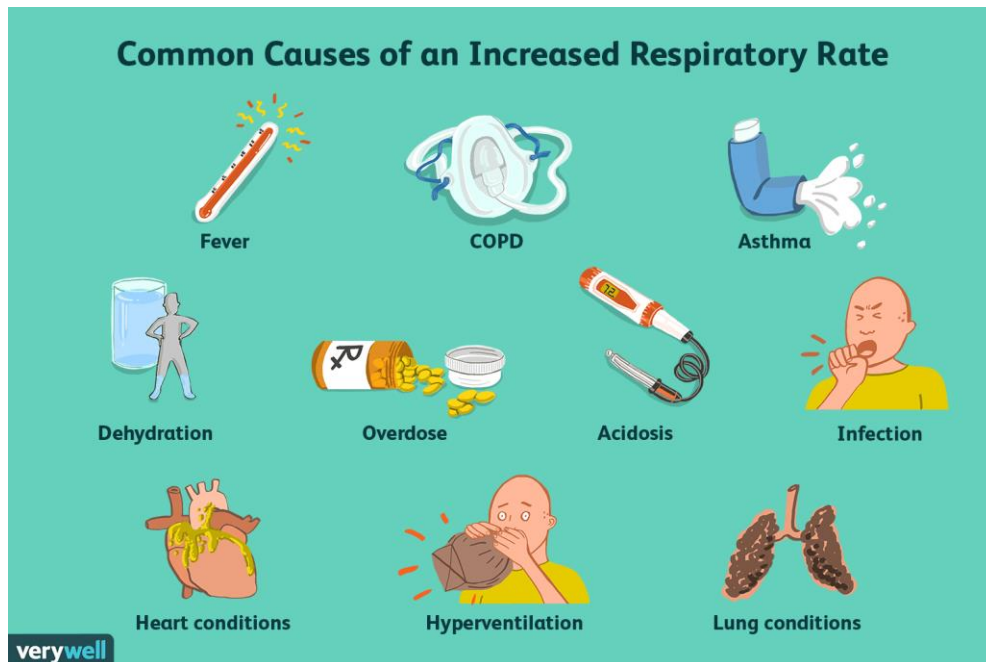
## ACTION CARD 6

### Breathing Rates – Coughing and Signs of Infection

Take your own or a partner's respirations – count for a minute. Do you fall in this range? What behaviors might help an individual increase lung capacity or slow their breathing rates?

Group	Age	Breaths/min
Newborn to 6 weeks	Newborn to 6 weeks	30 - 60
Infant	6 weeks to 6 months	25 - 40
Toddler	1 to 3 years	20 - 30
Young Children	3 to 6 years	20 - 25
Older Children	10 to 14 years	15 - 20
Adults	Adults	12 - 20

Consider all the possible causes of decreased lung function. What changes has society made to eliminate some historical causes of respiratory illnesses? What are new causes of respiratory distress in the world today?



## ACTION CARD 7

### Eye Reflex - Pupil Reaction to Light

Using the video as a guide, work with a partner (preferably in a darkened room) to test the reflex of both the constriction (closing) and dilation (opening) of the pupil of the eye. Be careful not to look directly into the light if you are the "patient." Discuss circumstances that might cause the pupils to react abnormally.



## ACTION CARD 8

### Temperature – Thermometers and Ranges

Take the temperature of your partner using two different thermometers. Are the measurements in the “normal range”? How might you test the reliability of the data you receive? How would you choose a thermometer if you were to purchase one for home use?



Normal Body Temperature Ranges				
°F	0 - 2 Yrs	3 - 10 Yrs	11 - 65 Yrs	> 65 Yrs
<b>Oral</b>	—	95.9 99.5	97.6 99.6	96.4 98.5
<b>Rectal</b>	97.5 100.4	97.9 100.4	98.6 100.6	97.1 99.2
<b>Axillary</b>	94.5 99.1	96.6 98.0	95.3 98.4	96.0 97.4
<b>Ear</b>	97.5 100.4	97.0 100.0	96.6 99.7	96.4 99.5
<b>Core</b>	97.5 100.0	97.5 100.0	98.2 100.2	96.6 98.8



## ACTION CARD 9

### Pulse - Characteristics and Timing

Take your partner's pulse using the technique described in the video. How would you describe their pulse? Thready, weak, strong? Do 20 jumping jacks and then test the pulse again. Do they fall into the normal range of pulse rates? How does regular exercise affect the pulse rate?

