

# **PRESENTER'S GUIDE**

## **"FIRST AID"**

**Part of the General Safety Series**

# **THE GENERAL SAFETY SERIES**

This education program is part of the General Safety Series. The programs in this series have been created to provide employees with good, basic information on everyday safety and health topics. This series includes programs on the following topics:

- Accident Investigation
- Active Shooter: Surviving an Attack
- Arc Flash
- Back Safety (Industrial and Office versions)
- Bullying and Other Disruptive Behavior (For Employees and Managers/Supervisors)
- Compressed Gas Cylinders
- Computer Workstation Safety
- Conflict Resolution (Industrial and Office versions)
- Crane Safety (Industrial and Construction versions)
- Distracted Driving
- Driving Defensively
- Driving Safety: The Basics
- Driving Safety
- Dealing with Drug and Alcohol Abuse (Employees and Managers/Supervisors versions) (Industrial and Construction versions)
- Electrical Safety
- Evacuation Procedures
- Eye Safety (Industrial and Construction versions)
- Ergonomics (Industrial and Office versions)
- Fall Protection
- Fighting Fatigue in the Workplace
- Fire Extinguishers
- Fire Prevention (Healthcare, Industrial and Office versions)
- First Aid (Industrial and Construction versions)
- Fitness and Wellness
- Hand and Power Tool Safety (Industrial and Construction versions)
- Hand, Wrist and Finger Safety (Industrial and Construction versions)
- Hazard Recognition
- Hazardous Materials Labels
- Hazardous Spill Cleanup
- Heat Stress (Industrial and Construction versions)
- Hot Work Safety and the Permitting Process
- I2P2: Injury and Illness Prevention Programs
- Ladder Safety (Industrial and Construction versions)
- Machine Guard Safety
- Materials Handling Safety
- Office Safety
- Rigging Safety (Industrial and Construction versions)
- Safety Audits
- Safety Housekeeping and Accident Prevention
- Safe Lifting (Industrial and Construction versions)
- Safety Orientation
- Safety Awareness for New Employees
- Safety Showers and Eye Washes
- Sexual Harassment (Employee and Managers/Supervisors versions)
- Sexual Harassment Investigations
- Slips, Trips and Falls

- Walking and Working Surfaces (Industrial and Construction versions)
- Warehouse Safety
- Welding Safety
- Winter Safety
- Workplace Harassment (Industrial and Office versions)
- Workplace Stress
- Workplace Violence in Healthcare Facilities
- Workplace Violence

Other products in the General Safety Series line include employee booklets and posters which have been designed specifically to be used with the programs. By combining these three products you have all of the materials you need to promote and conduct a complete safety meeting (for information on booklets and posters contact your local reseller).

## **WARRANTY/DISCLAIMER**

"This program has been created to assist companies that are endeavoring to educate their employees regarding good safety and health practices. The information contained in this program is the information available to the producers of the program at the time of its production. All information in this program should be reviewed for accuracy and appropriateness by companies using the program to assure that it conforms to their situation and recommended procedures, as well as to any state, federal or other laws, standards and regulations governing their operations. There is no warranty, expressed or implied, that the information in this program is accurate or appropriate for any particular company's environment."

Copyright 2018, The MARCOM Group, Ltd.

# TABLE OF CONTENTS

	<u>Section</u>
• <b>INTRODUCTION TO THE PROGRAM</b>	<b>1</b>
— Structure and organization	
— Background	
— Objectives	
— Reviewing the program	
• <b>PREPARING FOR THE PRESENTATION</b>	<b>2</b>
— Structuring the presentation	
— Setting up the class and classroom	
• <b>CONDUCTING THE SESSION</b>	<b>3</b>
— The initial steps	
— Showing the program	
— Conducting the discussion	
— Concluding the presentation	
— "Wrapping up" the paperwork	
• <b>OUTLINE OF MAJOR POINTS IN THE PROGRAM</b>	<b>4</b>
• <b>ACCOMPANYING MATERIALS</b>	<b>5</b>
— Scheduling and Attendance Form*	
— Quiz*	
— Training Certificate*	
— Employee Training Log*	
— Booklet	

\* *In both a print version in the back pocket of this binder and as a PDF on the DVD*

# **INTRODUCTION TO THE PROGRAM**

# **INTRODUCTION TO THE PROGRAM**

## **Structure and Organization**

Information in this program is presented in a definite order so that employees will see the relationships between the various groups of information and can retain them more easily. The sections included in the program are:

- Eye injuries.
- Cuts, burns and abrasions.
- Strains, sprains, fractures and shock.
- Heart attack and cardiac arrest.
- Choking.
- Heat-related illnesses

Each of the sections covers important information in one topic area, providing employees with the basis for understanding the basics of first aid.

