



FIRST AID

When Help Is Delayed

Instructor's Guide

Acknowledgments

The American Red Cross has developed this instructor's guide to better prepare lay rescuers for situations in which an Emergency Medical Services (EMS) response is 30 minutes or more away.

Members of the development team at the American Red Cross national headquarters responsible for designing and writing this instructor's guide include the following: Don K. Vardell, MS, Project Leader; S. Elizabeth White, MAEd, Project Manager; Dana Jessen, Manager, Program and Customer Support; C.P. Dail, Jr., Kathleen Cole Oberlin, Senior Associates; Martha F. Beshers, Dean W. Dimke, Ann P. Dioda, Michael Espino, Beverly Hoover, José V. Salazar, MPH, EMT-CT, and Paul Stearns III, Associates; Jane Moore, Specialist; and Betty Williams-Butler, Administrative Assistant.

The following Red Cross national headquarters paid and volunteer staff provided guidance and review: Susan M. Livingstone, Vice President, Health and Safety Services; Ferris D. Kaplan, Director, Business Development and Marketing; Jean Wagaman, Director, Program and Customer Support; Earl Harbert, Manager, Contracts and

Financial Management; Linwood Tucker, Risk Management; Zora Travis Salisbury, EdD, Manager, HIV/AIDS Education; Rhonda Starr, Manager, Educational Development Aquatics; Anthony Gallagher, Acting Manager, Evaluation; and Marietta Damond, PhD, Senior Associate, Evaluation.

The Mosby Lifeline Editorial and Production Team included: David Dusthimer, Publisher; Claire Merrick, Editor-In-Chief; Ross Goldberg, Editorial Project Manager; Lisa Benson, Assistant Editor; Chris Baumle, Project Manager; Shannon Canty, Project Supervisor; Liz Rudder, Design Manager; Theresa Fuchs, Manufacturing Manager; and Pat Stinecipher, Special Product Manager.

Special thanks go to Tom Heneghan, Health and Safety Services Director, American Red Cross, Appalachian Chapter for his assistance in reviewing the instructional outline, Sam Young, Diversified Laboratory Services, for development of the optional slide set, and Jeff Hecht, Ph.D. for developing the test bank for First Aid—Responding to Emergencies (2nd edition) from which the test questions for this module were taken.

Table of Contents

PART A: ADMINISTRATION	1
Chapter 1: Introduction	3
Purpose of the Training.....	3
Learning Objectives	3
Additional Information in the Participant's Manual Regarding Care	4
Purpose and Format of the Instructor's Guide	5
Instructor's Responsibilities	5
Chapter 2: Module Design	7
Components	7
■ Participant's Manual	7
■ Instructor's Guide	7
Chapter 3: Preparing For and Conducting This Module	9
Precourse Planning and Participants	9
Eligibility	9
Module Length	9
Recommended Class Size	9
Classroom Environment	9
Module Materials and Equipment	10
Chapter 4: Module Conclusion	11
Awarding Certificates	11
Written Examination	11
Reporting Procedures	11
Evaluation Procedures	11
PART B: TEACHING TOOLS	13
Instructional Outline	15
Lesson Plan	16
PART C: APPENDIXES	28
A. Terms and Procedures	29
B. Transparency Masters	32
C. Participant's Evaluation	39
D. Instructor's Evaluation	41
E. Written Exam, Answer Sheet, Answer Key	47

Administration

CHAPTER 1

INTRODUCTION

This guide is intended to serve as a resource for instructors of the American Red Cross First Aid—When Help Is Delayed module. The information and teaching suggestions provided will help you present this module effectively. You should be familiar with the material in the *American Red Cross First Aid—When Help Is Delayed* participant's manual (Stock No. 656222) and this instructor's guide before you present this module. This information has been extrapolated from the material in Chapter 22 of the *American Red Cross First Aid—Responding to Emergencies* (2nd edition) (Stock No. 656100) and Lesson 36 and 37 of the *American Red Cross First Aid—Responding to Emergencies Instructor's Manual* (2nd edition) (Stock No. 656101).

Purpose of the Training

The purpose of the American Red Cross First Aid—When Help Is Delayed module is to provide the lay rescuer additional knowledge and information of how to respond to emergencies when an Emergency Medical Services (EMS) response is 30 minutes or more away. Environments in which this knowledge could be beneficial include wilderness, rural, as well as some work-place areas.

This module has been prepared using the *American Red Cross First Aid—Responding to Emergencies* (2nd edition) participant's text and is designed to be an optional supplement to American Red Cross Standard First Aid, Community First Aid and Safety, First Aid—Responding To Emergencies, Lifeguard Training, and Emergency Response courses. **Participants must show proof of current American Red Cross Standard First**

Aid, Community First Aid and Safety, First Aid—Responding to Emergencies, Lifeguard Training or Emergency Response in order to be eligible to receive a completion certificate for this module. Additionally, proof of a current American Red Cross Adult, Child, or Infant CPR certification, or an American Heart Association CPR for the Health Care Provider certification is required. Contact your local Red Cross unit if you have any questions regarding participant eligibility for a completion certificate. First Aid—When Help Is Delayed may also be presented as an educational session (similar to 'Til Help Arrives) to individuals who have no need or desire to receive a certificate. In this instance, no completion certificates would be awarded.

Learning Objectives

At the conclusion of this program, participants *should be able to*:

- **Identify three types of delayed-help environments.**
- **Describe how to apply the Emergency Action Steps, *CHECK–CALL–CARE*, to delayed-help situations.**
- **Be familiar with how to respond to and provide care for a person who is ill or injured in a situation when help is delayed.**
- **Identify how to prepare for emergencies that may occur in a delayed-help environment.**
- **Describe techniques for protecting a victim from weather.**
- **Discuss some of the difficult decisions that may have to be made when caring for a victim in a delayed-help situation.**

Additional Information in the Participant's Manual Regarding Care

This module has been extrapolated from *American Red Cross First Aid—Responding to Emergencies* (2nd edition) (Stock No. 656100) and contains additional information regarding caring for some specific delayed-help emergencies. As the instructor, you should become familiar with all information in the participant's manual. The following information has been added to the *First Aid—When Help Is Delayed* participant's manual in order for this to be presented as a module.

Pack-strap carry

Under the section on transporting a victim to help, a figure (Figure 9) has been added demonstrating the pack-strap carry. This is not a skill to be practiced but is useful information for those who may find themselves in a delayed-help situation.

Bleeding

Under this section, additional information has been added for controlling external bleeding. This information provides the first aider with an additional step in caring for bleeding before making a decision to use a tourniquet. (See Instructor Note on page 24 for using a tourniquet.)

Burns

In delayed-help environments, the risk of infection is greater. Therefore, follow the same general steps for caring for a burn as you would in any setting, and—

- **Apply an antibiotic ointment, such as bacitracin or polysporin to all types of burns once they have been cooled with water.**
- **Only use enough water to cool the burned area. The risk of hypothermia is greater for victims of burns, especially those in delayed-help environments.**

- **If medical help is more than a day away, redress the burn daily by washing off old ointment with warm water and mild soap, applying a thin layer of fresh antibiotic ointment, and applying a clean dressing.**
- **Provide care for shock and keep the victim from getting chilled or overheated.**

Sudden Illness

In a delayed-help environment, there are additional issues to consider in caring for victims of sudden illness.

