

Until Help Arrives



Skills for Bystanders During Emergencies
Florida Department of Health



Until Help Arrives - Skills for Bystanders During Emergencies

Instructor Guide

December 2017

Version 3.0

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Purpose

The *Skills for Bystanders During Emergencies: Instructor Guide* was written to assist instructors in delivering the Skills for Bystanders During Emergencies training course. This manual provides background information, course content and instructions needed to deliver the material. The information outlined herein is specifically designed for the instructor; course participants will be provided a Participant Manual for use during the training.

For consistency across course deliveries, this guide is used to ensure all material is covered and all learning objectives are met. Supplemental anecdotes, examples and multimedia included in this manual are to assist the instructor in delivering the material using realistic scenarios; however, the instructor may use his/her own experiences or anecdotes where necessary and appropriate.

How to use the Instructor Guide

The following suggestions will help instructors utilize this manual for an effective delivery of course materials:

- Review all course materials prior to course delivery to become comfortable with information outlined in the Instructor Manual.
- Add any additional notes, anecdotes or personal experiences to the course notes to share with participants during course delivery.
- Determine course, module and slide timing to delivery content within the time allotted.
Reference the Instructor Manual as a guide during course delivery. The Instructor Manual is not intended to serve as a script.
- Capture student comments or discussion points on a parking lot flip chart to be discussed as time permits.

Suggested Training Schedule

1 Day (4 Hour Course)	
30 minutes	Registration
20 minutes	Introduction
30 minutes	Module 1
30 minutes	Module 2
Instructor's discretion	Break
30 minutes	Module 3
30 minutes	Module 4
20 minutes	Course Evaluation & Certificate of Participation

Preparation for Course

Instructors should coordinate with the host to ensure the room is properly set-up and that the necessary supplies and equipment are available. Instructors should test audiovisual equipment prior to the arrival of participants.

Printing

- Sign-in Sheet (download from <http://www.floridahealth.gov/programs-and-services/emergency-preparedness-and-response/training-exercise>)
- Feedback Form (download from <http://www.floridahealth.gov/programs-and-services/emergency-preparedness-and-response/training-exercise>)
- Resource Handout (last two pages in the guide; consider printing as two-sided)

Audiovisual Equipment

- Laptop
- Projection screen and projector
- Speakers/sound system (for videos)
- Microphone (if needed for larger rooms)
- Slide Advancer/Clicker

Supplies

- PowerPoint Slide Presentation
- Instructor Guide
- Name tags or name tents
- Tourniquet(s)
- Sample First Aid Kit with trauma supplies (e.g., roll gauze, 6x6 dressing, etc.)

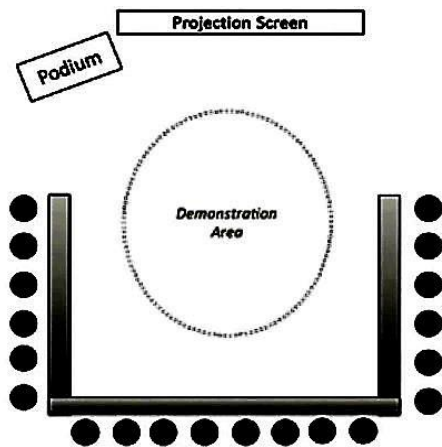
Optional

- Folder of information on local resources for each participant
- Pens
- Refreshments
- Take home emergency aid kits or other preparedness supplies

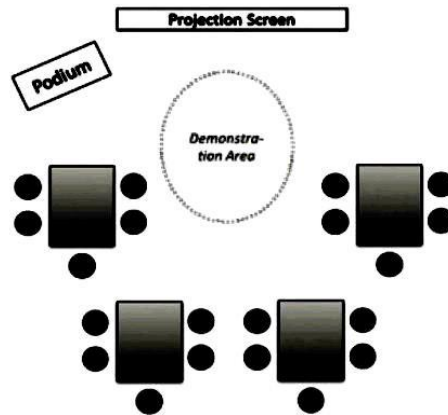
NOTE: Please inform the participants of the nature of the videos so they can excuse themselves if they are uncomfortable.

Room Set-up

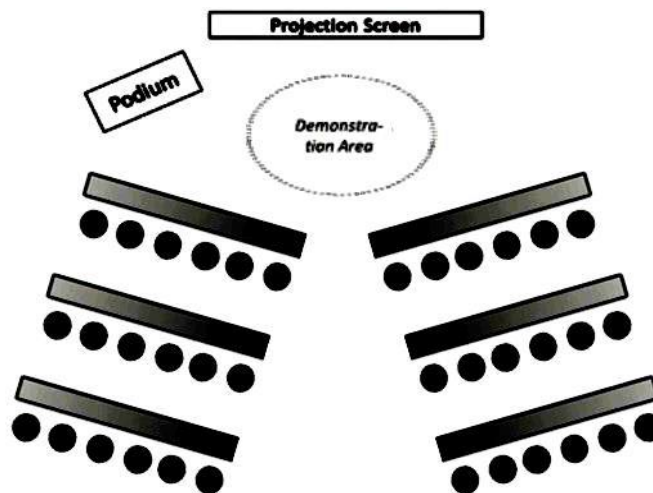
The room should be large enough to accommodate all participants comfortably and provide enough space to conduct demonstrations. Below, instructors will find three commonly used room set-ups; regardless of how the instructor sets up the room he/she should ensure all participants can see the screen, see and hear the instructor, and see and hear the demonstrations.



U-Shape Room Set-Up



Pods Room Set-Up



Classroom Set-Up

Note: The Pods room set-up will allow you more flexibility during group activities and demonstrations

Welcome

Welcome

Housekeeping

- Breaks
- Restrooms
- Emergency Exits

Introductions

- Name
- Background
- Expectations

2

Instructor Notes

The introductory module provides an overview of the course, allows for participant introductions and reviews course administration and the course agenda (**allocate 10 minutes or less**)

Begin by welcoming the participants to the ***Skills for Bystanders During Emergencies***. Cover any logistics related to:

- Breaks—at instructor discretion (at least one)
- Restrooms – locations of restrooms and if key are needed
- Emergency exits – nearest emergency exits and procedures to follow if there is a real-world emergency during class

Ask participants to place electronic devices and pagers on vibrate. Emphasize understanding of the participant's need to take a call and request participants; please step out if necessary to respond. Point out the Participant Manuals, books, and other materials participants have on the table in front of them.

Introduce yourself and any other instructors. Introduce guests, if present. Allow time for any comments from these individuals. Allow participants to do a brief self-introduction and share background and experiences in relation to the course. Participants may be encouraged to

share what they hope to learn from the course. To save time, consider writing responses as they are expressed and review student expectations in the closing to ensure all were addressed (allocate 15 – 20 minutes).

