

By the end of this presentation the participant will be able to:

Educational Objectives	Content (Topics)	Time Frame	Teaching/Learning Strategies
Identify the different levels of EMS, who may respond and how I can interact with them	<ol style="list-style-type: none"> 1. levels of the EMS, where they are found and what the Bystander's role is 2. Chain of survival 3. Demonstration/ Practice Longboarding including spinal immobilization and transfer of care 	60 minutes	<ol style="list-style-type: none"> 1. Written Materials - Textbook "Advanced Bystander Assistance" 2. Power Point Presentation with lecture 3. Demonstrations 4. Practice Longboarding people while providing spinal immobilization
Discuss techniques to maintain and airway such as safely clearing an airway and properly inserting an oral airway	<ol style="list-style-type: none"> 1. Safely & effectively clear the Airway 2. Cricoid Pressure application 3. Proper measurement & Insertion of Oral Airways 	45 minutes	<ol style="list-style-type: none"> 1. Written Materials - Textbook "Advanced Bystander Assistance" 2. Power Point Presentation with lecture 3. Demonstration with return demo 4. Discussion
Identify 3 common medical emergencies, what do about them in the field and how to recognize when to call for help	<ol style="list-style-type: none"> 1. Signs and symptoms of asthma and treatment (Stay & Play or call for help)? 2. Signs & symptoms of diabetes and treatment (Stay & Play or call for help)? 3. Signs & symptoms of chest pain and treatment (Stay & Play or call for help)? 	60 minutes	<ol style="list-style-type: none"> 1. Written Materials - Textbook "Advanced Bystander Assistance" 2. Power Point Presentation with lecture 3. Case Study 4. Discussion
Identify a femoral fracture, how and why to apply traction and how to transfer traction	<ol style="list-style-type: none"> 1. Femoral Pressure Point to control bleeding in the leg 2. Femoral traction application in a way that is able to be maintained until EMS arrives 3. Transfer traction to EMS when they arrive 	60 minutes	<ol style="list-style-type: none"> 1. Written Materials - Textbook "Advanced Bystander Assistance" 2. Case Study 3. Demonstrations with Hands on return demo
Perform a Head to Toe Assessment to look for injuries	<ol style="list-style-type: none"> 1. Steps of a head to toe assessment 2. Actions to take if you found particular injuries. 	45 minutes	<ol style="list-style-type: none"> 1. Written Materials - Textbook "Advanced Bystander Assistance" 2. Demonstrations 3. Return Demo 4. Discussion
Describe the importance of a leader at a crash scene as well as the many roles of bystanders and tasks that may need to be performed	<ol style="list-style-type: none"> I. Identification of injuries and roles of the bystander (including leadership) II. Prioritization of injuries using ABCSS of trauma 3. Use of proper "tools" (i.e. Trauma Shear) needed for situation. 	60 minutes	<ol style="list-style-type: none"> 1. Situations are acted out by students while other students respond 2. Discussion 3. Crash Simulation with moulage & actors
Recognize signs of critical incident stress and ways to reduce post traumatic stress	<ol style="list-style-type: none"> I. Role of emotion in a critical situation II. Examples of ways to recognize when PTS (post traumatic stress) is becoming an issue III. Resources to be able to deal with PTS in self or others 	30 minutes	<ol style="list-style-type: none"> 1. Group Discussion