



ASPR
ASSISTANT SECRETARY FOR
PREPAREDNESS AND RESPONSE



FEMA



UNIFORMED SERVICES UNIVERSITY
of the Health Sciences

UNTIL HELP ARRIVES

WELCOME

- Breaks
- Restrooms
- Emergency Exits
- Course Duration

GRAPHIC IMAGE WARNING

This course contains graphic images and audio clips from real life events that some may find disturbing.



GOAL OF THE COURSE

Teach you basic skills to keep people with life-threatening injuries alive until professional help arrives.

COURSE OVERVIEW

- Welcome
- 1 You Make a Difference
- 2 Call 9-1-1
- 3 Stay Safe
- 4 Stop the Bleeding
- 5 Position the Injured
- 6 Provide Comfort
- Before You Go – Prepare to Help



COURSE OBJECTIVES

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

1. Use simple and effective skills to save lives.
2. Effectively communicate with 9-1-1 operators.
3. Stay safe.
4. Stop life-threatening bleeding.
5. Position the injured.
6. Provide emotional support.



Topic 1

You Make a Difference



A PERFECT STRANGER

Please select the picture within the slide to play the video.



Video can be found at: <https://www.youtube.com/watch?v=qBrMU0sLoHQ>



TOPIC ONE OBJECTIVES

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

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



Instructions:

1. Break up into small groups.
2. Observe the following slides, which contain pictures of real emergencies.
3. Identify **who** you see in each picture, and **what** they are doing.

CAR CRASH



BOMB ON TRAIN



ACTIVITY DISCUSSION

What did you see?

- ✓ Professional medical responders
- ✓ People calling 9-1-1
- ✓ People moving the injured away from danger
- ✓ People providing care for life-threatening injuries
- ✓ People providing comfort to the injured

TYPES OF INCIDENTS

Life-threatening injuries can occur as the result of different types of incidents.

Common

Type:

Vehicle crashes and home-related injuries

Examples: Car, motorcycle, bicycle, pedestrian, home repair injuries, etc.

Rare

Type:

Man-made and local weather incidents

Examples: Tornado, multi-vehicle crashes, active shooter, etc.

Very Rare

Type:

Large-scale disasters

Examples: Acts of terrorism, bombings, large-scale transportation incidents, etc.

YOU MAKE A DIFFERENCE

If you act quickly and purposefully, **you can save lives:**

- Call 9-1-1 to activate the Chain of Survival.
- Move the injured away from danger to keep them safe.
- Keep them alive until medical responders arrive:
 - Apply pressure to bleeding.
 - Help them to breathe by allowing them to sit up or lean forward, or by placing them on their side if they are unconscious.
- Talk to the injured and provide comfort.



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

Please select the picture within the slide to play the video.