Goal of the Course

Goal of the Course

Until Help Arrives introduces you to skills to save lives during emergencies:

- Man-made disaster
- Natural disaster
- Other common or life-threatening emergencies

With the understanding that:

- Every situation is different
- Every situation requires its own solution, and
- You must determine “Is it safe to help?”

Disclaimer: There are no actual or implied certifications, competencies assessment, etc. This course contains graphic images and clips from real-life incidents, events that some may find disturbing.

3

Instructor Notes

The overall goal of Skills for Bystanders During Emergencies is to strengthen your abilities and provide information to those who can save lives by taking a few, specific helping actions when at the scene of an emergency

SPECIAL NOTE: Please discuss the Disclaimer

Course Objectives

Course Objectives

By the end of this course, you will be able to:

1. Use simple skills to save lives.
2. Communicate with 9-1-1 operators.
3. Stay safe.
4. Stop the bleeding.
5. Position the injured.
6. Provide emotional support.

4

Instructor Notes

The United States has experienced an increase in man-made disasters, such as explosions, mass shootings, and natural disasters such as earthquakes, tornados, flooding and wildfires. Daily, many people are injured or killed by motor vehicle crashes, water accidents, house fires and other emergencies. A common theme emerging from these experiences is the importance of bystanders—those at the scene of an emergency and not part of the formal emergency response system. Bystanders can and do save lives when stepping forward to help.

By the end of this course, you will be able to:

1. Use simple skills to save lives
2. Communicate with 9-1-1 operators
3. Stay safe
4. Stop the bleeding
5. Position the injured
6. Provide emotional support

***This training provides information to guide actions bystanders can take during an emergency. Use good judgement when applying information from this course, and always be aware of personal safety and safety of others.**

Course Overview

Course Overview

Module 1 – Bystanders Make a Difference

Module 2 – Assess the Situation

Module 3 – Provide Help

Module 4 – Work with Emergency Responders

Module 5 – Provide Support, Be Prepared

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Instructor Notes

The course consists of five (5) modules:

- **Module 1**—Bystanders Make a Difference—Provide participants with an overview of how bystanders have responded in recent emergencies and the valuable roles to play.
- **Module 2**—Assess the Situation—Participants will learn how to assess a situation before taking action and some important tips for what to do during an emergency.
- **Module 3**—Provide Help—Participants will learn about and practice a number of key skills to utilize in an emergency situation.
- **Module 4**—Working with Emergency Responders—Participants will learn about supporting responders during an emergency.


- **Module 5**—Provide Support, Be Prepared—Participants will learn about the emotional impact of emergencies on survivors and bystanders (self-care) and preparing to be an active bystander.

Within each module are short group activities related to the topics presented.

Again, this course includes graphic images and clips from real-life incidents, events that some may find disturbing.

Module 1

MODULE 1:
BYSTANDERS MAKE A DIFFERENCE



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Instructor Notes

Objectives

By the end of this module, you will be able to:

- State the steps you can take when responding to a life-threatening situation.
- List different reactions you may have in a stressful situation.
- Understand the importance of practice and rehearsal to improve your response to a life-threatening situation

Group Activity 1



When an emergency occurs, what would:

1. Encourage someone to help?
2. Cause someone not to help?



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Instructor Notes

Group Activity 1 (icebreaker):

Needed supplies:

- Flip Charts
- Markers

Instructor – ask the participants to share their thoughts on questions 1 and 2.

Shape the discussion as a precursor and preparation to the video example in Slide 9

When People Help

Help

- Event is unexpected, sudden
- More than one person is injured
- Due to past experiences
- Believe they can help
- Recognize immediate threat to life that appears to be getting worse
- Empathize with the injured

Not Help

- Assume emergency responders will arrive quickly and take action
- Feel they don't know what to do
- Are afraid

8

Instructor Notes

Compare the responses from the activity and add new ones.

A Perfect Stranger



Instructor Notes

To show video, roll cursor over lower left of black frame and **Triangle Start button** will appear. Click on this to begin video.

Anyone, anytime, anywhere may become a bystander to an emergency.

- We as bystanders have a responsibility to act; we must care enough to stop and help.
- Don't be afraid; Even just offering a comforting hand or a reassuring voice will help that injured person.
- Doing something is better than doing nothing.
- And, your help, helps emergency responders - more than you realize. It can make all the difference between life and death.
- Put yourself in the injured person's situation; you're vulnerable and frightened. Think about what you would want.
- It is important for each of us to be the help "Until Help Arrives".

Types of Incidents

Common, rare, very rare injuries can occur as the result of different types of incidents.

Common Type: Vehicle crashes and home-related injuries	Rare Type: Man-made and local weather incidents	Very Rare Type: Large-scale disasters
Examples: Car, motorcycle, bicycle, pedestrian, home repair injuries, etc.	Examples: Tornado, multi-vehicle crashes, active shooter, etc.	Examples: Acts of terrorism, bombings, large-scale transportation incidents, etc.



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Instructor Notes

Read the statement below and discuss the types of incidents.

You may come across someone with a life-threatening injury as a result of many different types of incidents. The type of incident will often affect how best you can help due to the nature of the incident and the number of people involved.

Common Emergencies



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Instructor Notes

Common Emergencies

Emergencies like bombings or tornados are devastating and fortunately do not occur often. Far more common emergencies occurring daily are:

- Motor vehicle crashes
- Choking
- Severe bleeding
- Near drowning
- House fires
- Heart Attack
- Stroke

It is likely that over the course of a lifetime, you will be a bystander at an emergency. This course is designed to prepare you to act quickly and purposefully in the event something happens to you, your family, friends, neighbors, coworkers or others.

Discuss the following slides and note the types of disasters of each.

Logan, Utah

Tuesday, September 14, 2011 – 11:40 AM MT



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Natural Disasters in Florida

Flooding due to hurricane



Sinkholes



Tornado



13

Charlottesville, VA

Saturday, August 12, 2017 – 1:42 PM EDT



PEOPLE / Paul J. Richards

14

Las Vegas, NV

Sunday, Oct. 1, 2017 – 10:05 P.M. EDT



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Group Activity 2



Instructions:

1. In small groups, using the photos in the next slide, discuss **who** you see in each picture, and **what** they are doing.
2. Identify a notetaker and also a spokesperson for your group.
3. Be prepared to report out, if asked.

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Instructor Notes

Instructor:

1. Have students split into small groups for activity.
2. They together should identify a notetaker/scribe, as well as a spokesperson for their group.
3. Ask groups to review the photos in Slide 18, and discuss who they see in each picture, and what they are doing.
4. After 5-10 minutes, ask groups (as appropriate) to report out on their findings.

The goal is for students to learn to recognize the different ways an active bystander can help others during an emergency.