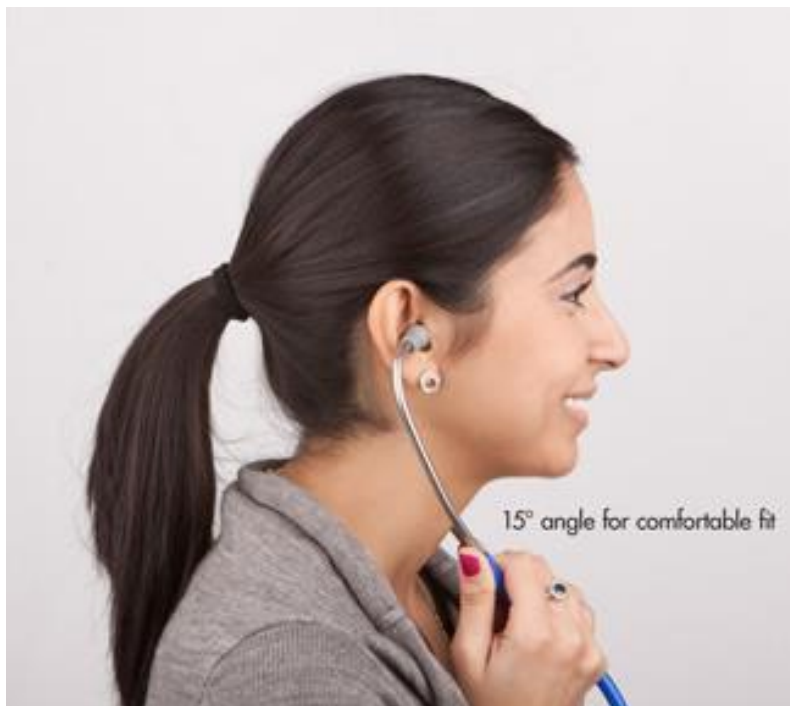


<b>Resting Heart Rate Chart</b>						
<b>Men (beats per minute)</b>						
<b>Age</b>	<b>18 - 25</b>	<b>26 - 35</b>	<b>36 - 45</b>	<b>46 - 55</b>	<b>56 - 65</b>	<b>65 +</b>
<b>Athlete</b>	49 - 55	49 - 54	50 - 56	50 - 57	51 - 56	50 - 55
<b>Excellent</b>	56 - 61	55 - 61	57 - 62	58 - 63	57 - 61	56 - 61
<b>Great</b>	62 - 65	62 - 65	63 - 66	64 - 67	62 - 67	62 - 65
<b>Good</b>	66 - 69	66 - 70	67 - 70	68 - 71	68 - 71	66 - 69
<b>Average</b>	70 - 73	71 - 74	71 - 75	72 - 76	72 - 75	70 - 73
<b>Below Average</b>	74 - 81	75 - 81	76 - 82	77 - 83	76 - 81	74 - 79
<b>Poor</b>	82 +	82 +	83 +	84 +	82 +	80 +
<b>Women (beats per minute)</b>						
<b>Age</b>	<b>18 - 25</b>	<b>26 - 35</b>	<b>36 - 45</b>	<b>46 - 55</b>	<b>56 - 65</b>	<b>65 +</b>
<b>Athlete</b>	54 - 60	54 - 59	54 - 59	54 - 60	54 - 59	54 - 59
<b>Excellent</b>	61 - 65	60 - 64	60 - 64	61 - 65	60 - 64	60 - 64
<b>Great</b>	66 - 69	65 - 68	65 - 69	66 - 69	65 - 68	65 - 68
<b>Good</b>	70 - 73	69 - 72	70 - 73	70 - 73	69 - 73	69 - 72
<b>Average</b>	74 - 78	73 - 76	74 - 78	74 - 77	74 - 77	73 - 76
<b>Below Average</b>	79 - 84	77 - 82	79 - 84	78 - 83	78 - 83	77 - 84
<b>Poor</b>	85 +	83 +	85 +	84 +	84 +	85 +
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## ACTION CARD 10

### Heart - Sounds, Rhythms, Stethoscope

Place the stethoscope into your ears correctly. Listen to the heart sounds of your partner. Can you hear the “lub dub” rhythm? What behaviors do adults exhibit that could lead to heart problems? Listen to the sounds of the heart at the link below.



<https://depts.washington.edu/physdx/heart/demo.html>