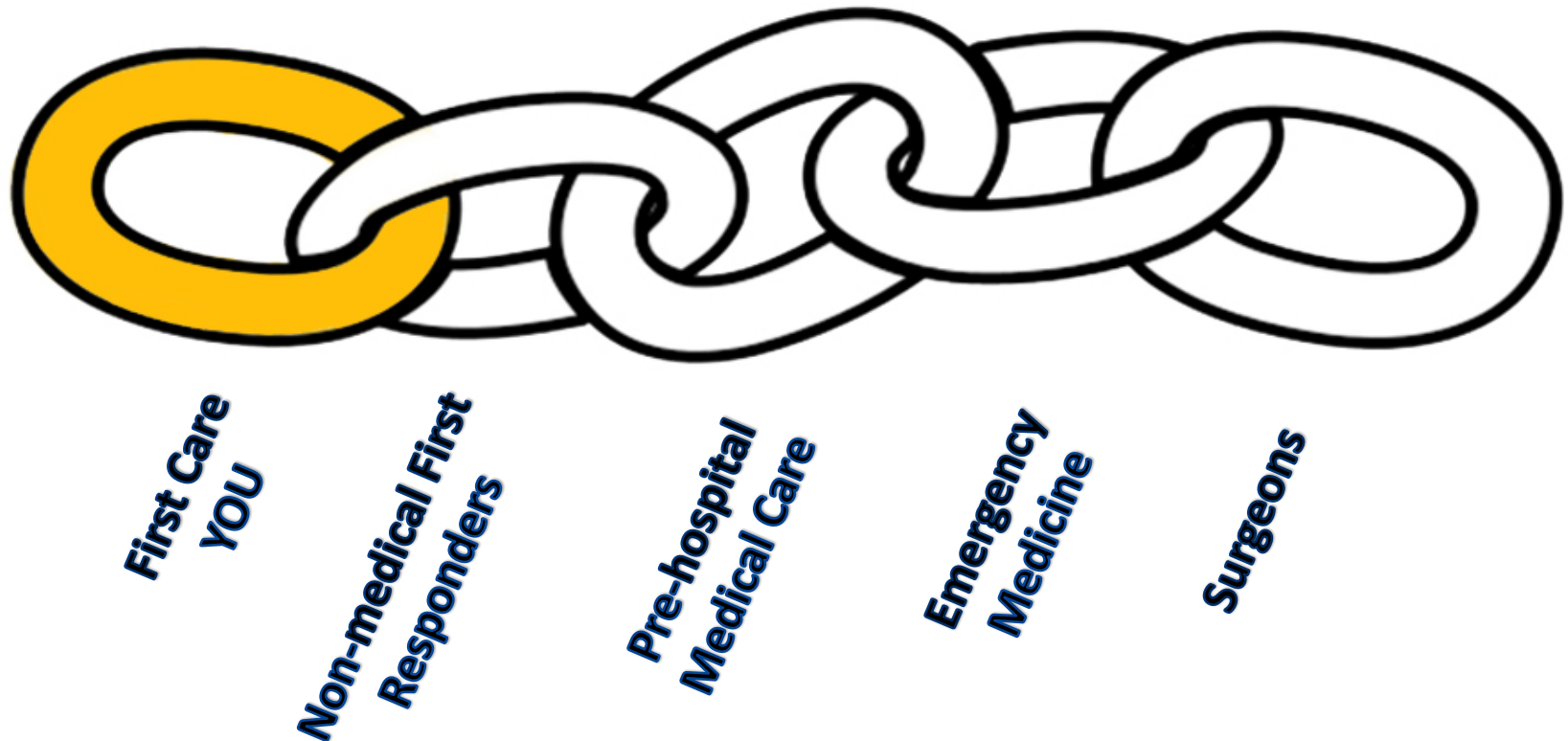


Video can be found at:

<https://www.youtube.com/watch?v=i8Wc5VwksPU>

CHAIN OF SURVIVAL

How the emergency medical system flows to keep people with life-threatening injuries alive:





When a life-threatening incident occurs, what would:

1. Boost the chances that someone will help others?
2. Cause someone not to take action?



TEND TO HELP

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

TEND NOT TO HELP

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



DIFFUSION OF RESPONSIBILITY

- When multiple people witness an emergency, everyone assumes that someone else will help.
- First person to step forward often triggers a supportive response from others nearby.
- Someone must be the first to act!

Please select the picture within the slide to play the video.



Video can be found at:
<https://youtu.be/BmzSEYNTkHA>

In a life-threatening emergency, you will 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

IMPROVE YOUR RESPONSE



Train your brain.

Talk about and practice what you would do in various emergency situations to improve the speed with which you respond.



KEY POINTS

- You are the first link in the Chain of Survival.
- Stress can significantly affect how you respond.
- Practice how you will respond to improve your ability to act quickly and effectively.



Topic 2

Call 9-1-1



TOPIC TWO OBJECTIVES

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

1. Answer the questions asked by the 9-1-1 operator.
2. Collaborate with the operator during the call.



Instructions:

1. How many of you have ever called 9-1-1?
2. Using your fingers, on a scale of 1 – 5, how would you rate your demeanor on the phone?
(1 = not calm and 5 = really calm)