Recent, Past Emergencies

1. Active Shooter CNN



2. Car as Weapon CNN



3. Impaired Driver USA TODAY



4. Bombing



5. Medical Emergency Discovery.org



6. Concert Collapse



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Instructor Notes

1. Active Shooter (Pulse Nightclub) – Orlando, FL 2016
2. Car as a Weapon (Protest) – Charlottesville, VA 2017
3. Impaired Driver (South By Southwest Festival) – Austin, TX 2014
4. Bombing – Boston, MA 2013
5. Medical Emergency
6. Concert Collapse (Sugarland) – Indiana State Fair 2011

Make a Difference

Use your skills and act quickly to save lives:

- Stay safe.
- Call 9-1-1.
- Provide comfort.
- Keep them alive until emergency responders arrive.

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Instructor Notes

Again, call 9-1-1!

A Bystander must choose their level of involvement – they can exit at any of these actions.

Chain of Survival



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Instructor Notes

The emergency medical system begins with you, and flows to others to keep people with common or life-threatening injuries alive.

1. First Care – You!
2. Non-Medical First Responders (Law Enforcement, etc.)
3. Pre-Hospital Medical Care (EMS)
4. Emergency Medicine
5. Surgeons

Bystander Teamwork

- Be the **first** to act!
- First person to step forward is often inspiration for a team response.



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Instructor Notes

To show video, roll cursor over lower left of black frame and **Triangle Start button** will appear. Click on this to begin video.

Video is 1:29:45 minutes.

Instruct others on what to do- how to help.

You may determine non-conventional ways will best help those injured or in distress.

Your actions can save a life.

Improve Your Skills



Train your brain.

Talk about and practice what you would do in various emergency situations, to improve your ability and confidence to act quickly.

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Instructor Notes

KEY POINTS:

- Bystanders are the first link in the Chain of Survival.
- Stress can significantly affect how you respond.
- Practice how you will help to improve your ability to act quickly and effectively.
 - What is the first thing you would do?
 - Would it be important to assess the situation?
 - Is your cell or Smartphone programmed for 9-1-1?
 - Have you had training CPR training?
 - Should you move the injured, or no?

We will cover each of these questions in the following slides.

Module 2

MODULE 2: ASSESS THE SITUATION

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Instructor Notes

Module 2 Objectives:

- State key questions to ask during an emergency situation.
- Know what to say to the operator in the initial 9-1-1 call.
- Describe general tips for acting responsibly and safely as a bystander.

This module describes how to assess a life-threatening situation during an emergency; what information to provide to 9-1-1 and general tips for take safe actions as an active bystander

What Do We Know?



- Emergencies and disasters are unplanned
- Time is critical
- Delay in help arriving
- Bystanders often take action

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Instructor Notes

This course gives basic information and skills to be more prepared to act if and when it is appropriate and safe.

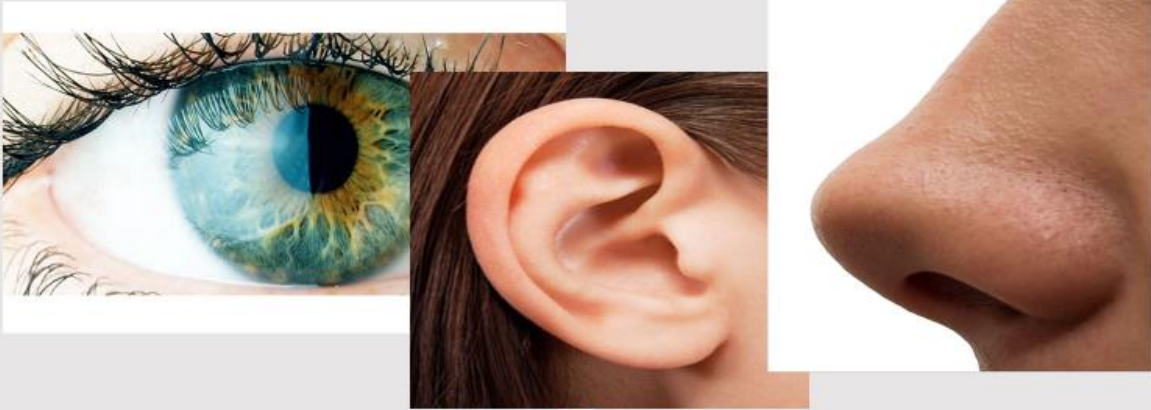
Time is critical to save lives, during mass casualty incidents that cause many injuries. Bystanders can make a difference when physically close to the injured and are able to provide basic care before emergency responders arrive. There is nearly always a delay between the time of the incident and the arrival of emergency responders. In large disasters, there can never be enough responders on the scene to meet the immediate needs of all the injured survivors.

Mention recent events (i.e. Hurricanes Harvey, Irma) that demonstrates bystanders helping others.

Refer to Chain of Survival and importance of Bystanders – reference Harvey and recent local incidents.

Assess the Situation

Briefly pause. Use all of your available senses:



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Instructor Notes

During emergency situations, it is important to think through decisions before taking action. If involved in an emergency, approach the scene cautiously and use all of your senses to gain information.

Review each picture and ask for feedback.

What do you see ?	What do you hear ?	What do you smell ?
<ul style="list-style-type: none">• Downed power lines• Smoke• Debris• Moving vehicles• People running	<ul style="list-style-type: none">• Voices• Creaking• Hissing• Booms• Gunshots	<ul style="list-style-type: none">• Gasoline• Smoke• Chemicals

When assessing the situation, make sure you exercise scene safety and personal safety!

Headline: “Dramatic scene after shark attacks”

Bystanders, family members worked to save two youths attacked in separate incidents; Oak Island beaches stay open



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Instructor Notes

Bystanders are more likely to help if:

- The emergency is unexpected, sudden and more clearly recognized as an emergency.
- The emergency involves more than one person.
- They are at the scene when the emergency occurs and experience it firsthand.
- They believe they can do something to help.
- They perceive an immediate threat to life.
- The threat of danger appears to be getting worse.
- They empathize or identify with the survivor and feel capable or empowered to assist.

Reference this is a HEADLINE – You are not going to stop an “Attack”; you can help with a shark BITE

Call 9-1-1

9-1-1 operators are highly trained and will help you:

- Be safe
- Assess the situation
- Take action

Do not assume 9-1-1 has been called.

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Instructor Notes

Keep calm and follow directions:

- Take a deep breath.
- Let the 9-1-1 operator guide you.

The questions they ask help send the right resources to the right place. Depending on the situation, they will give you specific instructions – **follow their lead and let them coach you through the potentially life-threatening situation.**

Group Activity 3



Instructions:

1. How many of you have ever called 9-1-1?
2. Listen to the following 9-1-1 call from a bystander at the North Carolina shark bite incident.