- **A victim who is recovering from an episode of low blood sugar should rest before continuing the trip so that any sweet substance he or she has taken has time to get into the blood stream.**
- **Unconscious victims of a diabetic emergency should never be given anything to eat or drink. However, rubbing a sweet substance on their gums such as fruit juice or a commercial sports drink may help to get needed sugar into their bloodstream.**
- **If you are a diabetic, and are working or traveling in a delayed-help environment, be sure someone in your group knows how to recognize the signals of low blood sugar and is familiar with giving you your medication, including proper dosages.**
- **Always maintain a sudden illness victim's body temperature, to help minimize shock, and check for additional injuries.**

Fractures and Dislocations

As in any other situation, you need to immobilize a fracture in a delayed-help environment. Immobilization and splinting can be done by using a variety of splinting materials. If you splint a fracture in a delayed-help environment be sure to—

- **Loosen the splint every 15 minutes and check the extremity for warmth, feeling and color.**
- **Keep all splinted extremities warm to prevent a cold injury.**

Purpose and Format of the Instructor's Guide

The instructor's guide contains all the information necessary to conduct the American Red Cross First Aid—When Help Is Delayed module. This instructor's guide is divided into three sections—Part A: Administration, Part B: Teaching Tools, and Part C: Appendixes.

Part A, Administration, contains information needed to conduct the module. It provides a module overview, explains how to set up and teach the module, and describes what to do when the module is completed.

Part B, Teaching Tools, contains the instructional outline and the lesson plan. The lesson plan provides the instructor with the primary points to be covered and guidelines for classroom activities.

Part C, The Appendixes, include evaluation forms and other materials, such as transparency masters, to support the instruction.

Instructor Responsibilities

Your responsibilities as an American Red Cross First Aid—When Help Is Delayed instructor are to—

- Be familiar with the instructional materials, including the participant's manual, and know how to use them effectively.
 - Plan, coordinate, and manage the training with the local Red Cross unit.
 - Create a non-threatening environment conducive to the participant's achievement of the learning objectives.
 - Adapt your presentation approaches to the experience and ability of the participants.
 - Be prepared to answer participants' questions or know where to find the answers.
- Be familiar with various American Red Cross courses, publications, and identification items available from the local American Red Cross unit.
 - Provide a positive example by not smoking or showing other unhealthy habits while working with participants.
 - Identify potential instructor candidates and refer them to the appropriate Red Cross representative.
 - Abide by the obligations in the Instructor Agreement and, if applicable, the Authorized Provider Agreement.

The content of this module contains additional information for the individual trained in Standard First Aid, Community First Aid and Safety, First Aid—Responding To Emergencies, Lifeguard Training, or Emergency Response courses to use in situations in which intervention of the Emergency Medical Services (EMS) system is more than 30 minutes. Areas such as wilderness, backcountry, or rural areas where people work, live, and play are such environments where this information could be useful.

Components

Module components include a participant's manual, an optional slide set and this instructor's guide with transparency masters. A description of each component follows.

Participant's Manual

The participant's manual is designed to simplify learning and understanding of the material. Data collected through participant satisfaction surveys suggest that there is a high correlation with participants receiving the manuals ahead of the training and their satisfaction with the learning experience. Therefore, instructors are encouraged to distribute participant's manuals before the training whenever possible. Instructors should have a copy of the most current participant's manual as well.

The participant's manual includes the following features:

- **Figures**

Photographs and illustrations reinforce concepts and information presented in the session.

- **Sidebars**

Sidebars enhance the information in the main body of the text. They are designed to add interest. Participants are not tested on information presented in the sidebars.

- **Application Questions**

Application questions help the participants measure how well they learned the information in the course. Answers are provided at the end of the text.

- **Glossary**

The glossary defines the key terms and other words in the text that may be unfamiliar to participants. The glossary is located at the beginning of the manual.

Instructor's Guide

The instructor's guide includes an administrative section, an instructional outline, the lesson plan, and appendixes that support the learning objectives.

Instructional Outline

The instructional outline provides the main topics included in the American Red Cross First Aid—When Help Is Delayed module, providing the instructor an “at-a-glance” look at the instructional information.

Lesson Plan

The lesson plan is presented in an expanded outline format, to help ensure you meet the module's learning objectives. Features of the lesson plan include—

- **Primary Points**

The primary points summarize the essential material from the lesson, the information that is most important for the participants to understand. They also represent the information participants need to meet the learning objectives for this module

and for which they are tested. You may cover these points using a variety of teaching methods, including lecture, discussion, and class activities. Refer to the *American Red Cross Instructor Candidate Training Participant's Manual* (Stock No. 329741) to review various teaching strategies and for information on how to effectively use audiovisual materials.

■ **Activities**

The activities that are part of the lesson plan are intended to initiate participant discussion making module content more relevant to the specific settings where the module would be of help.

Appendixes

Appendixes located at the end of the instructor's guide provide the instructor with supplemental information that supports the delivery of the First Aid—When Help Is Delayed module. Also included are the participant and instructor evaluation forms and six transparency masters.

Transparency Masters

Transparency masters designed to support your presentation are included in Appendix B. You may choose to photocopy the transparency masters and use them as handouts to supplement learning. Each transparency master has been coordinated with the teaching outline and is identified in the margin of the lesson plan. If you are using transparencies, be sure to coordinate securing an overhead projector.

Slides

Nineteen slides are available and may be used as optional visual aids. Contact your local Red Cross unit for information on obtaining these materials, and securing a slide projector for your presentation.

Precourse Planning and Participants

In order to successfully meet the learning objectives, you will need to prepare for this presentation and understand who your participants are. If you are teaching at a workplace or camp, talk to the employer representative or camp director prior to conducting the training. When possible, meet at the site where you will be teaching. Review the instructional materials and obtain any information specific to the location for which the training is being conducted. Ask the employer representative or camp director if there are any specific situations in which he/she would like you to work into your presentation. Find out if there are any questions the employer or the participants have regarding the training.

Most of the participants attending this module may be meeting a job requirement or would like the information as it relates to their recreational or outside-of-work activities. Class participants may be high school or college students, retirees, outdoor enthusiasts, linesmen, day or resident camp staff, or other potential delayed-help rescuers. Remember to present the material so that it builds on the participant's knowledge gained in their previous first aid training.

Eligibility

While anyone may take First Aid—When Help Is Delayed, to be eligible for a course completion certificate, participants must show proof of current American Red Cross certification in at least one of the following:

- **Standard First Aid**
- **Community First Aid and Safety**
- **First Aid—Responding To Emergencies**

- **Emergency Response**
- **Lifeguard Training**

Additionally, proof of a current American Red Cross Adult, Child, Infant CPR, or CPR for the Professional Rescuer certification, or American Heart Association CPR for the Health Care Provider certification is required for certificate. First Aid—When Help Is Delayed is also presented as an educational session to individuals who have no need or desire to receive a completion certificate.

Module Length

The First Aid—When Help Is Delayed module, as outlined in this guide, is designed to be presented in approximately 2 hours. If you and the host facility/employer determine that additional information or different activities should be added, the total training time must be adjusted accordingly.

Recommended Class Size

The course outline and lesson plan have been developed for a class of approximately 20 participants. If the class is too large, you may not be able to properly conduct or complete the instruction in the allotted time.

Classroom Environment

The classroom should provide a safe, comfortable, and appropriate learning environment. Make sure the room is well lighted, has adequate ventilation, is comfortable in temperature, and is convenient to restrooms and exits.

Seating arrangements can also enhance learning. Participants' chairs are often arranged in rows, facing the front of the classroom; however, other less formal seating arrangements may better facilitate discussion

or other activities. For example, a semicircular arrangement may allow you to make better eye contact and make participants feel more at ease. Whatever seating arrangements you select, make sure all participants can adequately see and hear any demonstrations or the slide/overhead projector screen when using such equipment.