## **Background**

When an employee is injured or becomes ill, their coworkers will usually be the first ones "on the scene" and have the opportunity to provide some initial treatment. Often this "first aid" can be as simple as gently cleaning a fresh scrape and covering it with a bandage. Other times it could be as dramatic as helping a coworker in out of the sun and treating them for heat exhaustion.

Accidents and injuries can happen anywhere and any time on the job. To be able to help their coworkers in this situation, employees need to know how to recognize common injuries and illnesses and understand how to treat them. They have to know what they should do and not do when someone is hurt, and be able to determine when they should call for emergency assistance.

## Objectives

This education and training program reminds employees that they can make a difference! It shows them how to recognize the types of injuries that occur most frequently in workplace situations... as well as reviews the basic first aid techniques that can be useful in these situations. Upon completion of the program, employees should:

- Be able to recognize the symptoms of common types of injuries and illnesses.
- Know how to treat cuts, scrapes and blisters.
- Know how to deal with muscle pulls, strains and sprains.
- Understand why they should take precautions when dealing with injuries where bleeding is occurring.
- Know how to handle victims with broken bones and fractures.
- Know what to do when someone is going into shock.
- Be able to recognize and respond to heart attack or cardiac arrest situations.
- Know the procedures to follow to help someone who is choking.
- Understand how to treat heat-related illnesses

## Reviewing the Program

As with any educational program, the "presenter" should go through the entire program at least once to become familiar with the content and make sure that it is consistent with company policy and directives.

As part of this review process, you should determine how you will conduct your session. The use of materials such as handouts, charts, etc., that may be available to you needs to be well thought out and integrated into the overall program presentation.

# **PREPARING FOR THE PRESENTATION**

# **PREPARING FOR THE PRESENTATION**

## **Structuring the Presentation**

In conducting this education session, you should proceed with a friendly and helpful attitude. Remember that the "trainees" are looking to your experience and knowledge to help them relate to the situations shown in the program. It is important to let the trainees interact with you and each other during the training session.

Stimulating conversation within the group is one of the best things you, as the presenter of the program, can do to help everyone get as much as possible from the session. Be alert for comments that could help in this area in future sessions and make note of them.

As the presenter, you also should:

- Keep the session related to the topic of first aid.
- Relate discussions to how first aid can be used to limit the severity of fellow workers' injuries or illnesses, or even save a life.
- Keep any one person or small group of employees in the session from doing all the talking.
- Get everyone involved. Ask questions of those who don't participate voluntarily.
- Clarify comments by relating them to the key points in the program.

Use the "Outline of Major Program Points" section of this guide, as well as the information included in the quiz, as the basis for answering any questions. If you don't know the answer, say so. Remember, this is a positive program on first aid. Make sure that your attitude and words reflect this, and that the emphasis is always on providing the information needed by the attendees to provide first aid for themselves or their coworkers on the job.

# Setting Up the Class and Classroom

Remember, there are a number of things that must be done to "set up" the class as well as the classroom. These fall into several groups of activities, and include:

- **Scheduling and Notification**
  - You can use the scheduling and attendance form to schedule employees into the session (copies can be made using the printed "master" in the back of this binder or from the PDF version on the DVD).
  - Make sure that the session is scheduled so that it fits into your attendees' work day.
  - Send out notification of the session well in advance, to give people enough time to incorporate it into their schedule for that day.
  - If possible, post a notification on bulletin boards in the affected employees' areas.
  