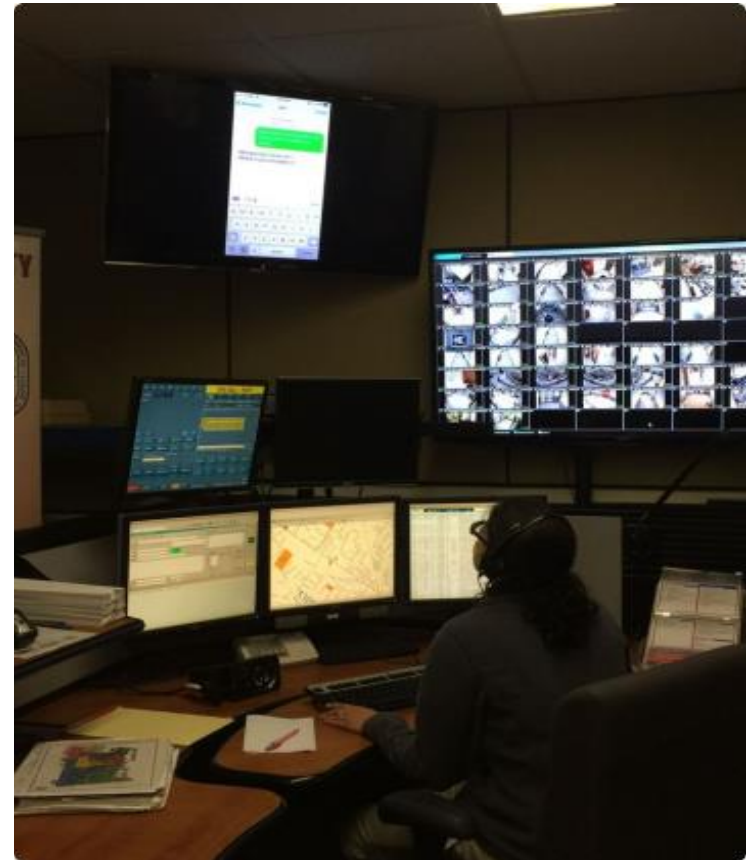


Always call 9-1-1!

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

- Assess what's going on.
- Take appropriate action.
- Be as safe as possible.

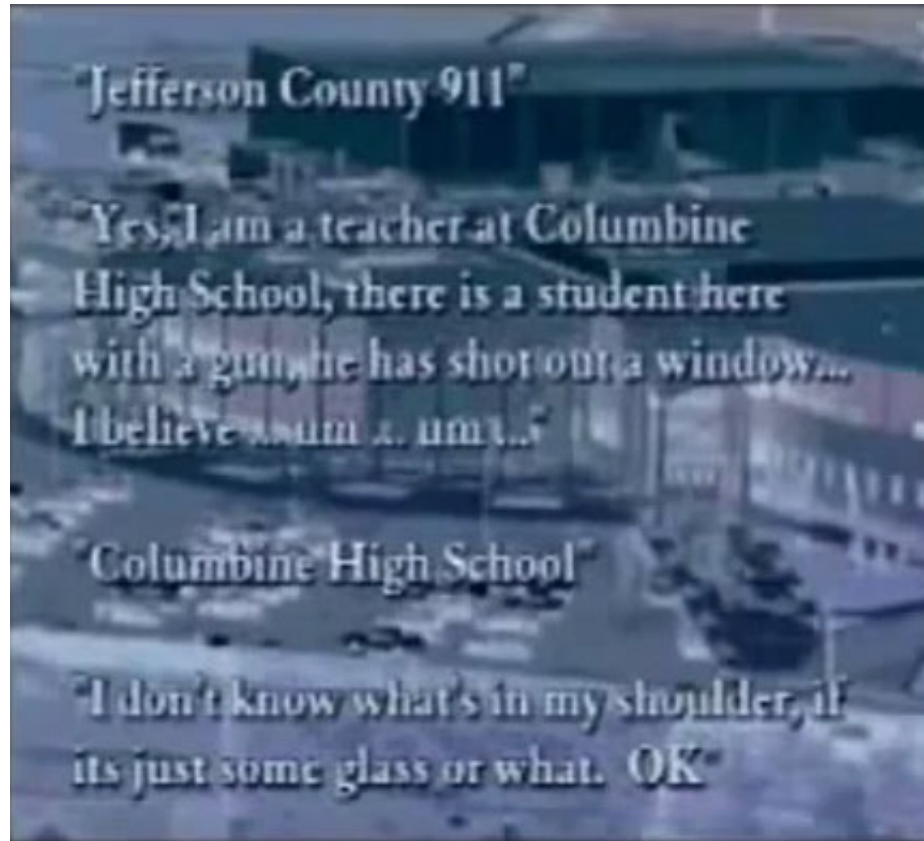
It always helps to call – don't assume someone else has already done so.





9-1-1 CALL: ACTIVE SHOOTER

Please select the picture within the slide to play the video.



Video can be found at:
<https://youtu.be/4HsYMgn9aHs>



9-1-1 CALL: HOME INJURY

Please select the picture within the slide to play the video.



Video can be found at:
https://youtu.be/_RGT5xJp9rg



9-1-1 CALL: I NEED HELP

Please select the picture within the slide to play the video.

Operator: With your mouth?
Boy: No with my math. I have to do it. Will you help me?
Operator: Sure. Where do you live?
Boy: No with my math.
Operator: Yeah I know. Where do you live though?
Boy: No, I want you to talk to me on the phone.
Operator: No I can't do that.
I can send someone else to help you.
Boy: Okay.
Operator: What kind of math do you have that you need help with?
Boy: I have take aways.
Operator: Oh you have to do the take aways.
Boy: Yeah.
Operator: Alright, what's the problem?
Boy: Um, you have to help me with my math.

