

Wilderness and Remote First Aid Emergency Reference Guide

Detailed Course Outline and Learning Objectives



Your Name _____

Detailed Course Outline and Learning Objectives

Note: This outline provides an overview of the course knowledge and skills to be taught in the American Red Cross Wilderness and Remote First Aid course. The Wilderness and Remote First Aid course is nominally 16 hours in length. The course length includes the minimum time needed for practicing skills and conducting class activities. The listed times allotted in the lesson plans do not include breaks or times for meals. The NBO Scout Training Team schedules approximately 20 hours to deliver this course following a two-day, overnighter format using age-appropriate training techniques for mature, Venture age teenagers. Meal times and cracker barrels are utilized to cover some training objectives. Many elements shown in the timeline are incorporated in the practical scenarios.

The NBO Scout Training Team staff will follow the course lesson plans in the instructor's manual. However, since course delivery depends on many factors, such as the availability of classroom space, equipment, weather and time, we may have to reorganize this outline. All of the content in the lesson plans will be covered and all course objectives are will be met. **All course objectives must be successfully met for participants to receive certification. You MUST also attend all scheduled sessions including meals.**

Welcome to American Red Cross Wilderness and Remote First Aid - WaRFA!

Introduction to the Course – WaRFA Course Overview (30 min)

After completing this lesson, participants will be able to:

- Define wilderness first aid.
- Describe the difference between wilderness first aid and standard first aid.
- Articulate all course goals, requirements and resources.

Notes

- ✓ Checked in
- ✓ BSA Medical
- ✓ Adult CPR/AED Certification
- ✓ Course Fees Paid
- ✓ Camp Parking Pass
- ✓ Camping Assignment Site # _____

Members of my Training Patrol:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Lesson #1 - Wilderness and Remote First Aid Kits (15 min)

After completing this lesson, participants will be able to: **[Page 12 - 14 ERG]**

- Describe the contents of an adequate wilderness and remote first aid kit and their uses.
- Determine how to modify a wilderness and remote first aid kit based on the group size, trip duration, trip destination and time of year.
- Describe ways first aid can be improvised using items that they have on hand, such as Personal belongings or from a campsite.

Lesson #2 - Assessment Part 1-Primary (Initial) Assessment (45 min)

After completing this lesson, participants will be able to: **[Page 15 - 17 ERG]**

- Describe the importance of immediately establishing control of the scene.
- Describe the importance of establishing a safe scene, including checking for hazards and using standard precautions.
- Define mechanism of injury (MOI).
- Describe why MOI is important as a factor in assessment.
- Demonstrate how to perform a primary (initial) assessment, including assessing airway, breathing, circulation, disability and the environment (ABCDEs).

Notes

Lesson #3 – Assessment Part 2-Secondary (Focused) Assessment (1 hr, 45 min)

After completing this lesson, participants will be able to: **[Pages 17 – 18 ERG]**

- Discuss the importance of taking a personal history.
- Discuss how to take a history.
- Demonstrate taking a personal history by asking questions related to signs and symptoms, allergies, medications, pertinent past medical history, last intake and output,
- and events surrounding the incident (SAMPLE).
- Discuss the importance of a hands-on physical exam.
- Demonstrate a hands-on physical exam on a person.
- Discuss the importance of vital signs and their changes over time.
- Demonstrate how to take a set of vital signs, including:
 - Level of responsiveness (LOR).
 - Respiratory rate (RR), rhythm and quality.
 - Heart rate (HR), rhythm and quality.
 - Skin color, temperature and moisture (SCTM).
- Discuss the importance of documentation.
- Demonstrate documentation in written and verbal form using information gathered using the subjective, objective, assessment and plan (SOAP) format.

Lesson #4 - CALLing for Help and Evacuation Considerations (15 min)

After completing this lesson, participants will be able to: **[Page 19 ERG]**

- Describe four options for obtaining help and the factors for making the best choice.
- Discuss the options for calling from a delayed-help perspective.
- Demonstrate a call using the Wilderness and Remote First Aid Report Form/Rescue Request.
- Identify critical factors in ensuring a successful evacuation.
- Demonstrate planning and preparing the injured or ill patient and the group for evacuation.

Notes

Lesson #5 - Shock and Heart Attack (30 min)

After completing this lesson, participants will be able to:

[Pages 64 – 67 ERG]

- Define shock and discuss briefly the stages of shock.
- List the signs and symptoms of shock.
- Describe when shock may be a threat to life.
- Demonstrate the emergency treatment of shock.
- Describe the long-term care for a patient in shock.
- Define heart attack.
- List the signs and symptoms of a heart attack.
- Demonstrate the emergency treatment of a heart attack.
- Describe the long-term care for a patient having a heart attack.
- Describe situations that would require an evacuation versus a rapid evacuation.