- **The Classroom**
  - Schedule the room well in advance.
  - Make sure the room can accommodate the expected number of attendees.
  - Check it again on the day of the program to make sure there is no conflict.
  - Make sure the room can be darkened, and won't create a glare on the television screen.
  - Locate the light controls and test them.
  - Make sure the power for the DVD player you are using operates separately from the room light.
  - See if you can control the room temperature.
  - Know where the closest restrooms are located.
  - Assure that the room is free from distracting noises.
  - Make sure emergency exits are marked and known to the attendees.
  
- **Seating**
  - Make sure everyone can see the screen from their seat.
  - Make sure everyone can hear the DVD and you (when you speak).

- Check to see that seating is such that writing can be done easily.
- Make sure the seating arrangement allows eye contact between attendees, and between you and attendees.
- **Equipment and Materials**
  - Make sure the DVD player, monitor, and all appropriate cables and extension cords are available.
  - Make sure a stand or table is available and is of appropriate height for all attendees to easily see the monitor.
  - If you plan on using a chart pad, blackboard, or other writing board, make sure it is available, easy to see, and you have the proper writing implements.
  - Make sure you have 6" x 8" index cards or other materials to be used as "name tents" for attendees.
  - Make sure you have made up a sufficient number of copies of the "quiz", as well as any other handouts you are using.
- **"Final Check"**
  - Make sure equipment is in the room prior to the scheduled session.
  - Make sure you have the right program, (look inside the three-ring binder).
  - Check to see that the room is set up properly.
  - Check equipment prior to the presentation to assure that it works.
  - Make sure extension cords, etc. are "taped down", if need be, to avoid tripping.

## **CONDUCTING THE SESSION**

# **CONDUCTING THE SESSION**

## **The Initial Steps**

In conducting the session remember the positive nature of this presentation. Everyone is attending in order to learn more about how to recognize situations where first aid is needed and be able to administer it effectively. Initially, you need to:

- Introduce yourself as the session leader.
- State the title of the program, "First Aid", and the purpose of the session (to learn basic first aid skills and know when to use them).
- Inform the attendees when there will be breaks (if you plan for them) the location of exits and restrooms and if water, coffee, or other refreshments will be available.
- Make sure all of the attendees have "signed in" on your scheduling and attendance form. Remember, it is very important to document people's attendance at the session.

Once this housekeeping is done, it is time to move to the "meat" of the session. First, the attendees need to be informed about the objectives of the session (this is where you can use a flip chart or board to list the objectives, which should be done prior to the class starting). This listing should be preceded with some introductory remarks. Your own words are always best, but the remarks should follow along the lines of the following:

"When someone is injured or becomes ill on the job, employees like you will usually be the first ones "on the scene" and have the opportunity to provide some initial treatment. Sometimes this "first aid" can be as simple as gently cleaning a fresh scrape and covering it with a bandage. Other times it could be as dramatic as helping a coworker in out of the sun and treating them for heat exhaustion."

"Workplace accidents and injuries can happen any time. To be able to help coworkers in these situations, you need to know how to recognize common injuries and illnesses, and understand how to treat them. You also have to understand what you should do and not do when someone is hurt or ill, and be able to determine when you should call for emergency assistance."

"The program we are going to watch today will give us some good information on first aid. To make this the most productive session possible we need to look at what we want to accomplish (verbally reference the 'Objectives' list from the first section in this guide, or point to a white-board or chart where you have written them down)."

Once the objectives have been provided, you are ready to show the program. However, you do need to let the attendees know that they will be taking a quiz at the end of the session (if you are using it). It should be emphasized that they are not being "graded", but that the quiz is being used to determine if the session is effectively transmitting information to them in a way they will remember.

## Showing the Program

At this point, you need to introduce the title of the program once again, "First Aid", darken the lights if necessary, and begin the showing of the program.

You have several options as to how you can move through the program and what employees see. The DVD menu has three "selection bars":

- "Play".
- "Scene Index".
- "Contact Info".

To just play the program from beginning to end, select "Play".

To view (or review) a specific section of the program, select "Scene Index". You will be presented with a group of buttons, each of which corresponds to a section of the program. You can then select the specific section that you want to view.

If you would like information on other programs and products that are available from MARCOM you can select "Contact Info" for information about how to contact us.