Video can be found at:

https://youtu.be/YoTlaRyGzac?list=PLE8IPyHpIOnp_UBWU3NDo7I7U1uHx_KoF

ROLE OF THE 9-1-1 OPERATOR

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 life-threatening situation.**

COMMON QUESTIONS

- Q Where: Specific locations such as floor, room number, landmarks
 - A *so respondents can find you easily and quickly.*
- Q Type and severity of life-threatening situation
 - A *so the right respondents and equipment are sent.*
- Q Safety concerns (obvious dangers or ongoing threats)
 - A *to help protect and aid everyone on the scene.*



Instructions:

1. Use the scenario and role play as the witness.
2. Relay crucial information to the operator (the instructor) from what you just learned from the previous slides.

SCENARIO



ACTIVITY DISCUSSION

- ✓ **Specific Locations:** Mile markers, closest exit, more recent sign, direction of travel, etc.
- ✓ **Incident Details:** Car position, number of cars involved, etc.
- ✓ **Injuries:** Awake? Talking? In pain? Breathing?
- ✓ **Potential Hazards:** Flammable liquids, unstable ground, oncoming traffic, etc.



- Always call 9-1-1 as soon as possible.
- Provide as much specific information as possible including where you are, what happened, how many are injured, and the severity of the injuries.
- Follow the operator's instructions and guidance.



Topic 3

Stay Safe



TOPIC THREE OBJECTIVES

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

1. Decide whether to stay and help, grab the injured and get to safety, or get yourself to safety.
2. Demonstrate how to safely move an injured person away from further harm.

ASSESS THE SITUATION

Briefly pause. Use all your available senses:



What do you **see**?

- Downed power lines
- Smoke
- Debris
- Moving vehicles
- People running

What do you **hear**?

- Voices
- Creaking
- Hissing
- Booms
- Gunshots

What do you **smell**?

- Gasoline
- Smoke
- Chemicals



Instructions:

