



Team First Aid Exercises

Instructor's Manual

American Red Cross

Contents

SECTION A: ADMINISTRATION

Purpose of the Program	3
Program Participants.	3
Instructor Responsibilities	3
Program Components.	4
Program Content.	4
Participant Materials	4
Instructor Materials and Resources.	5
Instructional Design Elements	6
Recommended Group Size and Times	7
Program Space	7
Program Safety	9
Health Precautions for Participants	9
Participants with Disabilities and Other Health Considerations	9

SECTION B: THE TEAM FIRST AID EXERCISES PROGRAM

Part 1: Introduction and Multiple-Person Response Scenario.	10
• Program Introduction	11
• Scenario Introduction	11
• Multiple-Person Response Scenario	12
• CHECK–CALL–CARE	14
• Wrap-Up.	14
Part 2: Skill Practice at Skill Stations	15
• Skill Station Introduction	16
• Wrap-Up	16
Part 3: Practice Response Scenarios	17
• Scenario Introduction	18
• Scenario 1 (Cardiac Arrest).	19
• Scenario 2 (Conscious Choking)	21
• Scenario 3 (Diabetic Emergency)	22
• Scenario 4 (Head and Neck Trauma)	24
• Scenario 5 (Heart Attack)	26
• Scenario 6 (Muscle, Bone and Joint Injury).	29
• Scenario 7 (Seizure).	31
• Scenario 8 (Severe Bleeding)	33
• Scenario 9 (Stroke)	34
Wrap-Up.	35

SECTION C: APPENDICES

Appendix A: Scenario Cue Cards	36
Appendix B: Participant Skill Checklists	43
• Checking a Conscious Person	44
• Checking an Unconscious Person	45
• CPR/AED	46
• Conscious Choking	47
• Controlling Bleeding	48
Appendix C: Sample Course Record	49
Appendix D: Modification for CPR/AED Only.	52
Appendix E: Modification for Adult and Pediatric First Aid/CPR/AED . . .	54

SECTION B:

THE TEAM FIRST AID EXERCISES PROGRAM

Part 1: Introduction and Multiple-Person Response Scenario

Length: 20 minutes

Guidance for the Instructor

To complete this part and meet the objectives, you must:

- Welcome participants and introduce goals of the program.
- Conduct the multiple-person response scenario.
- Lead the group in a debriefing discussion based on the scenario's follow-up questions.
- Conduct a review of the Emergency Action Steps, **CHECK-CALL-CARE**.
- Conduct the Wrap-Up.

Objectives

After completing Part 1, participants will be able to:

- Explain how the response scenarios are conducted.
- Identify and briefly describe the Emergency Action Steps.

Materials, Equipment and Supplies

- Cue cards for the multiple-person scenario
- First Aid training kits
- AED training devices (to match AED make and model in client facility if possible)
- CPR manikins, breathing barriers, cleaning supplies
- Blankets
- Nonlatex disposable gloves
- Team First Aid Exercises course presentation slides (optional)
- Name tags (optional)

PROGRAM INTRODUCTION

Welcome participants:

- Introduce yourself and have participants introduce themselves.
- Explain the American Red Cross mission and training programs.
- Review any facility policies and procedures.
- Explain the purpose of the program (goals of training). Training will:
 - Build teamwork among responders.
 - Refresh individual responder's lifesaving skills.
 - Increase the confidence of responders to respond to real first aid emergencies.

Review health and safety precautions:

- Explain to participants that standard precautions will be followed during the entire program. (Refer to Appendix C in the *First Aid/CPR/AED Instructor's Manual* for additional information.)
- Ask participants to inform you privately if they have any medical condition or disability that might affect participation.

SCENARIO INTRODUCTION

Before beginning the scenarios, it is important to introduce participants to how the scenarios work and the goals of the exercise.

- Explain to participants that they will be acting out emergency scenarios as a group. Participants will role-play, acting as the injured or ill person, responders and bystanders, and should follow the instructions on their cue cards.
- Tell participants that you will be setting the scene and providing them with only enough information for them to make decisions and give care.
- After the instructor introduction, participants should react. The injured or ill persons should role-play and communicate their symptoms. The responders should try to determine what is wrong and what care steps are necessary. The bystanders may retrieve the first aid kit and AED or offer helpful information.
- Tell participants that a first aid kit and AED will be available nearby for all scenarios.
- Tell participants that there will be a debriefing section after the scenario, to discuss what went well and what could have been improved, and to answer any questions about the scenario.
- Ask participants if they have any questions about the opening scenario before you begin.

Instructor's note: *The opening scenario is designed to get participants comfortable working together and role-playing, as well as prompting participants to draw on their previous training. It lays the foundation for the skill stations and remaining scenarios. Participants will require additional prompts for the opening scenario since they are getting accustomed to the format of scenarios and the program as a whole.*

For the opening scenario, pull aside the participants who are role-playing the injured or ill persons and provide additional guidance on acting out their symptoms. Explain to the Driver that when he or she becomes unconscious after having difficulty breathing, he or she should slump in the chair. Reassure the Driver that at that point, the responders will switch to the manikin to give care. Before you pull aside the injured or ill persons, ask the rest of the participants to identify and discuss the Emergency Action Steps; explain that you will be reviewing them after the multiple-person response scenario.