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Instructor Notes

Share real-world North Carolina shark bite 9-1-1 call

Key Points

- Call 9-1-1 as soon as possible
- Always act safely, with caution
- Act within your own skills and capabilities
- Provide clear and accurate information
- The primary goal is to save a life

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Instructor Notes

Recap Module 2 with the following information

Module 3

MODULE 3: PROVIDING HELP

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Instructor Notes

Module 3 Objectives

When you complete Module 3, you will be able to provide initial care at the scene of an emergency for:

- Not breathing
- Blocked airway
- Bleeding
- Burns
- Near drowning
- Heat-related illness

Health and Safety

Before you start...

- Wear gloves
- Protect eyes, mouth and nose

After...

- Wash hands



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Instructor Notes

Reminder: Before you start, make sure to call 9-1-1!

Part 1: Not Breathing

Part I **NOT BREATHING**

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Instructor Notes

Illnesses or Injuries That Affect Breathing

Medical Condition

- Asthma
- Heart attack
- Stroke
- Allergic reaction
- Drug overdose
- COPD
- (Emphysema, Bronchitis)

Trauma

- Accident
- Smoke inhalation
- Electrocution
- Poison
- Obstructed airway
- Drowning

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Instructor Notes

Here are common medical conditions or traumas that would cause a person difficulty breathing, or stop breathing.

Not Breathing

- If a person stops breathing and the heart stops beating, blood flow stops
- After 2 to 4 minutes, oxygen levels are so low, brain cells start to die

33

If Someone Stops Breathing

You will observe:

- The chest does not rise or fall
- No air coming out of the nose or mouth

34

Giving Chest Compressions

Step 1: Call out loudly, “Are you OK?”

Call 9-1-1 or have someone else call

Step 2: Look for chest rise and fall

Step 3: Person must be on back on a firm surface



Instructor Notes

Step 3: **CAUTION:** When necessary to move an injured person with possible neck trauma or a back injury from a fall, motor vehicle accident (MVA) or explosion, to a firm surface; ask for help from other bystanders. Have someone protect the injured person’s neck and spine by gently supporting the head and neck with two hands to limit unnecessary movement of the area.

If necessary to roll an injured person over, ask another bystander to help you keep the injured person’s head, neck and body in a straight line as you gently roll them on their back. If you are alone, never delay performing chest compressions because of a neck or back injury. Get injured person onto a firm surface as safely as possible and quickly begin chest compressions.

Giving Chest Compressions, Cont'd.

Step 4: If no response / no breathing, start chest compressions.

- ✓ Place heel of hand on center of chest; place other hand on top.
- ✓ Press down 2-2.4* inches and allow chest to return to normal.
- ✓ Push hard and fast at a rate of at least 100-120 compressions per minute.

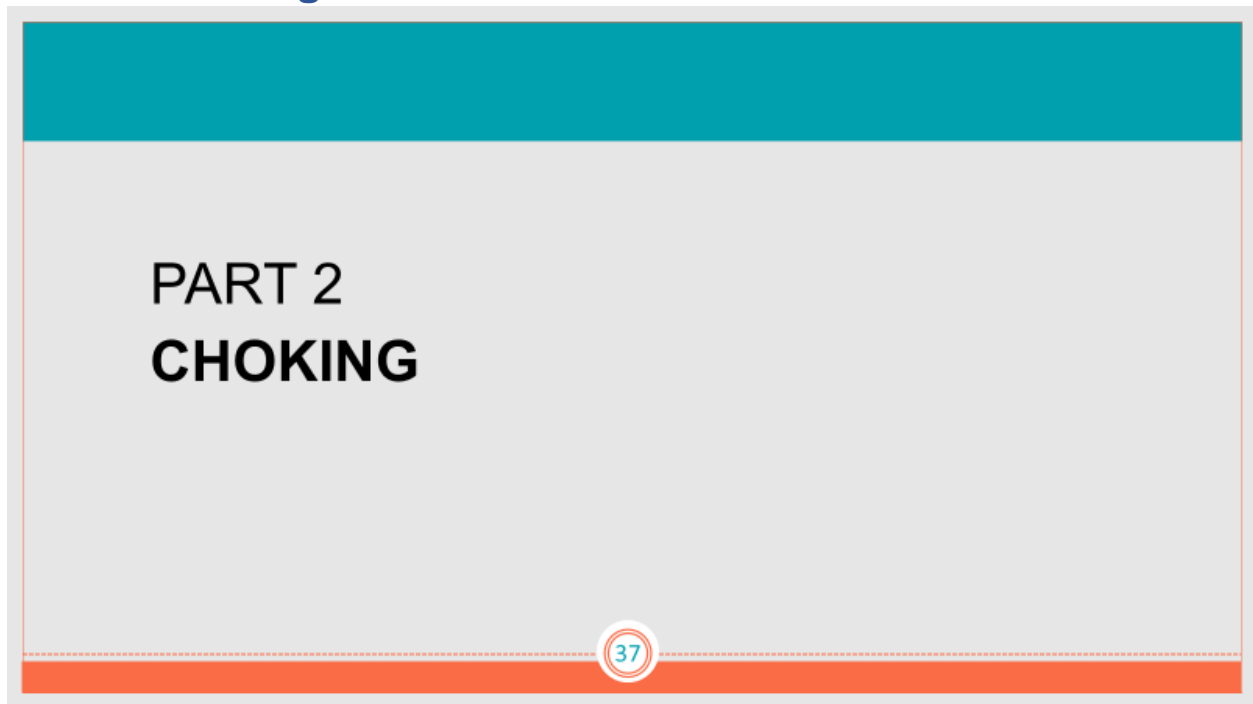
36

Instructor Notes

Please inform participants that these steps are for Adults. For more in-depth information on children and infants, refer them to take a CPR course for Children (age 1 to puberty)

ADVISE PARTICIPANTS THERE IS NO NEED TO REMOVE CLOTHING TO GIVE CHEST COMPRESSIONS.

Part 2: Choking



Instructor Notes

What You Might See

- Coughing or weak cough
- Difficulty speaking
- Noisy breathing
- Grasping neck especially while eating



38

Instructor Notes

Review the steps in the following slides

Choking Aid Demonstration



Hand placement for
Abdominal thrust:
Conscious, standing person

U
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L

H
E
L
P

A
R
R
I
V
E
S



Conducting Abdominal thrust:
Conscious, standing person

39

Choking Aid Demonstration, Cont'd.



Chest thrust:
Conscious, standing person

U
N
T
I
L

H
E
L
P

A
R
R
I
V
E
S



Abdominal thrust:
seated person

40

Instructor Notes

Allow Self-Management

- When a person is conscious and breathing,
- **Allow them to position themselves.** If they are struggling to do so, assist them.
- Do not force them to lie down or sit up!