1. For the following slides, write down what you may see, hear, or smell.
2. Look for hazards and resources.

SCENE: CAR WRECK



SCENE: CONCERT COLLAPSE



SCENE: PASSENGER DOWN



SCENE: TREE FALL



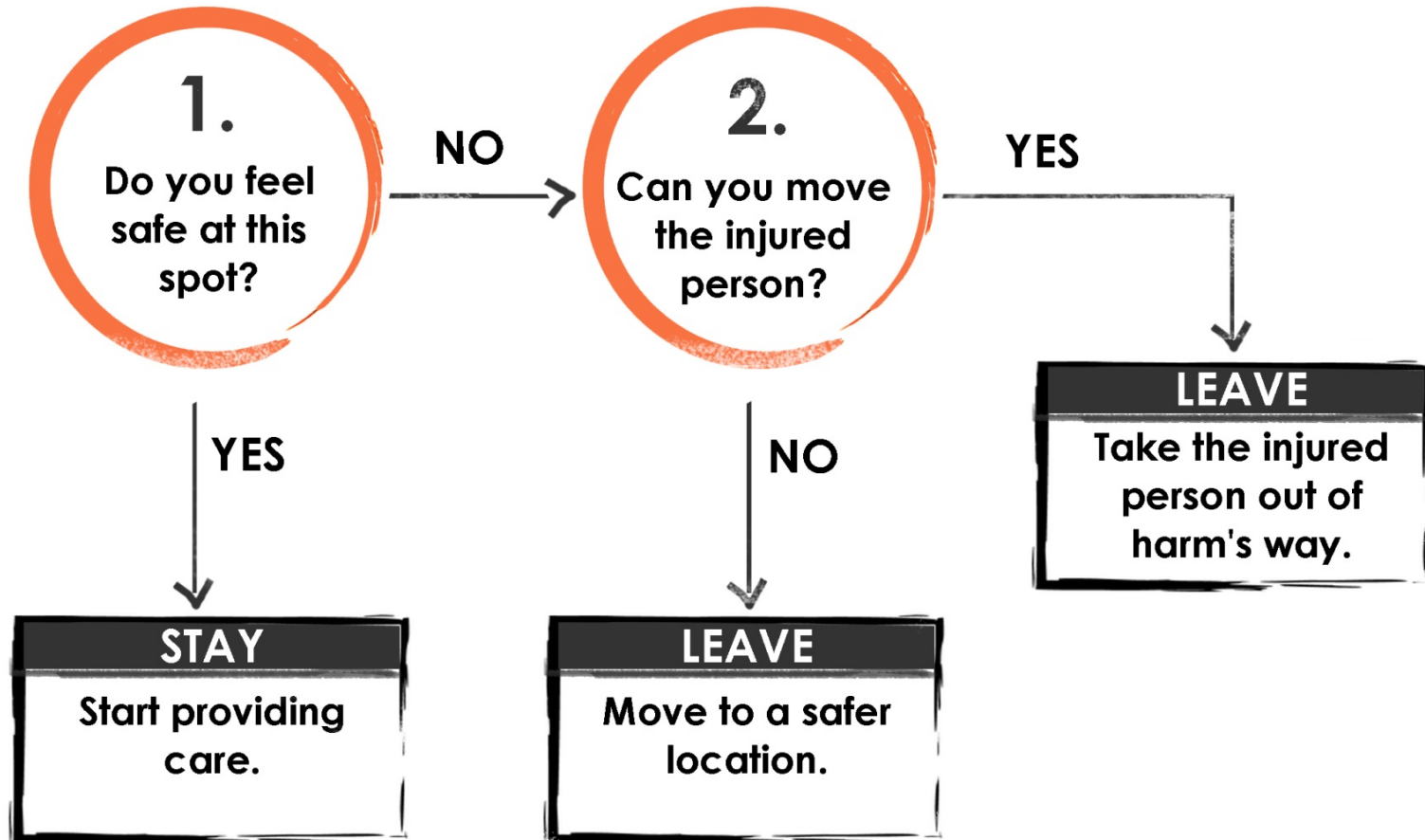
ACTIVITY REVIEW

What did you notice?

- Car Wreck
- Concert Collapse
- Passenger Down
- Tree Fall

BEFORE TAKING ACTION

Use your best judgment...



HOW TO MOVE THE INJURED



Move Smartly

- Use others around you
- Use things around you: blankets, chairs, carts etc.

Moving an injured person who is in grave danger **will not** cause more harm than leaving them to die.





KEY POINTS

- Use your senses to gain situational awareness.
- When you can, move the injured away from harm using others to assist when possible.
- Use your best judgment, you are the help until help arrives.

BREAK



Topic 4

Stop the Bleeding



TOPIC FOUR OBJECTIVES

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

1. Recognize life-threatening bleeding.
2. Apply firm, steady pressure to stop life-threatening bleeding.
3. Understand when to use a tourniquet.
4. Optional: Apply a tourniquet.

Stop the Clock!

Every minute with uncontrolled bleeding decreases chance of survival!





WHY STOP THE BLEEDING

Please select the picture within the slide to play the video.



Video can be found at: <https://www.youtube.com/watch?v=z331Zcmropc>

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 lose that amount in just **minutes!**



5 liters of blood



2.5 liters of blood



HOW TO STOP THE BLEEDING

Please select the picture within the slide to play the video.



Video can be found at: <https://www.youtube.com/watch?v=e1nR5stSZn0>

STEPS TO CONTROL BLEEDING

- STEP 1:** Find the source(s) of bleeding.
- STEP 2:** If you have something to put in between the blood and your hands, use it. (Examples: gloves, a cloth, a plastic bag, etc.)
- STEP 3:** Apply firm, steady pressure directly on the source of the bleeding. Push hard to stop or slow bleeding – even if it is painful to the injured!
- STEP 4:** Keep pressure until EMS arrives.

WHEN TO USE A TOURNIQUET

Think of a tourniquet as another way to apply firm, steady pressure when:

- The injury is to an arm or leg.
- The bleeding is so severe it cannot be controlled otherwise.



HOW TO USE A TOURNIQUET

(OPTIONAL)

1. Place as high as possible on the injured limb – closest to the torso. (Can be placed over clothing.)
2. Pull the strap through the buckle.
3. Twist the rod tightly until bleeding stops/slows significantly. (May be very painful.)
4. Secure the rod.
5. If bleeding doesn't stop place a second tourniquet.
6. Leave in place until EMS takes over care.



If you don't have a commercially available tourniquet, you can attempt to improvise one using material that is:

- ✓ Broad
- ✓ Flexible
- ✓ Strong
- ✓ Able to be twisted, tightened, and secured



KEY POINTS

- Apply firm, steady pressure on the source of bleeding.
- If you cannot control the bleeding with manual pressure, then consider applying a tourniquet.
- Keep pressure until professional first responders arrive.