Lesson #6 - Chest Injuries (30 min)

After completing this lesson, participants will be able to:

[Pages 43 – 47 ERG]

- Demonstrate a field assessment of a person with a chest injury.
- Describe the emergency treatment of and long-term care for:
 - Fractured rib/clavicle.
 - Pneumothorax.
 - Tension pneumothorax.
 - Flail chest.
 - Sucking chest wound.
- Describe situations that would require an evacuation versus a rapid evacuation.

Notes

Lesson #7 - Head (Brain), Neck and Spinal Injuries (2 hrs)

After completing this lesson, participants will be able to: **[Pages 47 – 55 ERG]**

- Demonstrate a field assessment for injuries to the head.
- List the signs and symptoms of a closed head injury and a skull fracture.
- Describe the emergency treatment of and long-term care for a head injury.
- Describe how some head injuries could be prevented.
- List the most common mechanisms of injury (MOIs) for spinal trauma.
- List the signs and symptoms of spinal injury.
- Demonstrate a field assessment for injuries to the spine.
- Demonstrate how to properly restrict spinal motion with an improvised collar.
- Discuss the importance of proper lifting and moving of patients.
- Demonstrate a one-rescuer roll from back to side, side to back and face-down to back with placement of a protective pad underneath the patient.
- Demonstrate a two- and three-rescuer roll from back to side, side to back and face-down to back with placement of a protective pad.
- Demonstrate body elevation and movement (BEAM) of a patient.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Describe how some spinal injuries could be prevented.

Also see Emergency and Non-Emergency Moves **[Pages 94 – 98 ERG]**

Notes

Lesson #8 - Wounds and Wound Infection (2 hrs, 15 min)

After completing this lesson, participants will be able to:

[Pages 73 – 84 ERG]

- Define serious bleeding.
- Demonstrate control of bleeding, including direct pressure, packing the wound and tourniquets.
- Define abrasion, laceration and blister.
- Demonstrate wilderness treatment for abrasions, lacerations and blisters, including the use of improvisation.
- Describe the signs, symptoms and treatment of wounds and skin infections.
- Describe personal and camp hygiene and its role in prevention of skin infections.
- Demonstrate proper wound-cleaning techniques, including pressure irrigation, scrubbing and rinsing.
- Define and describe care for common medical problems related to ears, nose and teeth.
- Describe care and prevention of bites from mosquitoes, ticks and venomous snakes.
- Describe situations that would require an evacuation versus a rapid evacuation.

Notes

Lesson #9 - Bone and Joint Injuries (2 hrs, 15 min)

After completing this lesson, participants will be able to:

[Pages 29 – 39 ERG]

- Define strain, sprain, fracture and dislocation.
- List the signs and symptoms of a strain, sprain, fracture and dislocation.
- Demonstrate a field assessment for injuries to bones and joints.
- Define RICE (rest, immobilization, cold and elevation).
- Describe the use of RICE.
- Demonstrate and/or describe the emergency treatment, including the use of improvisation, for:
 - Strains and sprains.
 - Fractures.
 - Dislocations, including realignment of fingers, toes, patella and shoulder.
- Describe the emergency treatment for:
 - Angulated fractures.
 - Open fractures.
- Describe the long-term care for injuries to bones and joints.
- Describe how to prevent some bone and joint injuries.
- Describe situations that would require an evacuation and situations that would require a rapid evacuation.

Lesson #10 - Burns (30 min)

After completing this lesson, participants will be able to:

[Pages 40 – 43 ERG]

- Define types of burn injuries.
- Define and demonstrate the proper management of superficial, partial-thickness and full thickness burns in short and long-term settings.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Identify ways to prevent burn injuries.

Notes

Lesson #11 - Abdominal Illnesses (30 min)

After completing this lesson, participants will be able to: **[Pages 86 – 87 ERG]**

- Demonstrate a field assessment for abdominal pain and/or discomfort.
- List the indications (signs and symptoms) of serious abdominal pain and/or discomfort.
- Define and describe the treatment of and long-term care for stomachache and diarrhea.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Describe personal and camp hygiene and their role in prevention of abdominal problems.