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Instructor Notes

Giving Chest Compressions



Demonstration

- Watch demonstration
- Review steps on following slides
- Participants will practice the steps



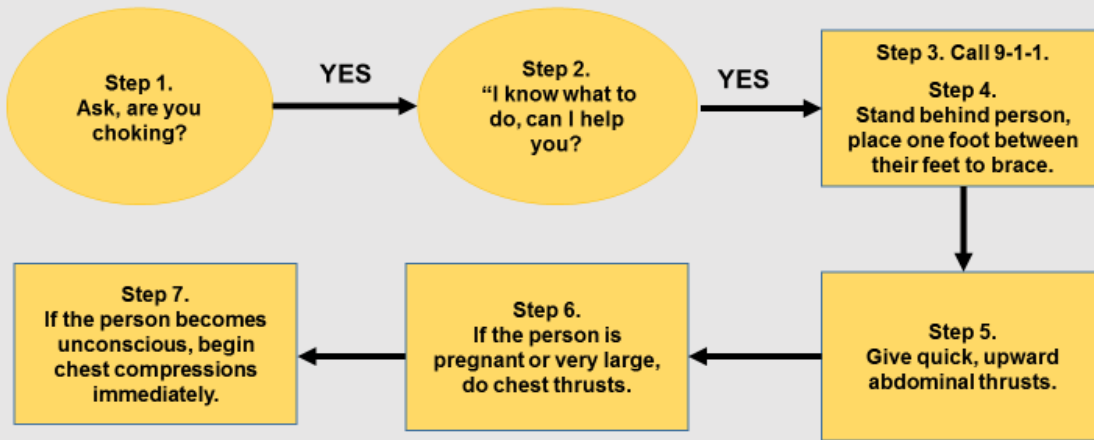
Chest compression for unconscious choking

42

Instructor Notes

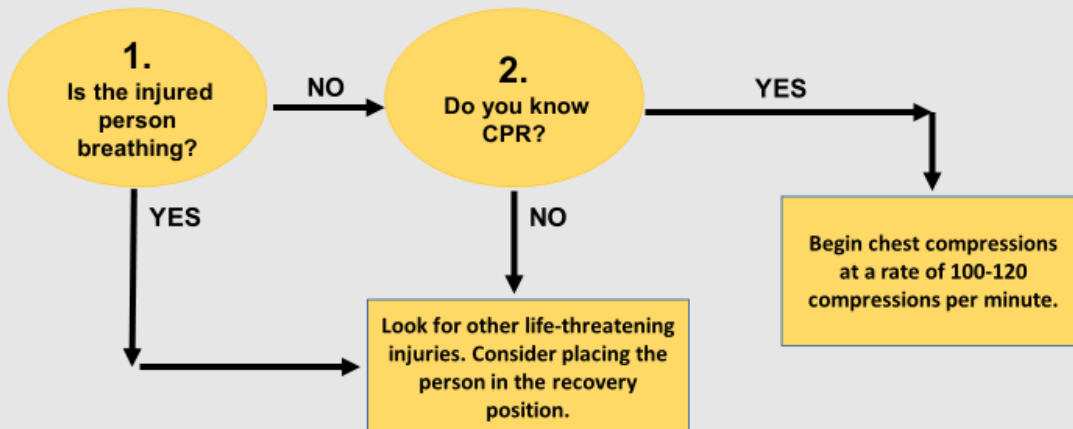
Allow time to practice chest compressions on mannequins

Conscious Choking



43

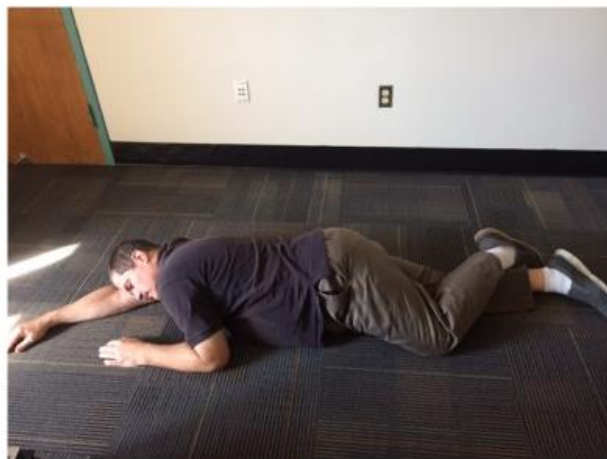
Assess the Unconscious



44

Instructor Notes

Choking Recovery Position



45

Instructor Notes

Practice

- CHEST COMPRESSIONS
- CHOKING
- POSITIONING

46

Instructor Notes

Allow time for participants to practice the steps for each action

10 MINUTE BREAK



Part 3: Control Bleeding

PART 3



48

Instructor Notes

Irreversible Shock

When your body loses approximately half its blood volume, it cannot survive – **regardless of the quality of medical care you eventually receive.**

You can lost that amount in just **minutes!**



5 liters of blood



2.5 liters of blood

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Instructor Notes

How to Control Bleeding

- Step 1:** Put on gloves or cover hands
- Step 2:** Locate bleeding and apply firm constant pressure with clean, absorbent material
- Step 3:** Do not remove impaled objects
- Step 4:** Person should be lying down
- Step 5:** Cover person to maintain body heat

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How to Control Bleeding, Cont'd.

Materials to use:

- Shirt
- Bandana
- Scarf
- Necktie
- Socks
- Feminine Hygiene products or diapers
- Paper towels



51

How to Control Bleeding, Cont'd.

Nose bleeds:

- If no other injuries, help the person lean forward
- Pinch just below the bridge (or top) of the nose
- Hold pressure for 20 minutes. Repeat as needed.

52

How to Control Bleeding, Cont'd.

DO

- Use gloves or non-permeable material to cover hands
- Use constant pressure to control flow
- Use hand sanitizer or wash hands with soap and water **BEFORE** helping the next person

53

How to Control Bleeding, Cont'd.

DO NOT

- Move, unless in immediate danger
- Remove impaled objects (Reminder)
- Remove or reuse absorbent material
- Give anything to eat or drink
- Attempt to clean the wound

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Instructor Notes

Tourniquet

- Can save lives
- Should only be used for arms or legs

If a tourniquet is used:

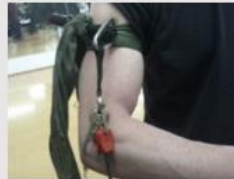
- **Step 1:** Uncover arm or leg by removing clothing around wound
Use only wide materials
- **Step 2:** Place over bare skin at least 2 inches above the wound
- **Step 3:** Tighten with stick until bleeding stops
- **Step 4:** Record the date/time tourniquet was applied

55

Is Tourniquet Working?

If the bleeding stops, YES.....

If NO....apply a second
tourniquet



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Instructor Notes

There may be some slight leakage after application of the tourniquet, if it continues to be a heavy flow **BRISKLY** apply a second tourniquet above the first tourniquet, away from the wound.