Topic 5

Position the Injured



TOPIC FIVE OBJECTIVES

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

1. Describe life-preserving body positions for an injured person who is conscious.
2. Describe life-preserving body positions for an injured person who is unconscious.

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!



TRIPOD POSITION

Allows the lungs and ribcage to expand as fully as possible.

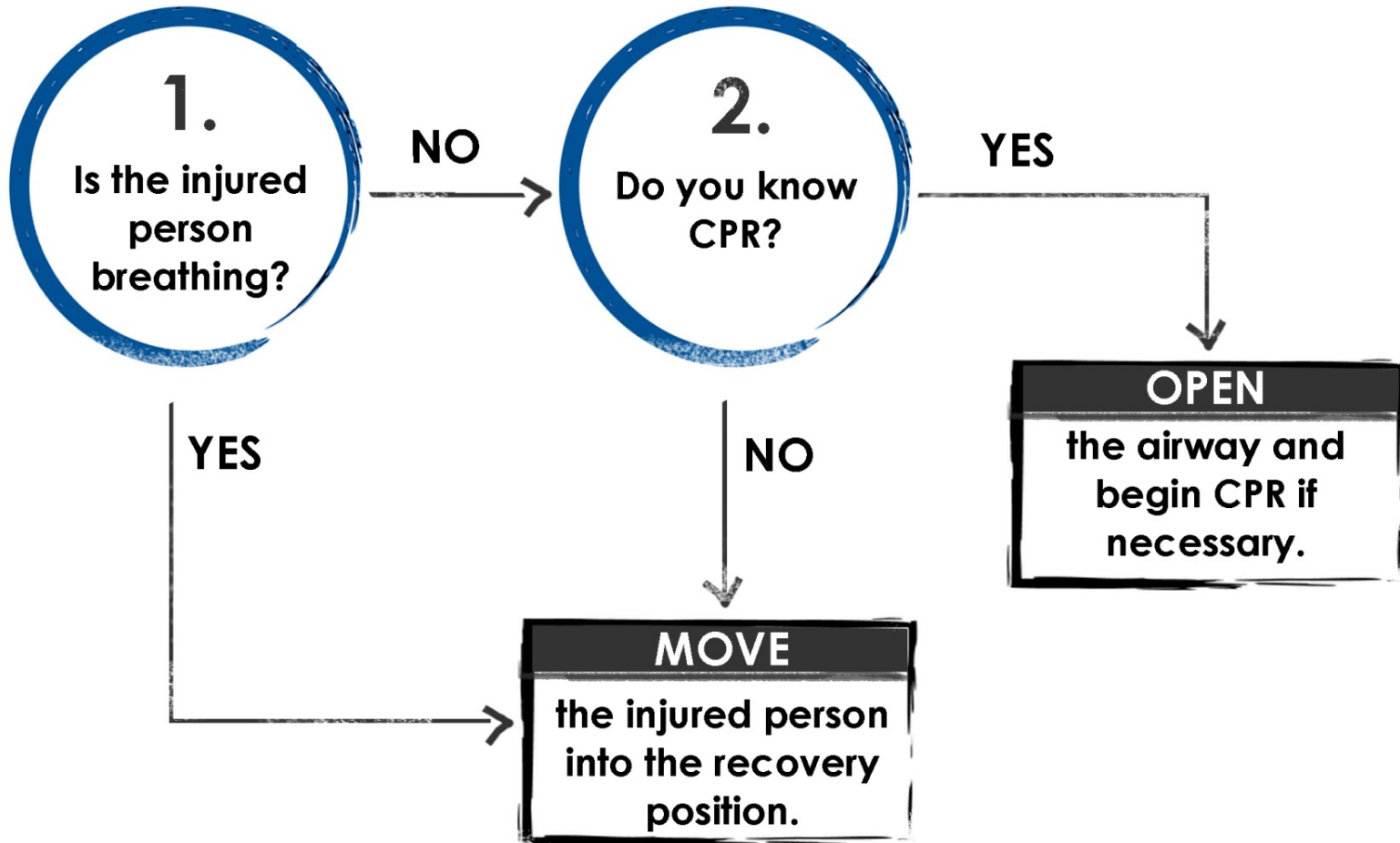


When sitting on a raised platform (e.g., chair, bench): Legs shoulder width apart, elbows or hands on knees, leaning slightly forward.



When standing: Legs shoulder width apart, hands on knees arms straight, leaning forward with flat back.