Module Materials and Equipment

Books and Other Module Components

The following items make up the First Aid—When Help Is Delayed product line and can be ordered from your local Red Cross unit or from Mosby Lifeline:

- *American Red Cross First Aid—When Help is Delayed* participant's manual (Stock No. 656222)
- *American Red Cross First Aid—When Help is Delayed Instructor's Guide* (Stock No. 656223)
- American Red Cross First Aid—When Help Is Delayed slide set (Stock No. 656224)

"Has Completed" certificates (Cert. 3002) are also available only through your local Red Cross unit. **Only authorized American Red Cross instructors can award American Red Cross certificates.**

Awarding Certificates

There is not a specific American Red Cross First Aid—When Help Is Delayed course completion certificate for participants. If the participants or employers would like verification of the instruction, you may issue a “Has Completed” certificate (Cert. 3002) to participants who have met all eligibility requirements and have successfully passed the written exam. Be sure to follow approved procedures and sign the cards before giving them to the participants. If you will be obtaining the cards after the training is completed, you should arrange to get them to the participants. Ask participants to submit a stamped, self-addressed envelope to you and then mail their certificates to them.

Written Examination

Each participant who desires a course completion certificate must complete the 15-question, multiple-choice and true-false format written exam. Participants must pass the exam with 80 percent of the responses (12 out of 15) correct. You will find the written exam, answer sheet, and answer key in Appendix E.

Examination Security

Examination security is your responsibility. It is not recommended that participants be allowed to see the written examination before it is distributed. As participants hand in their answer sheets, you may quickly grade the examination and return it to the participant. This way the participant can review any incorrect answers. Be sure to collect all answer sheets and examinations before the participants leave the class.

Reporting Procedures

At the conclusion of the training, the *American Red Cross Course Record* (Form 6418) and *Course Record Addendum* (Form 6418A) must be completed, signed, and turned in within 10 working days of completion of training to your local Red Cross unit. Use the same criteria for grading as other Red Cross courses (Pass, Fail, Incomplete, Audit). The course code for First Aid—When Help Is Delayed is 3228. It is important that you keep a copy for your records and provide a copy for the institution, organization, or facility where you conducted the training.

Your local unit may require that you complete other forms, such as participant demographic data or an equipment log sheet. If you used a Red Cross unit/station's equipment, report any problems with that equipment to the unit.

Evaluation Procedures

Evaluations are beneficial in assessing the lesson content, the instructional aids, and the instructor. Several types of evaluations are recommended to be completed at the conclusion of this training.

Training Evaluation

Gaining feedback from participants is an important step in any evaluation process. Participants should have an opportunity to tell you what they thought about the training. Have them complete evaluations each time you teach this module. This information will provide you with feedback concerning the course and its instruction and help the American Red Cross maintain high quality programs. Make copies of Appendix C, or use your local American Red Cross unit's evaluation. At the end of the

training, give this form to all participants to be completed before they leave. Submit these course evaluations to your local Red Cross unit along with your course record.

Instructor Evaluation

To continue to improve these training materials, the Red Cross needs your help. After you conduct the training for the first time, use your participants' feedback to help you complete the Instructor Evaluation form (Appendix D). Detach and return the completed evaluation (either as a self-fold mailer or by placing a copy in an envelope) to—

American Red Cross National Headquarters
Health and Safety Services
Educational Development—First Aid/CPR
8111 Gatehouse Rd.
Falls Church, VA 22042

You will also find a second evaluation form in Appendix D. Use the second form or write to the above address if you wish to share any observations or suggestions from additional training you conduct.

Teaching Tools

Instructional Outline:

American Red Cross First Aid—When Help Is Delayed

The instruction described in the following lesson plan comprises 10 basic segments. The approximate time is 2 hours. *Extra time may be needed to issue course completion certificates.

Lesson Content	Approximate Time
Introduction	5 minutes
Eligibility Verification	5 minutes
Types of Delayed-help Environments	10 minutes
Applying the Emergency Action Steps	5 minutes
<i>CHECK</i>	10 minutes
<i>CALL</i>	10 minutes
Break	10 minutes
<i>CARE</i>	10 minutes
Difficult Decisions	10 minutes
Protection from the Weather	10 minutes
Preparing for Emergencies	10 minutes
Closing	5 minutes
Written Examination	20 minutes*
Approximate Time	2 hours

Lesson Plan

FIRST AID— When Help Is Delayed

Goal:	Participants will become familiar with how to respond to and provide care for a person in a situation when help is delayed.
Length:	2 Hours
Equipment/Supplies:	Overhead projector; slide projector; transparency masters 1–6; optional slides 1–19; chalkboard or newsprint (flip chart), chalk or markers

Welcome/Eligibility Verification

Length: 5 minutes

Slides 1, 2

Ensure that all participants who desire a course completion certificate meet the eligibility requirements as stated in Chapter 3, Preparing For and Conducting This Module (see also Administrative Terms and Procedures in Appendix A). Inform participants of the location of fire exits, restrooms, telephones, and any policies particular to the facility where you are teaching. Briefly review the “What You Should Learn” section from their participant’s manual.

Introduction

Length: 5 minutes

Primary Points

Slide 2

- In some situations, EMS personnel are not easy to contact or are not close by. Situations in which emergency medical care is delayed for 30 minutes or more are called **delayed-help** situations.
- Areas in which delayed-help situations occur include rural areas, farms, wilderness environments and some work sites.
- In delayed-help situations, use the Emergency Action Steps, *Check–Call–Care*, as your basic plan of action to help the victim, and keep yourself safe. However, how you check the scene and the victim, call for help, and care for the victim may change.
- If you live, work, or recreate in delayed-help environments, or find yourself in a situation where a phone is not immediately accessible, it is important that you know the environment and understand the limitations of obtaining emergency care.

Types of Delayed-help Environments

*First Aid—When Help Is
Delayed, pages 2, 3*

Length: 10 minutes

Primary Points

Slide 1

Transparency
Master 1

- Three types of problems can create a delayed-help situation in which emergency medical care is delayed. No easy way may exist—
 - To call for help.
 - For emergency personnel to reach the victim.
 - To transport the victim to medical care.

Rural Areas

Primary Points

Transparency
Master 2

- Rural areas include country and farm areas, which are less settled and populated than cities and where neighbors often live far away.
- Contacting emergency personnel may be easy, but response times are often delayed because of long distances and adverse road conditions.
 - Emergencies that occur in a rural environment usually involve equipment, animals, electricity, falls, fires, overturned vehicles, chemicals, and agricultural machinery mishaps.
 - In a rural environment, it is important to be aware of situations and circumstances that may put you or someone else in danger.

Wilderness

Primary Points

- A wilderness, or back country area, is one that is uninhabited by human beings, uncultivated, and left in its natural condition.
- Communications are usually very limited, and a phone may be miles away.
- In the wilderness, access to help may be limited or help may not be reachable for an extended length of time.
- If an emergency occurs, you need to provide care for the victim and also consider how you are going to get help.
- In this type of environment, preparedness is crucial for your safety and that of others.

Other Delayed-help Situations

Primary Points

- Participation in certain activities, such as boating and rafting, fishing, camping, and hunting, may create delayed-help situations.
- Natural disasters, such as hurricanes, floods or earthquakes, may also create delayed-help situations.