STOP THE BLEED – CHDS ONLY



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Instructor Notes

Show students each of the kit components and explain their application as you go through the kit

Stop the Bleed Kit Contents:

- 1 Olac Modular Bandage Kit to control moderate hemorrhage
- 1 Quik Clot Combat Gauze to control traumatic bleeding
- 1 package - Sterile Gauze Sponge – 4x4 to Control moderate bleeding
- 1 SOF Tactical Tourniquet 1.5 inch for uncontrolled bleeding
- 1 pair gloves med
- 1 pair gloves Large
- 1 pair scissors.

STOP THE BLEED – CHDS ONLY

How to Use the SOF Tactical Tourniquet

- Place at least a hands width above the injured limb
- Pull the strap tight
- Twist the rod tightly until bleeding stops/slows significantly
- Secure the rod into the triangle
- If bleeding doesn't stop place a second tourniquet
- Leave in place until EMS takes over care



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Instructor Notes

Slide tourniquet over limb or unbuckle and wrap around limb and connect buckle at least a hands width above wound

Pull the strap tight

Twist the rod and lock into the triangle

If bleeding doesn't stop place a second tourniquet

If able note time tourniquet was applied

Leave in place until EMS takes over care

Additional Resources

<https://www.dhs.gov/stb-learn-how-stop-bleed>

- Related Courses
- Teaching Opportunities



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Instructor Notes

Mentioned the website information is listed on the handout (Resource page).

Part 4: Burns

PART 4 BURNS

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Instructor Notes

What You Might See

Sunburn

Medical News Today



Burn with Blistering

Diffen



Burn with charring

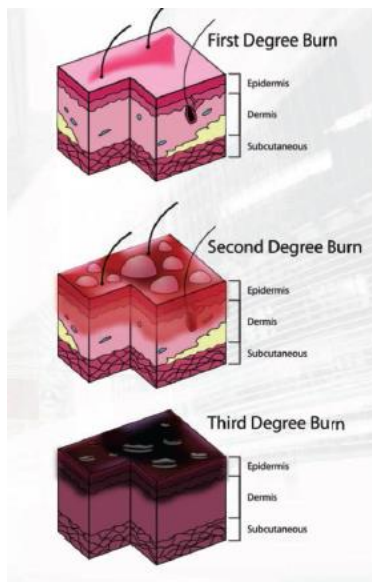
Basicmedical Key



59

Instructor Notes

Discuss the degree of the burns using the below information



Cooling a Burn

Step 1: Ensure safety

Step 2: Move only in case of immediate danger

Step 3: If person's clothing is on fire — “Stop, Drop, and Roll” or smother fire

Step 4: Remove tight fitting objects around burn area

Step 5: Place in position most easy to breathe

Step 6: Cool burn area; pour cool water over the burn

Step 7: Cover the burn loosely

60

Cooling A Burn, Cont'd.

DO NOT

- Use ice
- Apply lotions, antiseptics, ointments, butter, or other goo to burned area
- Break any blisters or remove pieces of burned tissue
- Cover face
- Offer any food or drink

61

Instructor Notes

Review the steps in the slides

Part 5: Near Drowning

PART 5 NEAR DROWNING

62

Instructor Notes

What You Can Do



THROW



TOW



ROW



GO

63

After removing from water

- Call 9-1-1
- Check for breathing
- If not breathing, start chest compressions
- If breathing, place person on side
- Keep warm

For more information on drowning prevention:

<http://www.floridahealth.gov/programs-and-services/prevention/drowning-prevention/index.html>

64

Instructor Notes

Remember: Always call 9-1-1 and access the situation!

Part 6: Heat-Related Illness

PART 6 HEAT-RELATED ILLNESS

65

Instructor Notes

Heat-Related Illness

What you may see:

- Muscle cramps
- Excessive sweating
- Nausea and vomiting
- Headache
- Dizziness, confusion, unconscious
- Hot, dry and/or red skin



66

What You Can Do

- Call 9-1-1
- Remove excess clothing
- Place person in position of comfort
- Cool person down quickly
- If person begins to shiver, stop cooling
- If conscious, give person small sips of water or athletic drink

67

Instructor Notes

Cool the person down quickly and move to shade. **Note:** For darker skin persons - check nail beds, inside lips, gums and eyelids.

Module 4

MODULE 4 WORKING WITH EMERGENCY RESPONDERS



68

Instructor Notes

Module 4 Objective

At the end of Module 4, you will be able to:

- Identify ways that you can help emergency responders on the scene

Part 1: Sharing Information about the Scene

PART I SHARING INFORMATION ABOUT THE SCENE



Instructor Notes

Responders Need To Know...

- Who?
- What?
- When?
- Where?



Instructor Notes

Review the list above

Response Impact

EMS Response Time: 6-9 minutes*

Life-threatening injuries can kill within minutes – before medical responders arrive.

Simple actions save lives: you can take relatively easy steps that may have a great impact on survival.

*National average



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Instructor Notes

To show video, roll cursor over lower left of black frame and **Triangle Start button** will appear. Click on this to begin video.

Video is 1:41:39 minutes.

Module 5: Emotional Support, Self-Care and Preparation

MODULE 5 EMOTIONAL SUPPORT, SELF-CARE AND PREPARATION

72

Instructor Notes

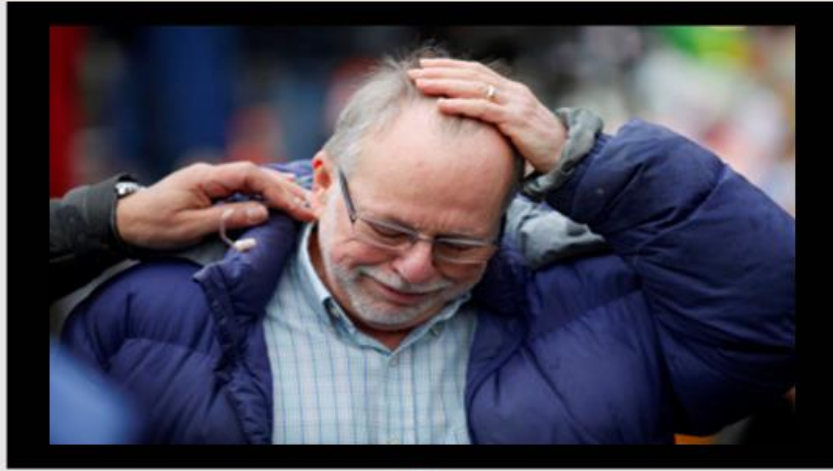
Part 1: Survivors - Emotional Support

Part I **SURVIVORS: EMOTIONAL SUPPORT**

73

Instructor Notes

Impact of Stress



74

Instructor Notes

Sandy Hook Elementary – December 12, 2012

To show video, roll cursor over lower left of black frame and **Triangle Start button** will appear. Click on this to begin video.