All of our DVDs, both English and Spanish, are subtitled (similar to closed captioning). If there are hearing impaired employees participating in your training session, or you want people to be able to read the program narration as well as hear it, push the "subtitle" button on your DVD player's remote control or the player's control panel. A print version of the narration will then appear on the screen as the program plays.

## **Conducting the Discussion**

After the program has been shown, it is time for the group discussion on the information that it contained. Care must be taken to make sure that the discussion is kept to the general topic of first aid. There are several ways to conduct this discussion. These include:

- Calling for questions from the attendees and using these questions as the basis for the discussion.
- "Leading" the discussion through the points covered in the program using statements such as:
  - "One of the sections we saw in the program was about responding to heat-related illnesses. Who can describe these illnesses and explain how we should treat them?"
  - We saw an interesting segment on using the "5 and 5" procedure to assist a person who is choking. What are the steps involved in this technique?"

You should use the discussion format that you are most comfortable with. The "Outline of Major Program Points" section in this guide, and the questions and answers in the master copy of the quiz should be used as a basis for this discussion, as well as the supplemental information that you have presented in this session\*.

Remember, you have allocated a limited amount of time in which this discussion can take place. It is important to blend the attendees' questions and areas of interest with the objective of trying to touch on each major area within the program in the discussion. By touching on each area, the attendees are much more likely to retain the information presented in the session.

\*(An alternative to this approach is to give the quiz immediately after showing the program, then using a review of the questions as a basis for your group discussion.)

## **Concluding the Presentation**

Once discussion has concluded (whether naturally or you have had to bring the discussion to a close in order to complete the session within the time allowed) it is time to give the quiz if you are using it. Copies of the quiz can be made using the printed "master" in the back of this binder or from the PDF version on the DVD. Again, remind the attendees that the quiz is only meant to help determine how effective the presentation of the information is, and that they will not be graded. Let them know that they have approximately five minutes to complete the quiz.

At the end of the five-minute period, remind the attendees to date and sign their quizzes, and then collect them. The attendees should be thanked for attending the session and reminded of any other sessions in the educational program that they may be attending. They can then be dismissed to return to their normal activities.

## **"Wrapping Up" the Paperwork**

Before much time has passed, and the subject matter is fresh in your mind, several types of "paperwork" must be completed. First, check to make sure that all attendees signed the scheduling and attendance form. Next, make sure that you have a quiz from every attendee, dated and signed.

Depending upon what you have decided to do, a copy of the attendance form and the quiz for each attendee should be either filed in your files, or given to the attendee's department manager (or the personnel office) so that this paperwork can be included in their personnel file.

The attendees' training logs should also be updated, and every attendee should be given a filled out and signed training certificate, which signifies that they have successfully completed the course. Copies of the employee training log and the training certificate can be made using the printed "master" in the back of this binder or from the PDF version on the DVD.

Remember it is always a good idea to document information about an employee's attendance at these sessions, as well as the fact that the employee has come away from the session with an increased knowledge of first aid.

# **OUTLINE OF MAJOR PROGRAM POINTS**

# **OUTLINE OF MAJOR PROGRAM POINTS**

The following outline summarizes the major points of information presented in the program. The outline can be used to review the program before conducting a classroom session, as well as in preparing to lead a class discussion about the program.

- **Sometimes "first aid" can be as simple as gently cleaning a fresh scrape on your arm and covering it with a bandage.**
  - Other times it could be as dramatic as helping a coworker in out of the sun and treating them for heat exhaustion.
  
- **To be able to help in these situations you need to understand:**
  - The injuries and illnesses that you could encounter on the job.
  - The steps you should and should not take to provide basic first aid.
  - Situations where you should call for emergency medical assistance.
  
- **One thing that's important to know in all situations is where the first aid kits are in your facility.**
  - You don't want to be running around looking for one in the midst of an emergency.
  - So take a walk and locate them today!
  
- **Our ability to see is precious, so it's important to know what we can do to safeguard our vision and avoid making things worse when we deal with eye injuries.**
  - If you get a small particle of something in your eye, do not to rub it.
  - This can result in scratching the eye's surface.
  
- **Instead, allow the eye to flush the particle away naturally, with tears. You can help by:**
  - Blinking the eye repeatedly.
  - Pulling your eyelid out gently, then letting it slip back into place.