Applying the Emergency Action Steps

First Aid—When Help Is
Delayed, page 3

Time: 5 minutes

Primary Points

- In a delayed-help environment, you may have to modify the Emergency Action Steps, *Check–Call–Care*, depending on the situation at hand.
- The *Check* step in a delayed-help environment may need to be more detailed. The information you gather will be important to developing a plan for getting help and caring for the victim.
- The *Call* step in a delayed-help environment may also need to be modified. Depending on how difficult it is to summon help, the *Call* step may be delayed for a few minutes or a few hours, or in some situations, you may decide it is better to take the victim to help.
- The *Care* step in a delayed-help environment includes providing care and also involves periodically rechecking the victim's condition until help arrives.

Check

Time: 10 minutes

Primary Points

Slide 3

- In a delayed-help situation, the *Check* step of the Emergency Action Steps include checking the scene, checking the victim, and checking for resources.

Check the Scene

Primary Points

Transparency
Master 3

Activity

Slide 2 and 4

- *Check* the whole scene and try to get a general idea of what happened.
- Look for dangers that may endanger you or the victim.
- Use a chalkboard or newsprint (flip chart) to record student's responses.
- Using the illustration on page 4, or slide 4, have participants identify potential scene hazards and discuss what they might do to eliminate them. Record the answers.

Check the Victim

Primary Points

- After determining that the scene is safe, approach the victim carefully and continue the *Check* step by checking for life-threatening conditions.
- *Check* for loss of consciousness, no breathing or breathing difficulty, no pulse, and severe bleeding.
- Assume that any victim who has fallen has a back injury and assume back injury if you do not know how the injury occurred and/or the victim is unconscious.

- Do a detailed check of the victim. This check ensures that you have all the information about the victim's condition you need to make a plan for getting help.
- If possible, write down the information you gather, because you may have to remember it for a long time.

Check for Resources

- After checking the victim, start to gather information for planning how and when to get help.
- Observe conditions that could endanger you or the victim.
- Note conditions that would make it difficult for you to get help and note if you will have to move the victim.
- Think about resources, such as people available to help, communications, food, water, shelter, supplies, and available transportation.

Call

Time: 10 minutes

Primary Points

Slide 5

- The *Call* step of the Emergency Action Steps is divided into two phases:
 - Making a plan for getting help.
 - Executing the plan.

Making the Plan

Primary Points

Transparency
Master 4

- In a delayed-help situation, you have four options for getting help:
 - **Stay where you are and call, radio, or signal for help.**
 - **Send someone to go get help or leave the victim alone to go get help.**
 - **Transport the victim to help.**
 - **Care for the victim where you are until the victim has recovered enough to travel on his or her own.**
- To help you decide what is the best approach to getting help and providing care for the victim, ask yourself these questions:
 - Is advanced medical care needed and if so, how soon?
 - Does a way exist to call from the scene for help or advice?
 - If phone or radio communication is not possible, is there a way to signal for help?
 - If there is no way to call for help, is it possible to get help?
 - Is there a way to transport the victim to help?
 - Is it possible to provide care where you are until the victim can travel?
 - Is it safe to wait for help where you are?
- You may realize that no "best" plan exists, but you may be able to reduce the risks to both you and the victim.

Getting Help

Primary Points

- Once you have gathered information and decided on a plan, you can begin to put it into action.

Calling

Primary Points

- If you have a means of quickly calling for help, make sure you have gathered information that describes all important aspects of the victim's condition, your location, and any other basic information that EMS or rescue personnel may need.
- When calling for help, it is important to try and give rescuers specific information about where you are.
- Identifying prominent landmarks and marking your area can help rescuers find your location.
- When marking your location, consider that some landmarks may not be visible at night. Also, be aware of hazards that may arise, such as fires from using flares.
- Do not give mileage approximations unless you are sure of the distance.

Improvised Distress Signals

Primary Points

Slides 6 and 7

- In some situations, you may choose to summon help with improvised distress signals. There are two common types:
 - Signals in Threes
 - Ground-to-air Signals
- In addition, flare guns, smoke, mirrors, and whistles can be seen or heard for long distances.
- Many wilderness rescue personnel say a whistle is your best choice for communication in a delayed-help environment.

Sending for Help

Primary Points

Slide 6

- When you send someone to get help, the person should have certain written information including—
 - The victim's condition and medical information.
 - A map indicating the victim's location.
 - A list of other members in the group.
 - All available resources (first aid supplies, transportation, shelter, food/water)
 - A record of weather, terrain, and access routes if known.
- Another consideration in going for help is to make sure you can lead rescuers back to the victim.
- Always mark your way so that you can find your way back. Regularly looking back at the area that you just traveled can assist you on your return trip.
- Use compass readings and maps or charts when possible.
- Before sending anyone for help, consider whether tasks at the scene require everyone's help.

Leaving a Victim Alone

Primary Points

Slide 9

- In some situations, if you are alone, it may be best to leave the victim and go get help.
- Before leaving a victim, follow these steps:
 - Write down the route, the time you are leaving, and when you expect to be back, and leave it with the victim.
 - Write down information about the victim's condition and location, and take it with you.
 - Provide for the victim's needs while you are gone.
 - Make sure the victim has adequate, food, water, shelter, and improvised urinal.
 - Recheck any splints or bandages.
 - If the victim is unconscious, place the victim in the recovery position.
- Before leaving a conscious victim, make sure he or she understands you are going for help and let the victim know when you expect to return, if possible.

Transporting the Victim to Help

Primary Points

- Consider transporting a victim if a vehicle or other means of transportation is available.
- Factors to consider when deciding to move the victim include the extent of the victim's injuries, the distance to be traveled, and available help.
- Do not attempt to transport a victim with a possible head, neck, or back injury unless you have proper equipment and training.
- If you decide to move a victim for help, plan the route you will follow.
- To minimize pain and injury during the move, immobilize any suspected bone or joint injuries before moving the victim.
- In some situations, it may be better to use your car or other mode of transportation to go get help than attempt to transport the victim.

BREAK

Time: 10 minutes

CARE

Time: 10 minutes

Primary Points

Slide 10

Transparency
Master 5

- In a delayed-help situation, you may need to care for the victim for as long as 30 minutes, several hours, or even days.
- It is important that you try to remain calm, and develop and follow a plan of action.

- A good rule to follow in any emergency is to do no further harm to the victim.
- Provide support and reassurance to the victim until EMS arrives and takes over.

Monitor the Victim

Primary Points

- After completing your check of the victim and providing initial care, continue to monitor the victim's condition about every 15 minutes.
- This monitoring allows you to recognize and care for any additional problems that may develop or recognize changes in the person's condition.
- Continuously monitor a breathing victim who is unconscious or has changes in level of consciousness.
- Watch for changes in skin appearance and temperature and level of consciousness. Changes in these conditions may indicate developing problems, such as heat or cold emergencies or shock.
- Keep a written record each time you recheck the victim and note any changes you find and the time the changes occur. Also note any care you provide.

Fractures and Dislocations

Primary Points

Slides 11 and 12

- If you suspect a bone or joint injury and cannot tell how severe it is, care for it as if it is serious.
- In the wilderness, you may have to be creative in improvising materials with which to immobilize an injury.
- Do not attempt to move a person or have the person move without first splinting the injured part.