Video is 1:54:33 minutes

In a life-threatening emergency, you may experience physical and psychological effects that may include:

- Distortion of Time
- Assessment Loop:
 - Denial
 - Deliberation
 - Action
- Distortion of Senses:
 - Sight (Tunnel Vision)
 - Sound
- Adrenaline (Fight/Flight/Response)
 - Temperature change
 - Shaky
 - Loss of other functions
- Nausea

DISCLAIMER: Please remind participants that they can step out if they are uncomfortable with the video

Influencing Factors



75

Instructor Notes

Discuss the factors

Influencing Factors can include:

- Prior experience
- Intensity
- Type of emergency
- Time (length) exposed to the incident
- Prior Mental Health Status
- Separation from family
- Cultural beliefs
- Language barriers

Emotional Support

- Introduce yourself
- Ask how you can help
- Ask permission before touching
- Maintain eye contact
- Speak slowly and carefully



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Instructor Notes

Emotional Care

- Be personable and ready to listen
- Respect their silence
- Be sensitive
- Determine culturally appropriate responses
- Reassure survivors

JUDGEMENT-FREE ZONE!

Children and Adolescents



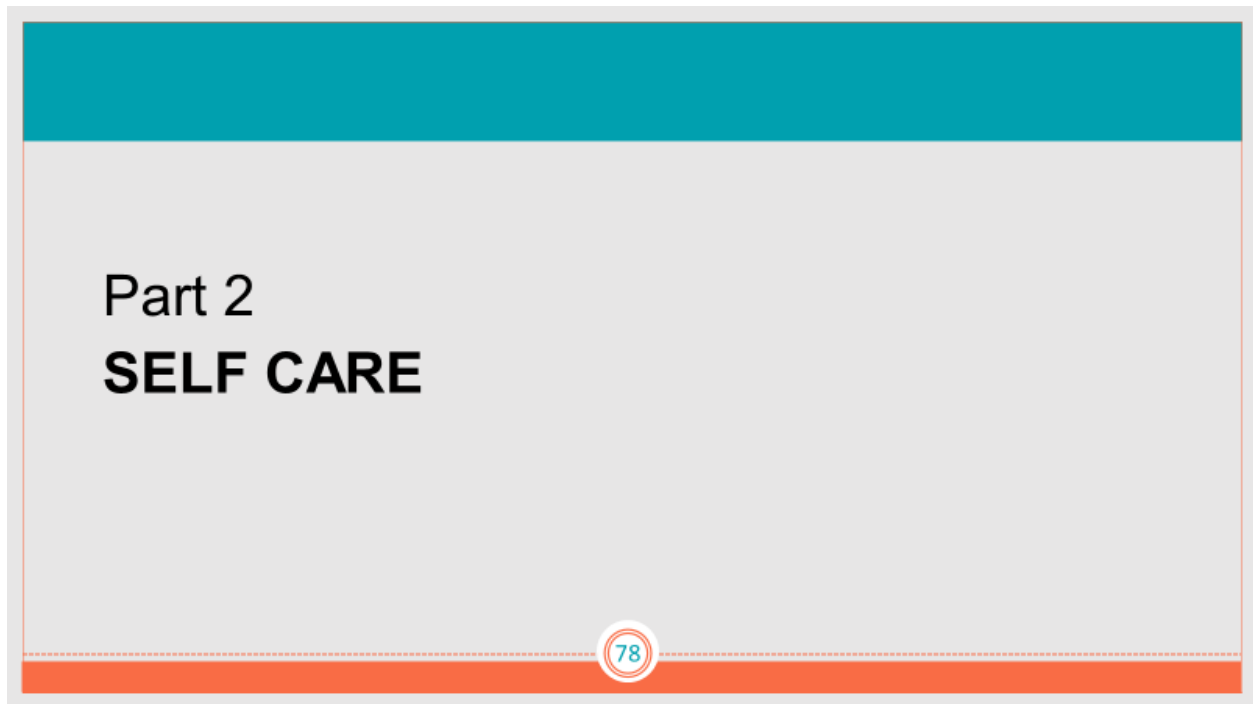
77

Instructor Notes

Steps to comfort children and adolescents:

- Reassure safety
- Shield from the scene
- Talk at eye level
- Use simple words
- Be aware they may start acting younger than their age
- Try not to separate children/infants from parents

Part 2: Self Care



Instructor Notes

Taking Care of Yourself

When does stress become harmful?



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Instructor Notes

Instructor: Ask “When does stress become harmful?” – Use a flip chart to record responses (Physical, Emotional).

Physical

- Heart racing
- Muscle tension
- Stomach problems
- Sleep issues
- Nightmares
- Headaches
- Fatigue

Emotional

- Irritability
- Anger
- Frustration
- Depression
- Sadness
- Trouble concentrating
- Excessive worry

How to Manage Stress

How can we manage our stress?



80

Instructor Notes

Instructor: Ask students “How can we manage our stress?” – Use a flip chart to record responses (Physical, Emotional).

- Healthy diet
- Get rest
- Exercise
- Avoid alcohol and drugs
- Ask for support as needed

Part 3: Preparation

Part 3 PREPARATION

81

Instructor Notes

Bystander Response in an Emergency

- Preparation begins before an emergency happens.
- How can you prepare?

82

Bystander Response in an Emergency, Cont'd.

- **Protect** - be current with immunizations
- **Train** - gain confidence and basic skills by taking First Aid, CPR classes
- **Know** - your limits
- **Equip** - keep a “Go” Kit
- **Plan** - your actions
- **Participate** - in community disaster training and exercises

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Instructor Notes

Enhance Your Skills



Instructor Notes

To enhance skills and abilities, inform participants of the organizations and trainings that are available.

American Red Cross: www.redcross.org

Community Emergency Response Team (CERT): <https://www.ready.gov/community-emergency-response-team>

Medical Reserve Corps: <https://mrc.hhs.gov/homepage>

- Florida Department of Health: <http://www.floridahealth.gov/programs-and-services/emergency-preparedness-and-response/disaster-response-resources/mrc/>
- FEMA: <https://www.ready.gov/medical-reserve-corps>

Stop the Bleed Training: <https://www.dhs.gov/stopthebleed>

Care Supplies

Type of Injury	Emergency Supplies
Bleeding	<ul style="list-style-type: none">• Gloves (dishwashing)• Clean absorbent material• Band-aids• Tape• Safety scissors• Elastic bandage
Burn	<ul style="list-style-type: none">• Water for cooling• Clean lint-free material
Heat-related illness	<ul style="list-style-type: none">• Sandwich bags for ice packs• Bottled water

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Instructor Notes

Review the list of supplies and ask if anything else should be included.