- **For stubborn particles, try rinsing the eye with water or artificial tears.**
  - If that doesn't work, see a doctor.
- **Cleaning solutions, solvents and other chemicals can cause serious burns if they get into our eyes.**
  - If you get splashed by one of these substances, stay calm and keep your eyes open.
  - Closing them traps the chemicals against the eyes, where they will cause more damage.
- **Instead, go to the nearest source of water such as a sink, water fountain, eyewash station... whatever is available... and rinse the affected eye.**
  - Hold it open with your fingers.
  - Continue rinsing for at least 15 minutes.
  - Then call for medical assistance.
- **When seconds count, you don't want to have to go searching for emergency contact numbers.**
  - Make sure they're posted where you can find them quickly.
  - Program them into your phone too.
- **If a large object such as a piece of glass, splinter or nail becomes embedded in a coworker's eye, do not try to remove it.**
  - Pulling it out could cause further damage.
- **Instead, call for medical assistance immediately.**
  - Cover the affected eye with an eye shield or the bottom half of a paper cup.
  - Secure it lightly in place.
  - Then wait for the EMTs or get to a doctor.
- **Cuts, burns and abrasions are some of the most common workplace injuries.**
- **They can occur any time, and anywhere.**
  - Most minor cuts and scrapes may bleed little, if at all.
  - Clean them by rinsing with warm water.

- **You can also gently wash the area around the wound with soap, but don't get soap in the wound itself.**
  - Then pat the area dry, apply antibiotic cream and cover it with a sterile bandage.
  
- **When bleeding does occur, press a clean cloth, tissue, or piece of gauze directly over the wound to stop it.**
  - If blood soaks through, don't remove the covering.
  - Put more on top and continue to apply pressure.
  - When bleeding stops, cover with a sterile bandage.
  - Later, you'll want to clean and re-dress the injury.
  
- **To remove the scabbed bandage material:**
  - Soften it with warm saline solution and proceed slowly.
  - Or see a doctor.
  
- **Serious wounds require medical attention. Call 911 when:**
  - The wound is deep or has gaping or jagged edges.
  - The bleeding will not stop.
  - Blood is spurting from the wound.
  
- **It's important to remember that coming into contact with another person's blood could infect you with a "bloodborne disease" such as Hepatitis B or AIDS.**
  - Avoid contact with anyone's blood but your own.
  - Before assisting a person with a bleeding injury, always put on a pair of sterile gloves (there should be a pair in your first aid kit).
  
- **Burns require a different approach.**
  - Since even minor burns can be very painful, hold them under cool (but not cold) running water to ease the discomfort.
  - You can then apply moisturizing cream, aloe vera gel or a burn treatment product.
  
- **If a blister forms, avoid breaking it. But if it does break:**
  - Leave the skin in place.
  - Clean the wound gently with soap and warm water.
  - Apply antibiotic cream.
  - Cover the area with a gauze bandage.

- **You should be able to find all the supplies you need to treat minor burns in your first aid kit.**
- **For more serious burns with large blistered areas or charring, call 911.**
  - While waiting for help, you can comfort the victim by elevating the burned area and applying a cool, moist bandage.
  - Do not immerse major burns in cold water (this can cause hypothermia and shock).
- **Most strains and sprains, and all fractures, should be considered serious injuries and be evaluated by a doctor as soon as possible.**
- **For minor strains and sprains you can help to reduce swelling by remembering the acronym "RICE"... Rest, Ice, Compress, Elevate.**
  - To rest an injured limb or joint, simply don't use it (keep weight off it).
  - Apply ice for 20 minutes every hour.
  - Compress the injury by wrapping the joint or limb in an elastic bandage.
  - Elevate the area so that it's above the level of the heart.
- **Begin RICE therapy immediately after an injury, and continue it for 24 to 48 hours, or until you see a doctor.**
- **More severe injuries require different measures. Call for emergency assistance immediately if:**
  - A person's limb or joint appears to be deformed.
  - A bone is protruding from their skin.
  - You think they may have broken bones in their head, neck or back.
- **You should also get help if the victim:**
  - Feels severe pain or numbness.
  - Can't move the injured joint or limb.
  - Has the limb buckle when they try to use it.