Bleeding

Primary Points

Slide 13

- As in most situations, almost all external bleeding can be stopped simply by applying direct pressure and elevating the injured area.
- If bleeding from an arm or leg is uncontrollable using conventional methods, consider applying a tourniquet, but only as a last resort and in conjunction with direct pressure and elevation.
- Applying a tourniquet can control severe bleeding from an open wound of the arm or leg. It should not be used except as a last resort.
- A tourniquet is a wide band of cloth or other material placed just above a wound to stop all blood flow to the area below it.
- To apply a tourniquet, place it just above the wound and clear of the wound edges. If the wound is at a joint area or just below it, place the tourniquet immediately above the joint.
- Tighten the tourniquet until bleeding stops. Secure the tourniquet in place and note the time. After 5 minutes, loosen the tourniquet to determine if bleeding has stopped.

- If bleeding continues, tighten the tourniquet for another 5-minute period. If bleeding has stopped, leave the loosened tourniquet in place. Follow-up medical care is imperative.

Note: A tourniquet should only be used if bleeding is life-threatening and uncontrollable and you are in a delayed-help situation. Once you apply a tourniquet, continue to check bleeding at five-minute intervals. Once bleeding is controlled, releasing the tourniquet may help save the limb.

Shock

Primary Points

- As in most situations, shock is not always initially present but develops over time.
- Check for the signals of shock every time you recheck the victim's condition.
- If care is more than 2 hours away, give an adult about 4 ounces of water to sip slowly over a 20 minute period. For a child, give half of this amount. Giving frequent, small amounts, rather than fewer, large amounts, minimizes vomiting.
- Some experts recommend giving a victim a commercial sports drink instead of water because the fluids are absorbed by your body more rapidly. Be sure to follow product directions with regard to mixing any powdered sports drinks.
- Do not give any fluids if the victim is unconscious, is having seizures, has a head injury, or vomiting is frequent or sustained.
- Keep the victim from becoming chilled or overheated.

Head, Neck, and Back Injuries

Primary Points

Slide 14

- If you suspect a back injury, prevent further injury to the head, neck, or back by providing in-line stabilization (see Figure 12, page 16).
- When caring for a victim you suspect has a head, neck, or back injury in a delayed-help situation, it is generally best to stay right where you are and wait for help to come to you.
- If you are alone and need to free yourself from maintaining in-line stabilization of the victim's head and neck, place two heavy objects wrapped in clothing next to each side of the head to hold it in line.
- It is important to help prevent the back injury victim from becoming chilled or overheated by placing insulation underneath him or her or by providing shelter from the weather.

Difficult Decisions

Time: 10 minutes

First Aid—When Help Is
Delayed, page 16

Primary Points

- One of the most stressful and emotionally draining situations you can be faced with is dealing with a life-threatening condition when professional help is not easily obtainable.
- You may be faced with the difficult question of how long to continue resuscitation efforts.
- In a delayed-help situation, the victim's survival depends largely on what caused the heart to stop pumping in the first place.
- If the cause was a direct injury to the heart, little chance exists that the victim will survive in a delayed-help environment, whether or not CPR is performed.
- If the heart is not injured, but stops as a result of hypothermia, lightning strike, or drowning, the victim's heart has a better chance of starting.
- In a delayed-help situation, you may also generally stop if you have performed CPR for 30 minutes without restarting the heart. The only exception is if the heart stopped from a lightning strike or hypothermia. In such a case, CPR should be continued until the heart starts beating, you are relieved by another trained rescuer, or you are too exhausted to continue.

Protection from the Weather

Time: 10 minutes

Protecting the Victim from Heat and Cold

Primary Points

Slide 15

Transparency
Master 6

- In cold weather, lying on the ground draws heat away from the body and increases the chances of hypothermia.
- If the ground is too hot, the heat from the ground will travel to the body and raise the temperature.
- If the body's normal body temperature is not maintained, the person may slip into shock.
- Keep the victim from getting chilled or overheated. Provide some type of insulation to protect the victim.
- If the victim is exposed to hot sun, provide shade.

Constructing Shelter

Primary Points

Slides 16 and 17

- If you are caring for the victim for an extended period of time, or if you must leave the victim while you go get help, you may have to construct a shelter.
- There are four common types of shelters:
 - Natural shelters
 - Artificial shelters
 - Snow shelters (Snow shelters should not be used when the temperature is above freezing.)
 - Tents and bivouac sacs

- Whatever shelter you decide to use, be sure there is adequate ventilation to prevent the build-up of condensation and/or toxic fumes. Condensation can cause you to get wet, thus increasing your chance for a cold injury. Toxic fumes can be generated by stoves, fires, and lanterns.
- A vehicle may also be an effective shelter.
- If you are stranded in a car and are keeping the heater on, always leave the window open a crack to prevent carbon monoxide poisoning. Run the heater only for 15 to 20 minutes every hour. You should carry a vehicle survival kit.

Note: Have participants review the contents of the vehicle survival kit on page 14 in the text.

Preparing for Emergencies

Time: 10 minutes

Primary Points

- Some people live in rural areas where help is accessible but far way. Anyone who travels into wilderness areas or lives in a rural environment may encounter a delayed-help situation.
- Appropriate preparation can not only help you avoid delayed-help emergencies but can also help you respond to such a situation if one should arise.

Types of Preparation

Primary Points

- There are three general types of preparation that can help you in a delayed-help environment:
 - Knowledge
 - Skills
 - Equipment
- Knowledge includes knowing the emergency care resources and how to access them.
- Skills include proficiency in any language you need to get help, wilderness or survival skills appropriate to the area in which you are traveling, and technical skills necessary to safely engage in specific activities.
- Equipment includes appropriate clothing and footwear for your location and activities, first aid supplies, and equipment suitable for your activities and expected hazards, and devices for signaling and communication.
- You should carry a first aid kit suitable for your particular needs or type of outing.

Activity

Have participants review the contents of “A Kit for Overnight Camping,” on page 20. Briefly discuss the items listed. Use a chalkboard or flipchart (newsprint) to note possible additions to the list based on different delayed-help environments.

Primary Points

Ensuring Adequate Preparation

- Your preparation needs will vary with the activities you plan, the weather, and the special needs or skills of you and your companions.
- There are several major considerations to help you determine special safety needs. These include—
 - Determining how many people in the group, if any, know first aid.
 - The maximum anticipated delay in obtaining medical help.
 - The duration of the trip.
 - The level of risk associated with activities or the environment.
 - Any pre-existing medical or physical conditions of group members.
 - Any special equipment requirements.
 - The size of group.
- Obtain additional training that will help prepare you for your specific activity.
- Find out about local weather conditions where you will be traveling.
- Find out about local emergency resources in the area you will be, including how to summon for help.
- Plan your route and write it down.
- Plan for emergencies. Ask yourself, “What if...?” questions.
- Planning for emergencies is an important part of preparation for any trip or activity, whether or not it takes place in a delayed-help environment.

Note: See the sidebar with the Boy Scouts of America (BSA) “10 essentials list” on page 22 in the text.

CLOSING

Time: 5 minutes

Activity

Take this time to answer any questions or clarify any primary points. Have the participants review their participant’s manual to prepare for the written test.

WRITTEN EXAM

Time: 20 minutes

Activity

Tell participants who wish to receive course completion certificates that they are about to take a written evaluation to measure how well they remember the information presented in this module. The evaluation consists of 15 multiple-choice, true-false format questions. They should read each question slowly and thoroughly

and select only one answer. Tell them to read the directions before beginning the exam and to return the exam and answer sheet to you when they are finished.

