UNTIL HELP ARRIVES
WELCOME
HOUSEKEEPING

• Breaks
• Restrooms
• Emergency Exits
• Course Duration
This course contains graphic images and audio clips from real life events that some may find disturbing.
GOAL OF THE COURSE

To teach you the basic skills to keep people with potentially life-threatening injuries alive until professional help arrives.
COURSE OVERVIEW

- Introduction: You Make a Difference
- Step 1: Call 9-1-1
- Step 2: Stay Safe
- Step 3: Stop the Bleeding
- Step 4: Position the Injured
- Step 5: Provide Comfort
- Before You Go: Prepare to Help
COURSE OBJECTIVES

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

☑ Effectively communicate with 9-1-1 operators

☑ Stay safe

☑ Stop life-threatening bleeding

☑ Position the injured

☑ Provide emotional support
Introduction
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
OBJECTIVES

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

✔ State the steps you can take when responding to an emergency situation.

✔ Be familiar with different reactions you may have in a stressful event.

✔ Understand how practice can improve your skills.
GROUP ACTIVITY

Instructions:

1. Break up into small groups.

2. Observe the following slides, which contain pictures of real emergencies.

3. Write down who you see in each picture, and what they are doing.
CAR CRASH
LAS VEGAS SHOOTING
ACTIVITY DISCUSSION

What did you see?

☑️ People calling 9-1-1
☑️ People moving the injured away from danger
☑️ People providing care for life-threatening injuries
☑️ People providing comfort to the wounded
TYPES OF INCIDENTS

Serious injuries can result from different types of incidents.

<table>
<thead>
<tr>
<th>Common</th>
<th>Rare</th>
<th>Very Rare</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type:</strong> Vehicle crashes and injuries at home</td>
<td><strong>Type:</strong> Man-made and local weather incidents</td>
<td><strong>Type:</strong> Large-scale disasters</td>
</tr>
<tr>
<td><strong>Examples:</strong> Car, motorcycle, bicycle, pedestrian, home repair injuries</td>
<td><strong>Examples:</strong> Tornado, multi-vehicle crashes, active shooter</td>
<td><strong>Examples:</strong> Acts of terrorism, bombings, large-scale transportation incidents</td>
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</table>
YOU MAKE A DIFFERENCE

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

• Call 9-1-1.

• Stay safe and move the injured away from danger.

• Apply pressure or a tourniquet to stop bleeding.

• Help the injured breathe by allowing them to position themselves, or placing them on their side if they are unconscious.

• 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.


Video can be found at: https://www.youtube.com/watch?v=i8Wc5VwksPU
INTRODUCTION: YOU MAKE A DIFFERENCE

CHAIN OF SURVIVAL

How the emergency medical system keeps people with serious injuries alive:

First Care: YOU
Non-Medical First Responders
Pre-Hospital Medical Care
Emergency Rooms
Trauma Surgeons
INTRODUCTION: YOU MAKE A DIFFERENCE

GROUP ACTIVITY

When a life-threatening incident occurs, what would:

1. Boost the chances that someone will help?
2. Cause someone not to take action?
INTRODUCTION: YOU MAKE A DIFFERENCE

WHEN PEOPLE ACT

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
INTRODUCTION: YOU MAKE A DIFFERENCE

DIFFUSION OF RESPONSIBILITY

• Someone must be the first to act!

• When multiple people witness an emergency, everyone assumes that someone else will help.

• The first person to step forward often triggers a supportive response from others.

Video can be found at: https://www.youtube.com/watch?v=aIGTyANMFb4
INTRODUCTION: YOU MAKE A DIFFERENCE

IMPACT OF STRESS

In an emergency, you will experience physical and psychological effects that may include:

- Distortion of Senses:
  - Sight (Tunnel Vision)
  - Sound
  - Altered sense of adrenaline (Fight/Flight response)

- Assessment Loop:
  - Denial
  - Deliberation
  - Action

- Temperature change
- Shaky
- Loss of other functions
- Nausea

- Distortion of Time
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 will improve your ability to act quickly and effectively.
STEP 1
CALL 9-1-1
STEP ONE OBJECTIVES

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

✔ Answer the 9-1-1 operator’s questions.