- **In these cases, don't move the person unless it's necessary to prevent them from suffering additional injuries.**
- **Don't try to realign a broken bone yourself, or push in a bone that's sticking out.**
- **If the injured person feels dizzy, is breathing rapidly, has pale, clammy skin and enlarged pupils, they may be going into "shock".**
- **"Shock" is a life-threatening condition that occurs when your system tries to cope with trauma by redirecting the blood flow within the body.**
  - This can cause some organs to get too little blood, and can result in organ damage or even death if nothing is done to stop it.
- **If you suspect that a person is going into shock:**
  - Call for emergency assistance (if you haven't done so already).
  - Help them lie down.
  - Elevate their legs and feet slightly, if possible.
  - Cover them so they stay warm.
  - Stay with them until help arrives.
- **When a person is having a heart attack, or going into cardiac arrest, it's a grave situation.**
  - Their life is in immediate danger!
- **A heart attack occurs when the blood supply to the heart muscle stops, and the muscle tissue begins to die as a result.**
- **A victim of a heart attack usually feels a sharp pain in the center of their chest, or between their shoulder blades.**
  - Often mistaken for indigestion or heartburn, the discomfort may spread to the shoulders, neck and arms as well.

- **Other symptoms of a heart attack include shortness of breath, sweaty or clammy skin, lightheadedness, nausea and vomiting.**
- **If you believe someone is having a heart attack:**
  - Have them sit down.
  - Loosen their clothing, especially at the collar.
  - Ask them if they use any medicine, such as nitroglycerin, for a heart condition.
  - If they do, help them take it immediately.
- **If the pain does not stop within 3 minutes of taking their medication, or they don't have it with them, call for emergency medical help.**
- **If the person suddenly stops responding to you, or stops breathing, they may be going into cardiac arrest.**
  - This is when the heart either begins to beat abnormally or stops beating completely.
- **Tap them on the shoulder and shout, “Are you OK?” If they show no reaction:**
  - Have someone call 911.
  - Begin CPR immediately.
  - Or use an AED (Automated External Defibrillator) if one is available and you know how to operate it.
- **CPR and the use of an AED can significantly increase the victim's chances of survival.**
  - If you don't know how to perform CPR or use an AED, get help from someone who does.
  - Consider getting training in these skills yourself (it could save a coworker's life!).
- **Choking occurs when a foreign object, usually food, lodges in a person's throat or windpipe, and prevents them from breathing.**

- **A person who is choking will be unable to talk. They may:**
  - Cough and gag.
  - Make squeaky sounds when trying to breathe.
  - Clutch at their throat.
  - Make frantic gestures.
  
- **Unless the blockage is removed, they can lose consciousness and die of suffocation in minutes.**
  
- **If a person begins choking, you need to help them immediately.**
  - Have someone call for emergency assistance, if possible.
  - If you are alone with the victim, only call for assistance after you help them.
  
- **To clear their airway use the "Five and Five" procedure. Begin by giving 5 blows to the victim's back:**
  - Standing beside the person, place one arm across their chest for support.
  - Bend them over at the waist so the upper body is parallel with the ground.
  - Deliver five separate back blows between the shoulder blades with the heel of your hand.
  
- **Then, perform 5 "abdominal thrusts":**
  - Standing behind the person, wrap your arms around their waist and lean them forward slightly.
  - Make a fist with one hand, position it above the person's navel and grasp the fist with your other hand.
  - Press hard into the abdomen with a quick, upward thrust, as if you are trying to lift the victim off their feet.
  
- **After delivering 5 abdominal thrusts, give 5 more back blows.**
  - Continue alternating between them, "five and five", until the blockage is dislodged.

- **If you begin to choke and no one is around to help you, you can perform abdominal thrusts on yourself:**
  - Place a fist slightly above your navel and grasp the fist with your other hand.
  - Deliver quick inward and upward thrusts against your upper abdomen.
  
- **Another approach is to bend over a hard surface, such as a countertop or the back of a chair, and thrust your upper abdomen against it.**
  - Keep it up until the blockage is expelled and you can breathe freely again.
  