Issue Course Completion Certificates

Grade the exams and complete the necessary course record forms to submit to the local Red Cross unit within whose jurisdiction the module was presented. Refer to page 11 of this guide, Reporting Procedures, for further information and the course code. To pass the exam, participants must have scored 80 percent or better (12 out of 15 correct). When you receive the certificates from the American Red Cross, sign the cards and issue to participants. If a participant does not pass the written exam, you may allow the individual time to study, then retest. Since there is no alternate test provided, the instructor may use the same test. However, it is strongly suggested that the questions be reordered, either verbally or in written form. Follow all remaining procedures in Chapter 4, Module Conclusion.

Appendixes

Administrative Terms and Procedures

The following information has been condensed from the *Health and Safety Services Manual of Administrative Policy and Procedures* (MAPP) (ARC 3530) and is intended to define some American Red Cross terminology and give you some background information in course administration. Contact your local Red Cross unit for further clarification.

American Red Cross Unit — A Red Cross unit is any Red Cross chapter, field service area, or station on a military installation.

Audit — Audit should be entered as the final grade for a participant who has chosen the self-evaluation option for testing. This participant is allowed to choose his or her own level of participation and does not receive a course completion certificate. This should not be substituted for a Fail for a participant who attempts certification but is unable to pass the completion requirements.

Authorized — To be accepted by a local American Red Cross unit to teach an American Red Cross course in that unit's jurisdiction. To become authorized, the *Health and Safety Services Instructor Certificate* (Form 5736) and the *Instructor Agreement* (Form 6574) must be signed by the instructor and an official from the unit of authorization.

Authorized Provider — An outside company, organization, or individual that provides Red Cross instructional programs as outlined in the signed *Authorized Provider Agreement* (Form 6575). (See also Third-Party Instructor.)

Authorized Provider Agreement (Form 6575) — An agreement between a Red Cross unit and a third-party provider of Red Cross instructional courses outlining the responsibilities of each party.

Certificate — Formal recognition that an individual has passed an American Red Cross course of record.

Certified — Term used to describe the circumstance when a course participant passes an American Red Cross course and is issued a completion certificate.

Code of Conduct — A code that all volunteer and paid staff of the American Red Cross, in delivering Red Cross services, shall meet. It is signed, as part of the *Instructor Agreement*, by every authorized American Red Cross instructor, and it serves as a general agreement between the instructor and Red Cross unit.

Co-teach — Sharing full participation in course leadership and instruction with one or more co-instructors; also known as team teaching.

Course of Record — A course taught, properly reported, and accepted by the American Red Cross unit in the jurisdiction where the course was conducted.

Course Record (Form 6418) — A form that lists demographic information and the grades of participants and is completed by an instructor and turned in within 10 days after course completion to the American Red Cross unit in whose jurisdiction the course was taught. This record is used to document certificate issuance, instructor teaching activity, and service activity for statistical reports.

Course Record Addendum (Form 6418A) — A form that lists demographic information on participants and grades received for a course. Should be used in addition to the *Course Record* (Form 6418).

Extended Authorization — Permission granted by a local American Red Cross unit to an American Red Cross instructor from another jurisdiction to teach within that unit's jurisdiction. Instructors must request and receive extended authorization from that new unit prior to teaching.

Fail — A course grade signifying that a participant has not passed ALL the required skills and/or written tests and prefers not to be retested or does not pass a retest.

Incomplete — A course grade signifying that a participant is unable to complete the course because of certain circumstances, such as illness or death in the family. An incomplete is given only when arrangements to complete the training have been made.

Instructor — A member of a select group of individuals authorized by the American Red Cross to teach American Red Cross basic level courses and impart knowledge and skills consistent with American Red Cross policies, procedures, standards, and guidelines.

Instructor Agreement (Form 6574) — A form to be signed by American Red Cross instructors before being authorized to teach an American Red Cross course. It explains the rights and responsibilities of both the instructor and the American Red Cross unit of authorization.

Instructor Aide — An individual who successfully completes instructor-aide training to help an instructor with a basic level course.

Instructor Course Record — On successful completion of an American Red Cross instructor course, the original copy of an Instructor Certificate (Form 5736) is signed by the instructor trainer and issued to the instructor candidate. This **must** be endorsed by the local American Red Cross unit before teaching. Endorsement by the local unit authorizes you to teach and issue the appropriate American Red Cross certificates within the jurisdiction of that administrative unit.

Instructor Trainer (IT) — A member of a select group of individuals who exemplify the qualities of the American Red Cross and serve as role models for instructors and other instructor trainers. ITs are authorized by an American Red Cross unit to teach American Red Cross instructor courses and

the Instructor Candidate Training (ICT) course within that unit's jurisdiction. An IT may assist the unit with training updates, recruitment, or other leadership responsibilities.

Minimum Enrollment for Courses — Each course must have enough participants to provide course participants with sufficient skill practice to accomplish the course objectives.

Pass — A course grade signifying that a participant has successfully completed ALL required skills and written tests according to national standards.

Reauthorization — To become authorized again by teaching or co-teaching at least one course during an authorization period. A new *Health and Safety Services Instructor Authorization Certificate* (C-3005) is issued upon reauthorization.

Record Card — A card maintained by a Red Cross unit (also called Instructor Record) that contains general demographic information, American Red Cross teaching history, and current authorizations of an instructor or instructor trainer. May be maintained in hard copy or on a computer.

Suspension — The temporary withholding of an instructor's authorization by a local unit while formal steps are undertaken to determine whether to continue or withdraw the instructor's authorization.

Third-Party Instructor — An authorized instructor who teaches American Red Cross courses under the supervision of an authorized provider. (See also Authorized Provider.)

Transfer of Authorization — When an American Red Cross unit accepts a current instructor from another American Red Cross unit to teach within the accepting unit's jurisdiction on a permanent basis. Contact the new American Red Cross unit for further information on how the American Red Cross can transfer teaching records to the new location.

Volunteer — An individual who, beyond the confines of paid employment and normal responsibilities, contributes time and service to the American Red Cross to assist in the accomplishment of its mission.

Withdrawal of Authorization — The removal of an instructor's authorization to teach within the American Red Cross unit's jurisdiction for due cause. Due cause generally means that the instructor does not or will not abide by the standards, policies, or procedures of the American Red Cross organization and its programs or in some way abuses the position of an authorized American Red Cross instructor.

Transparency Masters

This appendix includes 6 transparency masters which may be used to support class discussion and activities as you wish. The transparency masters are suitable for use as handouts.

- 1 Problems That Cause a Delayed-help Situation
- 2 Types of Delayed-help Environments
- 3 Applying the Emergency Action Steps
- 4 The *Call* Step
- 5 Providing *Care*
- 6 Protection From the Weather

Problems That Cause a Delayed-help Situation

- No way to call for help
- No way for emergency personnel to reach the victim
- No means of transportation to medical care

Types of Delayed-help Environments

- Rural Areas
- Wilderness
- Boat Outings
- Natural and Man-made Disasters

Applying the Emergency Action Steps

- *CHECK* the scene
- *CHECK* the victim
 - ▼ Write down what you find
 - ▼ Do a detailed check
- *CHECK* for resources
 - ▼ Plan how to get help
 - ▼ Note weather conditions
 - ▼ Think about food, water, shelter, available transportation

Providing *CARE*

- Monitoring the Victim
 - ▼ Note condition every 15 minutes
 - ▼ Check less seriously injured victims less often
- Bleeding
 - ▼ Use a tourniquet only as a last resort
- Shock
 - ▼ Give fluids if help is more than 2 hours away
- Head, Neck, and Back Injuries
 - ▼ Prevent hypothermia

Protection From the Weather

- Protecting the victim from heat and cold
 - ▼ Provide insulation between the victim and the ground
 - ▼ Provide shade from the sun

- Shelters
 - ▼ Natural shelters
 - ▼ Artificial shelters
 - ▼ Snow shelters
 - ▼ Tents and bivouac sites
 - ▼ A vehicle

American Red Cross First Aid—When Help Is Delayed Participant Training Evaluation

We would like to know what you thought about this American Red Cross First Aid—When Help Is Delayed module. You can help maintain the quality of instruction by answering these questions. Tell us what you thought of the course. (Circle or check your choice.)