Emergency Supply Kits

Include:

- Two flashlights
- Extra batteries
- Gloves – cut resistant
- Hand sanitizer
- Utility tools
 - Leatherman tool
 - Trauma shears
- Masking tape
- Long rope
- Blankets
- Paper towels
- Absorbent cloths



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Instructor Notes

Ask participants if they have the following supplies in their kits.

Group Activity 5



What do you have in your purse or pockets that could be of use in an emergency?

What can you use in an emergency that is in your car?

87

Instructor Notes

If time allows, do the activity.

Next Steps

Invite others to become trained and ready to respond ***Until Help Arrives***

- Family
- Friends
- Coworkers

The larger the team, the greater chance to save a life.



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Instructor Notes

Participant Feedback

Please complete the Feedback Form

Thank you for attending!



Instructor Notes

Contact Information

Cheri Cobb
Until Help Arrives Coordinator
Florida Department of Health
Cheri.Cobb@FLHealth.gov
(850) 245-4858



Instructor Notes

INSTRUCTORS: Share your contact information and consider giving out your business card(s).

Sample Sign-in Sheet



Until Help Arrives – Skills for Bystanders During Emergencies Sign-in Sheet

Date: _____ Location: _____

Name (Please Print)	Agency/Organization	Email Address	Signature

Training Report Template



Florida Department of Health
Bureau of Preparedness and Response
Training, Education, and Exercise Section

Training Report

Report Date:

Course Title:

Instructors:

Total Participants: (Attach Sign-in Sheets)

Location/Venue:

Requesting Agency/PoC Information:

Target Audience:

Average Test Score: *(if applicable)*

Most commonly missed question(s)

Average Participant Feedback Rating



Major Strengths

The overall strengths identified during this training are as follows:

-

Major Gaps

Throughout the training, gaps and opportunities for improvement were identified.

The overall gaps are as follows:

-

Participant Feedback Form



Florida Department of Health
Bureau of Preparedness and Response
Training, Education, and Exercise Section

PARTICIPANT FEEDBACK FORM

Program Title: _____ Date: _____

Name: _____

License No: _____

Instructor(s): _____

		5 Excellent	4 Good	3 Average	2 Fair	1 Poor	N/A
1.	The degree to which this program will enhance my professional skills and knowledge.						
2.	The degree to which the content met the stated objectives.						
3.	The degree to which the content was accurate and current.						
4.	The degree to which the instructor(s) was effective in conveying information.						
5.	The degree to which resource information provided was adequate and useful.						
6.	The degree to which the entire program was meaningful and appropriate.						
7.	The degree to which the time allocated was adequate for the material presented.						
8.	The degree to which the environment was conducive to learning.						
9.	Additional Comments:						

Instructor Close-out

Now that the training is over, you need to close-out with collecting the sign-in sheets and feedback forms. Please complete the Training Report and send all documents as .pdf files to PHMP.TrainEX@flhealth.gov

Resources

Until Help Arrives - Skills for Bystanders During Emergencies

Links

- **A Perfect Stranger:** <https://www.youtube.com/watch?v=qBrMU0sLoHQ>
- **Motorcycle Accident:**
 - <https://www.youtube.com/watch?v=BmzSEYNTkHA>
 - <http://archive.slttrib.com/article.php?id=52574438&itype=CMSID>
- **Bystander Teamwork:** <https://www.usatoday.com/e5a7eabc-0f5a-4138-9085-26d5e6723ef1>
- **Shark Attacks:**
 - <http://www.usatoday.com/story/news/nation-now/2015/06/14/two-teenagers-injured-shark-attack-north-carolina-beach/71227268/>
 - https://www.youtube.com/watch?v=1j_0P6-cX2A
- **Stop the Bleed:** <https://www.dhs.gov/stb-learn-how-stop-bleed>
- **Drowning Prevention:** <http://www.floridahealth.gov/programs-and-services/prevention/drowning-prevention/index.html>
- **Response Impact:** <https://www.youtube.com/watch?v=i8Wc5VwksPU>
- **Impact Stress:** <https://www.youtube.com/watch?v=Uoh6HurUf4M>



No matter how rapid the arrival of professional emergency responders, bystanders will always be first on the scene. A person who is bleeding can die from blood loss within five minutes, so it's important to quickly stop the blood loss.

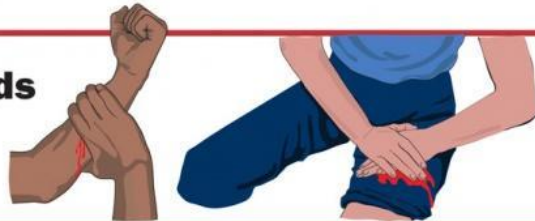
Remember to be aware of your surroundings and move yourself and the injured person to safety, if necessary.

Call 911.

Bystanders can take simple steps to keep the injured alive until appropriate medical care is available. Here are three actions that you can take to help save a life:

1. Apply Pressure with Hands

EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with both hands if possible.



2. Apply Dressing and Press

EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with bandages or clothing.

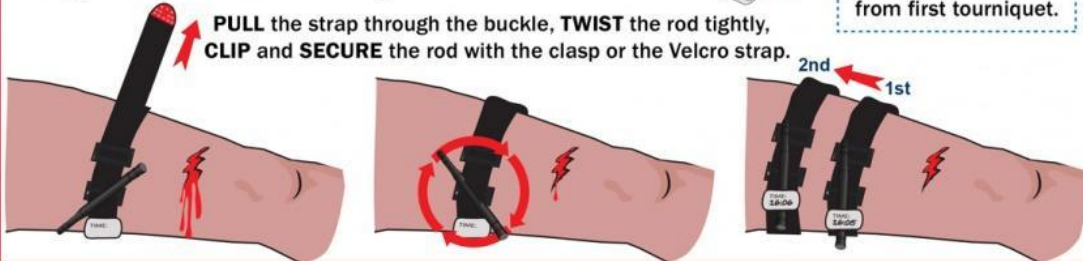


3. Apply Tourniquet(s)

If the bleeding doesn't stop, place a tourniquet 2-3 inches closer to the torso from the bleeding. The tourniquet may be applied and secured over clothing.



If the bleeding still doesn't stop, place a second tourniquet closer to the torso from first tourniquet.



The 'Stop the Bleed' campaign was initiated by a federal interagency workgroup convened by the National Security Council Staff, The White House. The purpose of the campaign is to build national resilience by better preparing the public to save lives by raising awareness of basic actions to stop life threatening bleeding following everyday emergencies and man-made and natural disasters. Advances made by military medicine and research in hemorrhage control during the wars in Afghanistan and Iraq have informed the work of this initiative which exemplifies translation of knowledge back to the homeland to the benefit of the general public. The Department of the Defense owns the 'Stop the Bleed' logo and phrase - trademark pending.



Homeland
Security

Office of Health Affairs