- **Our body has automatic "cooling processes" that normally bring our temperature down when we get overheated.**
  
- **Sometimes those processes get out of whack, and when they do, "heat-related illnesses" such as heat exhaustion and heat stroke can occur.**
  
- **For example, sweating helps cool us by "evaporation", but the process also drains our system of the water and "electrolytes" that keep our body functioning normally.**
  
- **When our water and electrolyte levels get too low, we begin to suffer from "heat exhaustion".**
  - Symptoms of heat exhaustion include excessive sweating, cold and clammy skin, headache, dizziness, weakness and nausea.
  
- **If you believe a person is suffering from heat exhaustion:**
  - Get them into a cool or air-conditioned area.
  - Loosen their outer clothing.
  - Have them drink cool liquids, such as water, or sports drinks that contain electrolytes... but nothing that contains caffeine or alcohol.
  - Cool them down by spraying or sponging them with water, fanning them, or applying ice packs if they are available.

- **If the victim doesn't recover within 60 minutes, they should be taken to a clinic or emergency room to be evaluated by a doctor.**
- **Sometimes the body's natural cooling system can break down completely.**
  - Then we stop sweating and our temperature can go through the roof.
  - This is known as "heat stroke".
  - It can severely damage internal organs, including the brain, and can even be fatal.
- **The skin of a heat stroke victim will be hot and dry.**
  - They may stagger and appear to be confused.
  - Eventually they may have seizures and lose consciousness.
- **If you suspect someone has heat stroke, call for medical assistance immediately.**
  - Get the victim out of the heat.
  - Give them the same cooling treatments as for heat exhaustion.
  - Stay with them until help arrives.

**\* \* \* SUMMARY \* \* \***

- **You should know how to use first aid to help treat minor illnesses and injuries.**
- **Locate the first aid kits in your workplace, and know how to use the supplies they contain.**
- **Learn to recognize injuries and medical conditions that require emergency assistance.**
- **Make sure local emergency numbers are posted where you can find them quickly (program them into your cell phone too).**
- **Know how to use the "abdominal thrust" and "Five and Five" procedures to help a person who is choking.**

- **Consider getting trained in CPR and how to use an AED.**
- **By knowing when someone needs first aid, and what you can do to assist them, you can help minimize the impact of a coworker's injury... or even save a life!**

# **ACCOMPANYING MATERIALS**

# **ACCOMPANYING MATERIALS**

In order to assist you in conducting your session on first aid, we have provided a number of specific materials that can be used with this program. These materials have been furnished in PDF format on the DVD as well as printed "masters" in the back pocket of this binder. This will enable you to make as many copies of these forms as you need. If you have colored paper available to you, it is often useful to put each form on a different color. This enables you to easily differentiate between the materials. The materials enclosed with this guide include:

## **Scheduling and Attendance Form**

This form is provided so you can easily schedule your attendees into each session of the program. It's important that you have each attendee "sign-in" on the appropriate form, documenting their attendance at the session. Typically, a copy of this attendance/"sign-in" form is filed in the employee's personnel file.

## **Quiz**

The quiz is normally given after viewing the program. However, if you would like an indication of the "increase" in the attendees' knowledge of first aid, you can give the quiz both before and after the program is shown. You can also use the quiz as the basis for a class discussion. If you have decided to give the quiz both before and after the attendees view the program, it is often interesting to have the attendees compare their "before" and "after" answers as part of the session. Typically, the quiz is filed in the employee's personnel file.

## **Training Certificate**

This form allows you to give each employee their very own "certificate of completion", showing that they have attended the course and taken the quiz. Space is provided to insert the employee's name, the course instructor and the date of completion.

## **Employee Training Log**

This log helps you to keep track of when each employee has taken the course, as well as associated courses/training. Space is provided to list pertinent data about the employee, as well as information such as the date the course was taken and the instructor conducting the course. A copy of this form should be kept in each employee's training or personnel file.

## **Booklet\***

A sample copy of the employee booklet that has been designed for use with this program has also been included. Using both illustrations and text to review important points, the booklet is designed to reinforce the message that employees receive in the training session. The material is presented in the same order as seen in the program and is organized into concise sections, making it easy to understand and remember.

*\*Additional booklets, as well as copies of the poster that has been created to get employees thinking about first aid, are available from your reseller.*