ASSESS THE UNCONSCIOUS



RECOVERY POSITION SET-UP



- **Body:** Laid on its side
- **Bottom Arm:** Reached outward
- **Top Arm:** Rest hand on bicep of bottom arm
- **Head:** Rest on hand
- **Legs:** Bent slightly
- **Chin:** Raised forward
- **Mouth:** Pointed downward

MOVE WITH PURPOSE

Although the risk is very small, it is possible that moving someone into the recovery position could cause harm to their spine.

- Try to support the head and neck when rolling them onto their side.
- Don't move them more than necessary.



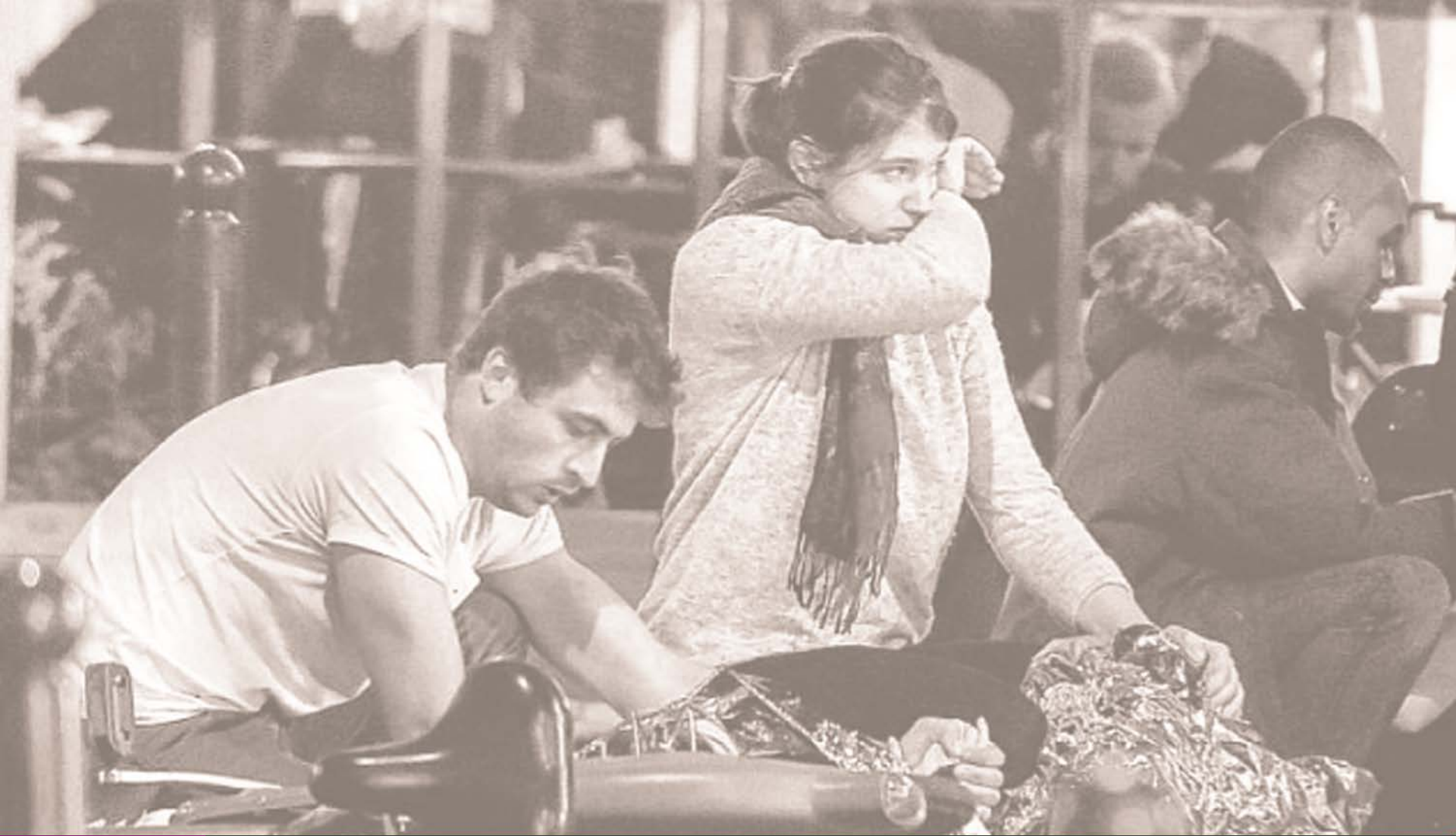
Demonstration:

1. Assume that the unconscious injured individual is breathing.
2. Place them into the recovery position using the technique you just learned.