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. The manual was easy to read.	1	2	3	4	5
2. The instructor was well-prepared.	1	2	3	4	5
3. The instructor answered questions clearly.	1	2	3	4	5
4. The sidebars in the participant's manual were interesting and relevant.	1	2	3	4	5
5. The activities helped me review the information.	1	2	3	4	5
6. The transparency masters reinforced the content.	1	2	3	4	5
7. The length of this training was adequate.	1	2	3	4	5
8. I would recommend this course to a friend or co-worker.	1	2	3	4	5

9. Was all the equipment in good order? ☐ Yes ☐ No
10. Was the classroom clean and comfortable? ☐ Yes ☐ No
11. Did you have enough time to read? ☐ Yes ☐ No
12. Are you: ☐ Under 25 years of age? ☐ Between 26–55? ☐ Between 56–75? ☐ over 75?
13. Please check the highest level of education you have completed.
☐ Less than high school ☐ High school ☐ Some college ☐ Graduate school
14. Are you: ☐ Male ☐ Female
15. Did the information in this course meet your expectations? Why or why not?

16. Do you have any other comments about this course or your instructor that you would like to share with us?

Thank you for answering these questions. We hope you enjoyed the course.

American Red Cross First Aid—When Help Is Delayed Instructor Evaluation

To continue to improve this First Aid—When Help Is Delayed course, the American Red Cross needs your help. This appendix contains two instructor evaluation forms. Please complete an evaluation form the first and second time you teach this course. Use the feedback from participants to help you complete the First Aid—When Help Is Delayed Instructor Evaluation form. Detach and return the completed evaluation (either as a self-fold-and-seal mailer, or by placing a copy in an envelope) to—

**American Red Cross National Headquarters
Health and Safety Services
Educational Development—First Aid/CPR
8111 Gatehouse Road
Falls Church, VA 22042**

We also invite you to share your thoughts and suggestions about the courses at any time by sending in additional evaluation forms or by writing to the above address.

American Red Cross First Aid—When Help Is Delayed Instructor Evaluation

Training/Program Information

1. Course completion date ____/____/____
2. The total time to complete was:
☐ More than recommended
☐ Same as recommended
☐ Less than recommended
3. Number of participants trained: ____
4. What was the setting?
☐ Work site
☐ Camp
☐ Red Cross unit building
☐ Other _____

5. What is the age range of participants in this course?

- ☐ Mostly under age 18
☐ Mostly ages 18–40
☐ Mostly ages 41–65
☐ Mixed ages

Instructor Information

6. Are you an American Red Cross Instructor?
☐ Yes ☐ No
7. If a Red Cross Instructor, I taught as a:
☐ Volunteer
☐ Red Cross paid instructor
☐ Instructor paid by a third party

8. I have been teaching Health and Safety programs for:

- ☐ Less than 1 year ☐ 1 to 5 years
☐ 6 to 10 years ☐ 11 to 15 years
☐ More than 15 years

9. I have taught this particular course/program:

- ☐ Once ☐ 3 times
☐ Twice ☐ 4 times ☐ More than 4 times

10. On the average, I teach the following number of Red Cross courses each year:

- ☐ 1 ☐ 6 to 10 ☐ None
☐ 2 to 5 ☐ Over 10

Instructor's Guide Information

11. The key points were easy to follow.
☐ Yes ☐ No
12. The administrative information is informative and useful.
☐ Yes ☐ No
13. The Instructor's Guide provided sufficient information to conduct the module.
☐ Yes ☐ No
14. When you taught the module, which of the following did you use?
☐ Participant's Manual
☐ Instructor's Manual
☐ Slide Set
☐ Transparency Masters
☐ Other _____

The following information is requested from instructors. The information will help us to learn more about those who teach Red Cross Health and Safety courses/programs. The information will also help us measure our success as we work toward cultural diversity.

15. I am:

☐ Male ☐ Female

16. I am:

☐ White ☐ Black ☐ Hispanic
☐ American Indian/Alaskan Native

☐ Asian/Pacific Islander

17. I am:

☐ Under 25 years of age
☐ 26 to 50 years of age
☐ 51 to 75 years of age

18. I have the following level of education:

☐ 2-year college graduate
☐ 4-year college graduate
☐ Postgraduate
☐ Other _____

19. My zip code is _____

over

Optional: If you are willing to discuss your comments with us, please give us your name and a daytime phone number. We would like to be able to call you if we have any questions.

Name _____

Your mailing address _____ City _____ State _____ Zip + 4 _____

Red Cross unit name _____
(if applicable)

—Fold here first—

—Tape closed here after second fold—

Information From Participants

Please obtain the following information from the Course Evaluations that have been completed by participants in your course. Mark the response most often noted.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
20. The manual was easy to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The transparency masters help me to understand the course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The skills were clear and helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for taking the time to answer these questions. If you have any additional comments about the course, please include them on a separate sheet and include it with this evaluation.

—Fold here second—

W011G
05/96

American Red Cross National Headquarters
Health and Safety Services
Educational Development—First Aid/CPR
8111 Gatehouse Road
Falls Church, VA 22042

Stamp

Appendix E

Written Exam, Answer Sheet, Answer Key

American Red Cross First Aid — When Help Is Delayed

IMPORTANT: Read all instructions before beginning the exam.

INSTRUCTIONS: Mark all answers in pencil on the separate answer sheet as directed by your instructor. **Do not write on this exam.** Read each question slowly and carefully. Then choose the best answer and fill in that circle on the answer sheet. If you wish to change an answer, erase your first answer completely. Return this exam with your answer sheet to your instructor when you are finished.

EXAMPLE

ANSWER SHEET

xx. (a) (b) (c) ●

- xx. As an American Red Cross First Aid Instructor, your responsibilities include—
- a. Representing the American Red Cross in a positive manner.
 - b. Creating a nonthreatening environment that encourages participants to meet course objectives.
 - c. Remaining alert to your own cultural and ethnic stereotypes and being creative and flexible in presenting material in an effective and culturally sensitive manner.
 - d. All of the above.
-

1. Your participant manual describes a delayed-help situation as one in which emergency assistance is—
 - a. Delayed for more than 3 hours.
 - b. Unavailable for an unknown amount of time.
 - c. When you are completely on your own.
 - d. Delayed for 30 minutes or more.
2. One good way to plan for emergencies is to—
 - a. Check that you have the right equipment.
 - b. Ensure that one person has planned for emergencies.
 - c. Ask yourself “What if...?” questions.
 - d. Talk with others about their expectations.
3. A natural shelter that you could use in an emergency would be—
 - a. A car or other vehicle.
 - b. A tarp attached to the branches of nearby trees.
 - c. A cave, overhang, or large tree.
 - d. A tent or a bivouac sac.
4. If you must leave a victim alone in order to get help, you should—
 - a. Leave a note with the victim describing the route you are taking.
 - b. Take a note with you describing the route you are taking, the time you left, and when you hope to arrive.
 - c. Take adequate food and water, since if you don’t get help, the victim won’t need food and water anyway.
 - d. Mark the victim’s location clearly so you can find it when you return.
5. If medical care is more than 2 hours away, you might want to provide care for shock by giving a fully conscious adult victim—
 - a. Half a cup of water (4 ounces) with 2 tablespoons of salt dissolved in it.
 - b. Some water to drink and sweet food to eat.
 - c. About half a cup (4 ounces) of cool water to drink.
 - d. Anything he or she wants to drink.