✔ Work with them during the call to help the injured.
GROUP ACTIVITY

Instructions:

1. How many of you have ever called 9-1-1?

2. If you have called 9-1-1, rate your demeanor on the phone using your fingers, on a scale of 1 – 5. (1 = not calm and 5 = really calm)
STEP 1: CALL 9-1-1

**CALL 9-1-1**

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

✔ Assess what is going on.

✔ Take appropriate action.

✔ Be as safe as possible.

It always helps to call – don’t assume someone else has already done so.
STEP 1: CALL 9-1-1

9-1-1 CALL: SHOOTING

Please select the picture within the slide to play the audio

Audio can be found at: Soundcloud Link
STEP 1: CALL 9-1-1

9-1-1 CALL: HOME INJURY

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=PLE8lPyHpiOnp_UBWU3NDo7l7U1uHx_KoF
YOU AND 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 situation.
COMMON QUESTIONS

Q Where: Specific locations such as floor, room number, landmarks
  • So responders can find you easily and quickly.

Q Type and severity of life-threatening situation
  • So the right responders and equipment are sent.

Q Safety concerns (obvious dangers or ongoing threats)
  • To help protect and aid everyone on the scene.
GROUP ACTIVITY

Instructions:

1. Use the scenario and role play as the witness.

2. Relay crucial information to the operator (role-played by the instructor) using what you just learned on the previous slides.
SCENARIO
ACTIVITY DISCUSSION

✅ **Specific Locations:** Mile markers, closest exit, nearby road sign, direction of travel

✅ **Incident Details:** Car position, number of cars involved

✅ **Injuries:** Awake? Talking? In pain? Breathing?

✅ **Potential Hazards:** Flammable liquids, unstable ground, oncoming traffic
Always call 9-1-1 as soon as possible, but never delay bleeding control or moving someone away from imminent danger.

Provide as much specific information as possible including where you are, what happened, how many are injured, the severity of the injuries, and any potential hazards.

Follow the operator’s instructions and guidance.
STEP 2
STAY SAFE
STEP TWO OBJECTIVES

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

- Decide whether to stay and help, move the injured to safety, or get yourself to safety.
- 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
GROUP ACTIVITY

Instructions:

1. For the following slides, write down what you may see, hear, or smell.

2. Look for hazards and resources.
SCENE: CIRCULAR SAW INJURY
SCENE: MOTORBIKE ACCIDENT
SCENE: BICYCLE ACCIDENT
ACTIVITY REVIEW

What did you notice?

• Car Crash
• Circular Saw Injury
• Motorbike Accident
• Bicyclist Struck
STEP 2: STAY SAFE

BEFORE TAKING ACTION

Use your best judgment...

Do you feel safe here?

Yes

STAY
Start providing care

No

Can you move the injured person?

Yes

LEAVE
Take the injured person out of harm’s way

No

LEAVE
Move to a safe location
HOW TO MOVE THE INJURED

Move Smartly

• Get help from others around you

• Use things around you, such as blankets, chairs, and carts.

Moving an injured person who is in grave danger will not cause more harm than leaving them to die.
HOW TO MOVE THE INJURED

• Drags and one-person carries for moving injured short distances

• Two-person carries for longer distances
STEP 2: STAY SAFE

KEY POINTS

- Use your senses to gain situational awareness.
- When you can, move the injured away from harm using others to assist if possible.
- Use your best judgment, you are the help until help arrives.
STEP 3
Stop the Bleeding
STEP THREE OBJECTIVES

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

✔ Recognize life-threatening bleeding.

✔ Apply firm, steady pressure to stop bleeding.

✔ Understand when to use a tourniquet.

✔ Optional: Apply a tourniquet.
WHY STOP THE BLEEDING

Stop the Clock!

• Every minute with uncontrolled bleeding decreases the chance of survival!

• 35% of pre-hospital trauma deaths are due to blood loss.*


Video can be found at: https://www.youtube.com/watch?v=z331Zcmropc
STEP 3: STOP THE BLEEDING

IRREVERSIBLE SHOCK

This is the average amount of blood in the body.