KEY POINTS

- If someone is conscious and breathing, allow them to position themselves. Do not force the injured to lie down or sit up.
- If someone is unconscious, move them into the recovery position. Minimize movement of the head and neck.



Topic 6

Provide Comfort



Instructions:

Think about if...

- You were in a position to provide comfort and assistance to someone else?
- Someone else provided comfort and assistance to you?

What did you/they do? How did it affect you?



TOPIC SIX OBJECTIVES

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

1. Use simple words to comfort and engage with the injured.
2. Use simple actions to provide comfort and practical assistance to injured.

What can you say?

Share names and ask basic questions.

- How can I help?
- What do you need?
- What happened?

Tell them what:

- You currently know about what happened but don't speculate.
- Is being done to assist them.
- Is going to happen next.

What can you do?

- **Keep them warm.**
- Offer a hand to hold.
- Maintain eye contact.
- Be patient and understanding.
- If you have to move on to provide aid to another person, let them know.

KEEPING THE INJURED WARM

Keeping the injured person warm will:

- Improve blood clotting.
- Reduce stress on the body.
- Provide a level of comfort.



WORKING WITH CHILDREN



- Sit or crouch at eye level.
- Shield them as much as possible from the scene; create a barrier between them and the injured.
- Use simple words.
- Listen carefully and ask questions to make sure they understand.
- Be aware that children may start acting younger than their age.

WORKING WITH THOSE WITH ACCESS AND FUNCTIONAL NEEDS

- Ask what you can do to help, don't assume.
- If the person has a caregiver or family member with them, keep them together.
- If the person has medical equipment or a service animal with them, keep them together.
- Confusion, difficulty hearing, loss of memory, and other similar issues may be the result of injuries.





KEY POINTS

- Keep the injured warm.
- Ask permission to provide help if the injured person is conscious.
- Be respectful of individual needs.



Before You Go - Prepare to Help

PREPARE AT HOME

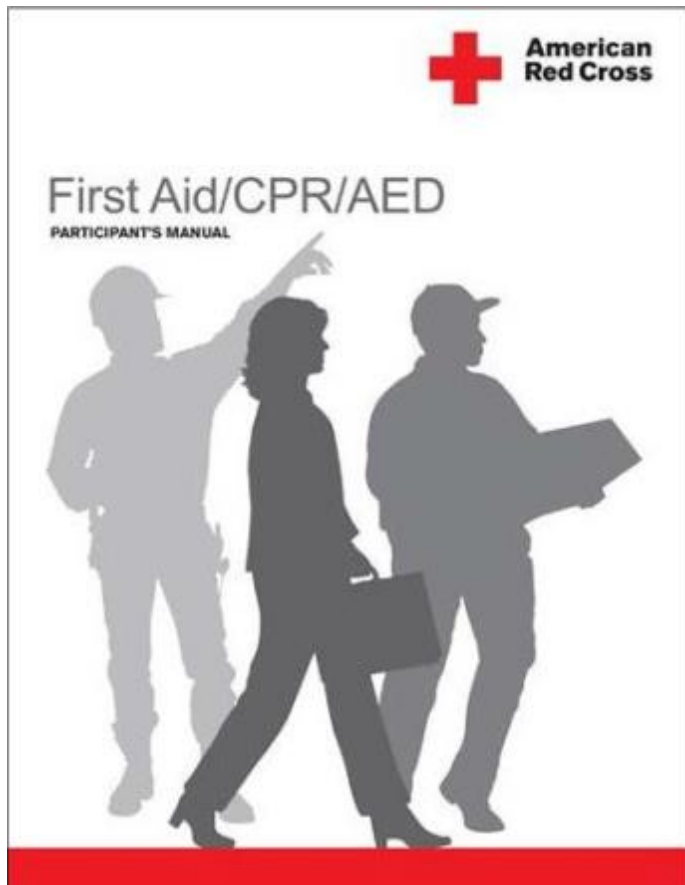
- ✓ Make a plan.
- ✓ Keep supplies at home, work and in your vehicles.
- ✓ Sign up for emergency alerts and warnings.
- ✓ Practice.



For life-threatening events, have one kit for home, work, and vehicles:

- ✓ Emergency trauma dressing(s) – 6-inch
- ✓ S-rolled gauze
- ✓ An effective tourniquet with instructions
- ✓ Trauma shears
- ✓ Gloves
- ✓ Emergency blanket
- ✓ Bag/Container to hold the equipment and dressings

ENHANCE YOUR SKILLS



THANK YOU

COURSE EVALUATION

Please complete your course evaluation.