6. The use of tourniquet to control bleeding is—
- a. Not that dangerous as long as you remember to loosen the tourniquet for 2 minutes out of every 15.
 - b. Appropriate whenever the limb below the point of the tourniquet is so badly damaged as to be unsalvageable.
 - c. A procedure that can save a life and the limb if the proper procedures are followed.
 - d. Rarely needed and should only be used when all other methods to control bleeding have failed.
7. When help is delayed and you are providing care for a victim, you should be sure to recheck the victim's condition—
- a. Every 5 minutes for conditions that are not life threatening.
 - b. Every 15 minutes for conditions that are not life threatening.
 - c. Every 2 minutes for conditions that are life threatening, every 15 minutes otherwise.
 - d. Every minute for conditions that are life threatening, every 5 minutes otherwise.
8. True or False: In general, the care you provide for a victim in a delayed-help situation is not different from the care you provide for any victim.
- a. True
 - b. False
9. When sending someone for help, you should make sure that—
- a. The person carries certain vital information in writing.
 - b. The person has enough food and water for the trip.
 - c. The most experienced person stays with the victim.
 - d. Only one person makes the trip, in case something happens to him or her.
10. True or False: A series of three of almost anything can be used to signal "HELP!"
- a. True
 - b. False

11. An improvised help sign that could be used to signal an aircraft is—
- a. The word “HELP” spelled out on the ground.
 - b. A large “H” mark on the ground.
 - c. A large “X” mark on the ground.
 - d. A circle with a large “H” placed inside it.
12. One important piece of information to give rescuers when you call for help is—
- a. When and where you departed from, and where you are going.
 - b. Your age and gender and the age and gender of the victim.
 - c. Your location, including prominent landmarks if possible.
 - d. The number of days for which you have food and water available.
13. True or False: The best thing you can do in a delayed-help situation is to get help, even if this means leaving the victim.
- a. True
 - b. False
14. In a delayed-help situation, the normal *CHECK–CALL–CARE* steps should also include—
- a. Checking the scene.
 - b. Checking for resources.
 - c. Checking the victim.
 - d. Checking for back injuries.
15. You are in a delayed-help situation; however, the victim’s injuries are not severe. Even though moving the victim might cause additional injury, you are concerned that the conditions at the scene are unsafe. Which of the following options might be the best course of action in this situation?
- a. Transport the victim to help.
 - b. Send someone else to get help.
 - c. Leave the victim and get help yourself.
 - d. Stay where you are and call for help.

American Red Cross First Aid—When Help Is Delayed Answer Sheet

Name _____

DIRECTIONS: Fill in the correct answer for each question.

1. ☐ a ☐ b ☐ c ☐ d
2. ☐ a ☐ b ☐ c ☐ d
3. ☐ a ☐ b ☐ c ☐ d
4. ☐ a ☐ b ☐ c ☐ d
5. ☐ a ☐ b ☐ c ☐ d
6. ☐ a ☐ b ☐ c ☐ d
7. ☐ a ☐ b ☐ c ☐ d
8. ☐ a ☐ b ☐ c ☐ d
9. ☐ a ☐ b ☐ c ☐ d
10. ☐ a ☐ b ☐ c ☐ d
11. ☐ a ☐ b ☐ c ☐ d
12. ☐ a ☐ b ☐ c ☐ d
13. ☐ a ☐ b ☐ c ☐ d
14. ☐ a ☐ b ☐ c ☐ d
15. ☐ a ☐ b ☐ c ☐ d

You may wish to go back and check your answers to be sure that you matched the right answer with the right question.

American Red Cross First Aid—When Help Is Delayed
Answer Key

- | | | | | |
|-----|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 1. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input checked="" type="radio"/> d |
| 2. | <input type="radio"/> a | <input type="radio"/> b | <input checked="" type="radio"/> c | <input type="radio"/> d |
| 3. | <input type="radio"/> a | <input type="radio"/> b | <input checked="" type="radio"/> c | <input type="radio"/> d |
| 4. | <input checked="" type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 5. | <input type="radio"/> a | <input type="radio"/> b | <input checked="" type="radio"/> c | <input type="radio"/> d |
| 6. | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input checked="" type="radio"/> d |
| 7. | <input type="radio"/> a | <input checked="" type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 8. | <input checked="" type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 9. | <input checked="" type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 10. | <input checked="" type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 11. | <input type="radio"/> a | <input type="radio"/> b | <input checked="" type="radio"/> c | <input type="radio"/> d |
| 12. | <input checked="" type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 13. | <input type="radio"/> a | <input checked="" type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 14. | <input type="radio"/> a | <input checked="" type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 15. | <input checked="" type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
-

AMERICAN RED CROSS HEALTH AND SAFETY SERVICES

The American Red Cross offers a variety of health and safety training opportunities. Italics signify a special youth training focus. If you are interested in any of the following areas, please contact your local Red Cross chapter.

First Aid/CPR

American Red Cross Basic Aid Training (BAT)
(for children)

American Red Cross First Aid for Children Today
(FACT)

- * American Red Cross Adult CPR
- * American Red Cross Infant and Child CPR
- * American Red Cross Community CPR
- * American Red Cross Community First Aid and Safety
- * American Red Cross Standard First Aid
- * American Red Cross 'Til Help Arrives
- American Red Cross CPR for the Professional Rescuer
- American Red Cross First Aid—Responding to Emergencies
- American Red Cross Emergency Response
- American Red Cross Oxygen Administration
- * American Red Cross Preventing Disease Transmission
- American Red Cross When Help Is Delayed

HIV/AIDS

American Red Cross African American HIV/AIDS Program

American Red Cross Basic HIV/AIDS Program

- * American Red Cross Hispanic HIV/AIDS Program
- American Red Cross Workplace HIV/AIDS Program
- American Red Cross HIV/AIDS Youth Programs*

Caregiving

American Red Cross Child Care

American Red Cross Foundations for Caregiving
(Nurse Assistant Training)

American Red Cross Healthy Pregnancy,
Healthy Baby

Aquatics and Water Safety

American Red Cross Basic Sailing

American Red Cross Infant and Preschool Aquatic Program

American Red Cross Longfellow's WHALE Tales
(for children)

- * American Red Cross Community Water Safety

American Red Cross Learn-to-Swim
(for adults too!)

American Red Cross Lifeguard Training

American Red Cross Head Lifeguard

American Red Cross Waterpark Lifeguarding

American Red Cross Waterfront Lifeguarding

American Red Cross Safety Training for
Swim Coaches

- * Available in Spanish

The American Red Cross always needs enthusiastic and committed individuals to teach its programs. For information about how to become an American Red Cross instructor or instructor aide, **contact your local chapter.** Selected instructor training is available in both English and Spanish.

Become an instructor in your community today and make a difference. Remember, **HELP CAN'T WAIT!**



Health and Safety Services



**American
Red Cross**



Dedicated to Publishing Excellence

**A Times Mirror
Company**

ISBN 0-8151-1577-6



9 780815 115779

30031



P1 5/96

ARC STOCK NUMBER 656223
May 1996