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!
STEP 3: STOP THE BLEEDING

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
STEP 3: STOP THE BLEEDING

STEPS TO CONTROL BLEEDING

1. Find the source(s) of bleeding.

2. If you have something to put in between the blood and your hands, use it. Examples include gloves, a cloth, or a plastic bag.

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!

4. Keep applying 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 up as possible on the injured limb – closer to the torso. It can be placed over clothing.

2. Pull the strap through the buckle.

3. Twist the rod tightly until bleeding stops/slow significantly. This may be painful!

4. Secure the rod.

5. If bleeding doesn’t stop, place a second tourniquet.

6. Leave in place until EMS takes over care.
MAKESHIFT TOURNIQUETS (OPTIONAL)

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.

✔️ Continue applying pressure and do not remove a tourniquet until professional first responders arrive.
STEP 4
Position the Injured
STEP FOUR OBJECTIVES

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

✔ Describe life-preserving body positions for an injured person who is conscious.

✔ 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!
STEP 4: POSITION THE INJURED

TRIPOD POSITION

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

When sitting on a chair or 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

Is the injured person breathing?

Yes → Move the injured person into the recovery position

No → Do you know CPR?

Yes → Open the airway and begin CPR

No →
STEP 4: POSITION THE INJURED

RECOVERY POSITION SETUP

Legs
Bent slightly

Top Arm
Forearm resting on bicep of bottom arm

Mouth
Pointing downward

Head
Resting on hand

Bottom Arm
Reaching outward

Body
Laying on its side

Chin
Raised forward
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.
• Continue supporting their head if possible.
• Don’t move the individual more than necessary.
GROUP ACTIVITY

Demonstration:

1. Assume that the unconscious injured individual is breathing.

2. Position the individual in 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.
Step 5
PROVIDE COMFORT
STEP FIVE OBJECTIVES

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

✔ Use simple words to comfort and engage with the injured.

✔ Use simple actions to provide comfort and practical assistance.
GROUP ACTIVITY

Instructions:

Think about if...

1. You were in a position to provide comfort and assistance to someone else.
2. Someone else provided comfort and assistance to you.
3. What did you/they do? How did it affect you?
4. Write down your memories of the experience.
STEP 5: PROVIDE COMFORT

SIMPLE WORDS

What can you say?

Share names and ask basic questions:

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

Tell them:

• What happened, but don’t speculate.
• What is being done to assist them.
• What is going to happen next.
SIMPLE ACTIONS

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.
STEP 5: PROVIDE 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
WORKING WITH THOSE WITH DISABILITIES AND 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 vehicle.
✔️ Sign up for emergency alerts and warnings.
✔️ Practice.
EMERGENCY AID KIT

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

American Red Cross

American Heart Association

Learn and Live

CERT

COMMUNITY EMERGENCY RESPONSE TEAM

medical reserve corps
SUPPLEMENTAL RESOURCES
ENHANCE YOUR SKILLS

Training Programs

- First Aid
- Heartsaver CPR/AED
- Babysitting and Child Care
- Lifeguard
- Swimming/Water Safety

www.redcross.org/take-a-class
ENHANCE YOUR SKILLS

Training Programs

- CPR/AED & First Aid
- CPR in Schools
- Hands-Only CPR
- Workforce Training

American Heart Association

Learn and Live

www.cpr.heart.org
ENHANCE YOUR SKILLS

Community Emergency Response Teams (CERT)

✔️ Respond to emergencies in your neighborhood.
✔️ Learn basic disaster preparedness and response skills.
✔️ Improve the resilience of your community.

www.ready.gov/CERT
ENHANCE YOUR SKILLS

Medical Reserve Corps (MRC)

✅ As a member of an MRC unit, you can be part of an organized and trained team.

✅ You will be ready and able to bolster local emergency planning and response capabilities.

✅ Many MRC volunteers assist with activities to improve public health in their community.
https://www.ready.gov/until-help-arrives

Take the You Are the Help Until Help Arrives web-based training below:

1. Complete the survey and earn your certificate, follow this link to get your certificate of completion.
2. Download in-person training materials, follow this link to visit the instructor page and download the course content so that you can teach others.
THANK YOU