Lesson #12 - Hypothermia (45 min)

After completing this lesson, participants will be able to: **[Pages 59 – 62 ERG]**

- Describe the mechanisms of heat loss versus heat gain.
- Define hypothermia.
- List the signs and symptoms of mild and severe hypothermia.
- Demonstrate the emergency treatment of and describe the long-term care for mild and severe hypothermia.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Describe the prevention of hypothermia.

Lesson #13 - Heat-Related Illnesses (1 hr)

After completing this lesson, participants will be able to: **[Pages 56 – 59 ERG]**

- Define heat exhaustion, heat stroke and hyponatremia.
- Describe the prevention of heat-related illnesses.
- List the signs and symptoms of heat exhaustion, heat stroke and hyponatremia.
- Describe the emergency treatment of and long-term care for heat exhaustion, heat stroke and hyponatremia.
- Describe situations that would require an evacuation versus a rapid evacuation.

Notes

Lesson #14 - Lightning (30 min)

After completing this lesson, participants will be able to: **[Pages 62 – 64 ERG]**

- Describe how lightning can cause injury and/or death.
- Describe the prevention of a lightning-induced injury and/or death.
- Describe the emergency treatment of and long-term care for lightning-induced injuries, including respiratory arrest and cardiac arrest.
- Describe situations that would require an evacuation versus a rapid evacuation.

Lesson #15 - Altitude Illnesses (30 min)

After completing this lesson, participants will be able to: **[Pages 26 – 29 ERG]**

- Define altitude illnesses, including acute mountain sickness (AMS), high altitude cerebral edema (HACE) and high altitude pulmonary edema (HAPE).
- List the signs and symptoms of AMS, HACE and HAPE.
- Describe the emergency care of and long-term care for AMS, HACE and HAPE.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Describe the prevention of AMS, HACE and HAPE, including the process of acclimatization.

Lesson #16 - Submersion Incidents (35 min)

After completing this lesson, participants will be able to: **[Pages 67 - 72 ERG]**

- Describe briefly the general sequence of events during a submersion (drowning) incident.
- Describe the safest and most efficient means of removing a submersion victim from the water.
- Describe the emergency treatment of and long-term care for a drowned patient.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Describe how to prevent some submersion incidents.

Notes

Lesson #17 - Allergies and Anaphylaxis (40 min)

After completing this lesson, participants will be able to:

[Pages 22 – 26 ERG]

- Describe the basics of an allergic response and its treatment and prevention.
- Define anaphylaxis.
- List the signs and symptoms of anaphylaxis.
- Describe the function of epinephrine.
- Describe conditions under which an injection of epinephrine will be considered.
- Describe the use of EpiPen© and Twinject© epinephrine injections systems.
- Describe the function of oral antihistamines in anaphylaxis.
- Discuss when and how much oral antihistamine will be used.
- Describe situations that would require an evacuation versus a rapid evacuation.
- Describe how some allergic reactions including anaphylaxis could be prevented.

Team Scenarios A – Detailed Patient Assessment (1 hr)

Team Scenarios B – Final evaluation, wilderness based multi causality (3 hrs)

Notes

- ✓ Received signed Certification Card (check spelling and date)
- ✓ Pick up BSA Medical
- ✓ Campsite/Latrine/Shower Clean
- ✓ Collect all Personal Gear and Class Materials
- ✓ Assist Training Team Staff with tables, benches/chairs and equipment
- ✓ Complete course evaluation form

www.scoutcpr.org

Notified Date & Time	By Neighbor 12/24 23:30	On Scene Time	23:42	Scene Safe? Yes	Incident Occurred Time	around 23:30	Notify 911? <u>Y</u> <u>N</u> Time	23:45 by radio *
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Age	70+	Sex	<u>M</u> <u>F</u>	Name	Old lady AKA "Grandma"	Unit	
Health Form - Permission to treat Implied Initially/Permission then granted at A+Ox4							
MOI - Mechanism of Injury Apparently run over by a reindeer							
C/C - Patient's Chief Complaint Headache/Cold/ blood on dress							
HPI - H_x of Present Illness: Location, Onset, Duration, Frequency, Quality, Quantity, Exacerbations, Reliefs, Prior H _x of same complaint Some relief after log-roll/ Pain +7 initial, +4 after on blanket							

Vitals (OMIT sections you are not trained to complete)