MULTIPLE-PERSON RESPONSE SCENARIO

Scene Setup	<p>Participants</p> <ul style="list-style-type: none"> • Injured or Ill Persons: 2 • Bystanders: 1+ • Responders: 2-3 (<i>Note: If there are more than 9 participants, assign 3 responders.</i>) <p>Card Summary</p> <ul style="list-style-type: none"> • Injured or Ill Person 1: Driver (if female). When questioned about what happened, report having lost control of vehicle. Complain of back and jaw pain. When questioned about other symptoms, say you “feel nauseated.” After a couple of minutes, report having “difficulty breathing.” Then, lose consciousness after 2 to 3 minutes. • Injured or Ill Person 1: Driver (if male). When questioned about what happened, report having lost control of vehicle. Complain of chest pain and pressure. After a couple of minutes, report having “difficulty breathing.” Then, lose consciousness after 2 to 3 minutes. • Injured or Ill Person 2: Passenger. Panic and scream. Report that the “driver said he or she did not feel well before swerving into the parked cars.” You have a gash on your right arm. There is some blood loss, but it does not appear too severe. Be sure to keep the energy level high. • Bystander: Volunteer to call 9-1-1 on your cell phone when asked. <p>Room Setup Responders and bystanders are eating lunch outside of their workplace. An AED and first aid kit should be tucked several feet away from them “inside” the workplace. Two chairs should be set up side-by-side, representing the front seat of a car; the two injured people should be sitting next to each other in this “car” several feet away.</p> <p>Course Presentation Slides 4–5</p>
Instructor's Introduction	<p>You are eating lunch outside of your workplace with several coworkers. You hear the screech of brakes and the sound of a crash. You look up to see a car swerve into a parked car in the parking lot.</p> <p>Begin scene.</p>

Scenario	<p>The following checklist may be helpful as you watch participants.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responders should check the scene. <i>Instructor's Note: After responders check the scene, you can announce: The scene is safe. The car is safe to approach.</i> <input type="checkbox"/> Responders should identify themselves, explain their level of training and obtain permission to give care. <input type="checkbox"/> Responders should retrieve first aid kit and apply gloves. <input type="checkbox"/> Responders should begin to check the injured or ill persons and have someone call 9-1-1. Injured or Ill Person 1 (driver) shows predominantly female or male signals of a heart attack. Injured or Ill Person 2 (passenger) has an open wound. <i>Instructor's Note: You may announce that bleeding does not appear life-threatening.</i> <i>Instructor's Note: Be sure to pay attention to responder's interpretations of Injured or Ill Person 1's signals and prioritization of care for the debriefing.</i> <input type="checkbox"/> Injured or Ill Person 1 (driver) should eventually become unconscious. <i>Instructor's Note: Place the manikin and ask responders to transition to the manikin. Explain that the manikin is used during scenarios for practicing skills that cannot be practiced on a real person.</i> <input type="checkbox"/> One responder should request the AED, if he or she has not already done so, and should begin CPR. <input type="checkbox"/> Second responder should be controlling the external bleeding with direct pressure and a pressure bandage. <i>Instructor's Note: Have bystander who called 9-1-1 announce: EMS is 4 minutes away. Watch skill technique for debriefing.</i> <input type="checkbox"/> After second responder finishes bandaging, he or she should help first responder with CPR/AED. <i>Instructor's Note: After 4 minutes, announce EMS is here.</i>
Debriefing	<p>Ask participants what they think went well and what they think can be improved.</p> <p>Debriefing should include:</p> <ul style="list-style-type: none"> • Proper following of CHECK–CALL–CARE. • Identifying level of training and obtaining consent. • Use of gloves and remembering to get equipment. • Interpretation of signals and prioritization of care. • Responders' ability to communicate and work together. • Bandaging technique and CPR and AED technique. <p>Follow up questions to the group: What makes a scene unsafe? What would you do if a scene was unsafe? What if the blood soaked through the dressings and bandage of the bleeding person?</p>

CHECK-CALL-CARE

Before conducting the remaining scenarios or skill practice, it is helpful to review the Emergency Action Steps. Cover the following key points:

- In an emergency situation, follow the emergency actions steps, **CHECK-CALL-CARE**.
- **Check** the scene. Use your senses (look, listen, smell). Determine: Is it safe? Is immediate danger involved? What happened? How many people are involved? Is anyone else available to help?
- **Check** the injured or ill person to determine what is wrong. Look for signals that may indicate a life-threatening emergency. First, check to see if the person is conscious or unconscious. Then, check for breathing and severe bleeding. If there are no life-threatening conditions, check the person for other conditions that may require care.
- **Call** or have someone call 9-1-1 or the local emergency number. In general, call 9-1-1 if the person has any of the following conditions:
 - Unconsciousness or altered level of consciousness
 - Trouble breathing or no breathing
 - Chest pain, discomfort or pressure lasting more than a few minutes that goes away and comes back or that radiates to the shoulder, arm, neck, jaw, stomach or back
 - Persistent abdominal pain or pressure
 - Severe external bleeding
 - Vomiting blood or passing blood
 - Severe burns
 - Suspected poisoning
 - Seizures
 - Stroke
 - Suspected or obvious injuries to the head, neck or spine
 - Painful, swollen, deformed areas or open fracture
- **Care** for the injured or ill person based on conditions found, until EMS personnel arrive.

WRAP-UP

- Briefly review the emergency action steps.
- Ask participants if they have any questions.
- Demonstrate and explain proper manikin decontamination. Tell participants that they will be responsible for cleaning manikins between uses during the skill stations.