Time	23:45	23:50	23:55 **	00:00	00:10	00:20	00:35
LOC A+O ^x V P U	P	V	A+Ox1	A+Ox3	A+Ox4		EMS on Site
Skin ctm	pale/cold	same	pale/norm	good			
H R tq	90	>60	72	70	68	72	
R R tq	10/shallow	20+	12/Norm	12	10	12	
Pupils perrl		Resp =	Resp =				
BP			180/P	160/90	156/90	156/86	

Patient exam locations of pain, tenderness & injuries; Circulation Sensation Motion

Primary survey - LOC established/breathing and airway management ok in position found. Only painful response initially,
Focused secondary - contusion on forehead, abrasions on back Complete head/toe reviled no additional injuries. PT was initially very disoriented, After A+Ox4 kept talking about a flying sleigh/Elves and a reindeer with a red light. MOI suggests possible head/neck/back injury.
Signs & Symptoms Hoof mark on forehead/bleeding/scratches on back/ disoriented/ ETOH. No other apparent injuries.
Allergies Peanuts/ Fruitecake/ daughter-in-law
Meds R _w , OTC, Rec. BP meds/ had not taken meds since yesterday PM
Past Pertinent Med H_x Nothing apparently pertinent. History of drinking at son's house and walking home alone.

Last Oral Intake, Outputs wine/turkey-full meal at 19:00. Wine and eggnog until about 23:15. (confirmed no peanuts or fruitcake)
Events leading to accident/illness Departed son's residence walking home in snow. Recalls leaving then seeing a fast-moving red light. Neighbor reported hearing a commotion and crash just over the river and near the woods.

Assessment (problems)

1. <i>Possible</i> Head/neck/back injury	<u>R</u> <u>Y</u> <u>G</u>
2. <i>Possible</i> Exposure to elements	<u>R</u> <u>Y</u> <u>G</u>
3. <i>Possible</i> Bleeding from forehead/abrasions on back (no noticeable bleeding on back during log-roll)	<u>R</u> <u>Y</u> <u>G</u>
4. <i>Possible</i> Remote location (Over the river and through the woods)	<u>R</u> <u>Y</u> <u>G</u>

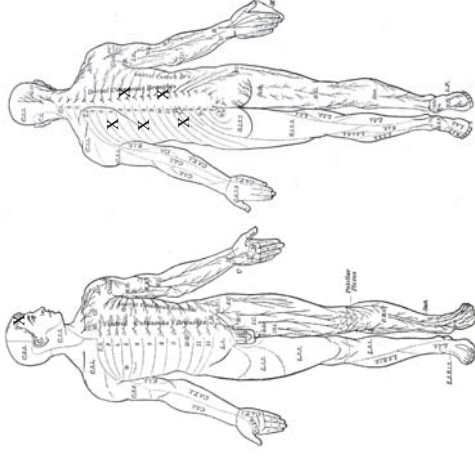
Airway**Breathing****Circulation (Chunk)****Disability****Environment****Plan for each problem and for getting help**

1	Initial in-line stabilization. In place at 23:47. (MC advised by radio)
2	Protect as possible in-place. Log-roll to blanket under PT (after confirmation from MC) Approved at 00:05
3	Control bleeding. Direct pressure on forehead as possible/clean/bandage. Irrigate/clean back and bandage as practical
4	Send member to designated county road mile marker to direct EMS to site. (just follow deer tracks)

Monitor Interval Every 5 minutes until A+Ox4 then at 15 minutes max. Assist EMS as directed on site. Positive MC established 23:55

EVAC? <u>Y</u> <u>N</u>	Date & Time 12/25 about 00:50	By: EMS Unit 13
Care by:		Care by:
Care by:		Care by:

Note: Crew searched the immediate area for additional victims... only found lots of reindeer poop (no reindeer), a green Elf's hat (no Elf) and sleigh tracks abruptly ending (no sleigh). Alerted the CAP to start a SAR for possible missing sleigh.



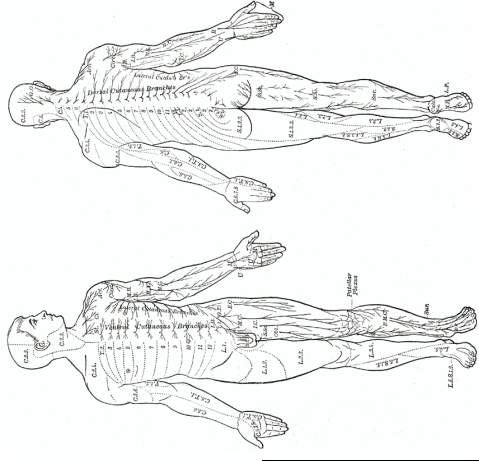
* EMS Delayed due to conditions
Expected ETA about 45 minutes.

** First Responder on Scene

Patient Assessment Record

Notified Date & Time	On Scene Time	Scene Safe?	Incident Occurred Time	Notify 911? Y N Time
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Age	Sex	M	F	Name	Unit
Health Form - Permission to treat					
MOI - Mechanism of Injury					
C/C - Patient's Chief Complaint					
HPI - H_x of Present Illness: Location, Onset, Duration, Frequency, Quality, Quantity, Exacerbations, Reliefs, Prior H _x of same complaint					



Vitals (OMIT sections you are not trained to complete)

Time					
LOC A+O* V P U					
Skin ctm					
H R tq					
R R tq					
Pupils perrl					
BP					

Patient exam locations of pain, tenderness & injuries; Circulation Sensation Motion

Signs & Symptoms

Allergies

Meds R_w, OTC, Rec.

Past Pertinent Med H_x

Last Oral Intake, Outputs

Events leading to accident/illness

Assessment (problems)

1 Possible	R	Y	G
2 Possible	R	Y	G
3 Possible	R	Y	G
4 Possible	R	Y	G

Airway Breathing Circulation Disability Environment

Plan for each problem and for getting help

1
2
3
4

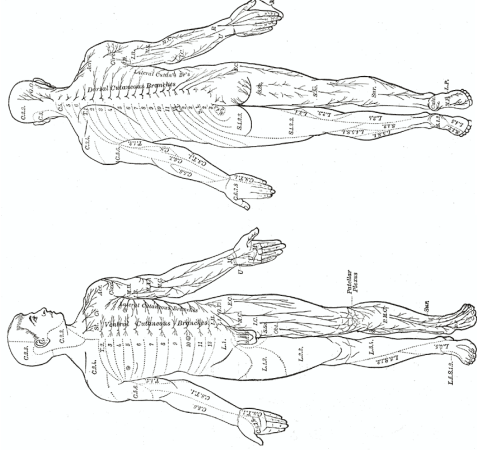
Monitor Interval

EVAC?	Y	N	Date & Time	By:
Care by:				Care by:
Care by:				Care by:

Patient Assessment Record

Notified Date & Time	On Scene Time	Scene Safe?	Incident Occurred Time	Notify 911? Y N Time
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1. Possible	R	Y	G
2. Possible	R	Y	G
3. Possible	R	Y	G
4. Possible	R	Y	G

Airway Breathing Circulation Disability Environment

Plan for each problem and for getting help

1
2
3
4

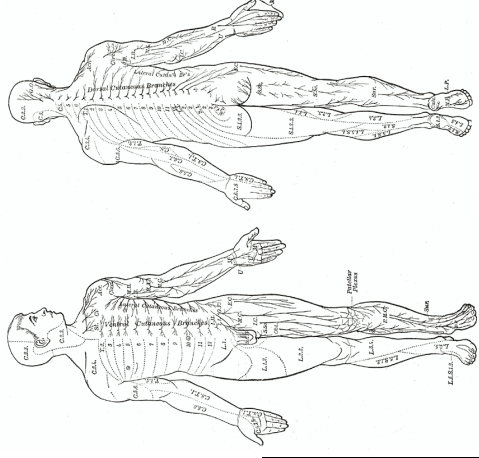
Monitor Interval

EVAC?	Y	N	Date & Time	By:
Care by:				Care by:
Care by:				Care by:

Patient Assessment Record

Notified Date & Time	On Scene Time	Scene Safe?	Incident Occurred Time	Notify 911? Y N Time
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Age	Sex	M	F	Name	Unit
Health Form - Permission to treat					
MOI - Mechanism of Injury					
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Vitals (OMIT sections you are not trained to complete)

Time					
LOC A+O* V P U					
Skin ctm					
H R tq					
R R tq					
Pupils perrl					
BP					

Patient exam locations of pain, tenderness & injuries; Circulation Sensation Motion

Signs & Symptoms

Allergies

Meds R_w, OTC, Rec.

Past Pertinent Med H_x

Last Oral Intake, Outputs

Events leading to accident/illness

Assessment (problems)

1 Possible	R	Y	G
2 Possible	R	Y	G
3 Possible	R	Y	G
4 Possible	R	Y	G

Airway Breathing Circulation Disability Environment

Plan for each problem and for getting help

1
2
3
4

Monitor Interval

EVAC? Y N	Date & Time	By:
Care by:		Care by:
Care by:		Care by: