



IHCD AWARDS
TRAINING SYLLABUS
For
FIRST PERSON ON SCENE[©] (BASIC)

Entry requirements	DIRECT ENTRY	DIRECT ENTRY
Ambulance Response	< 20 MINUTES	20 - 40 MINUTES
Title	FIRST PERSON (<i>Basic</i>)	FIRST PERSON (<i>Intermediate</i>)
THE PRE-HOSPITAL ENVIRONMENT	A1.1. The role of FPOS A1.2. Scene safety A1.3. Minimising risk of infection A1.4. Post-incident procedures	As for FPOS Basic plus : B 1.5 Scene management - Safety - Triage
PATIENT ASSESSMENT	A2.1 Communicating with patients A2.2 Examination and assessment	B2.1 Communicating with patients B2.2 Primary survey and assessment B2.3 Safe moving and handling *
RESPIRATION AND AIRWAY MANAGEMENT	A3.1. Recognition of respiratory problems A3.2. Common breathing difficulties A3.3. Basic airway management - Causes of blocked airway - Opening and maintaining a clear airway - Choking	As for FPOS Basic plus : B3.4 Use of suction * B3.5 Removal of crash helmets * # B3.6 Use of oro-pharyngeal airways * B3.7 Oxygen supplementation * B3.8 Ventilation support * B3.9 Bag/valve/mask #
BASIC LIFE SUPPORT	A4.1 Perform basic life support A4.2 Recovery position	As for FPOS Basic plus : B4.3 Perform child and infant basic life support * #
DEFIBRILLATION	A5.1 Automated external defibrillation	As for FPOS Basic plus : B5.2 Normal / abnormal heart rhythms
CIRCULATION AND SHOCK	A6.1 Recognition and initial care of haemorrhage - bleeding - shock (to include faints)	As for FPOS Basic
MEDICAL RELATED EMERGENCIES	Recognition and initial care of : A 7.1 Heart attack/angina A7.2 Diabetes A7.3 Stroke A7.4 Epilepsy A7.5 Unconscious patient A7.6 Asthma / anaphylaxis	As for FPOS Basic plus : B7.7 Assisting the Paramedic *
TRAUMA RELATED EMERGENCIES (optional)	A8.1 Recognition and initial care of injuries to bones, joints, tendons and ligaments * # A8.2 Recognition and initial care of burns and scalds * # A8.3 Recognition and initial care of other trauma related injuries * # A8.4 Skeletal stabilisation * #	As for FPOS Basic

Notes: * indicates additional optional units for Basic award
indicates optional units for Intermediate award

FIRST PERSON ON SCENE - BASIC

Unit Title: **THE PRE-HOSPITAL ENVIRONMENT (Basic)**

Unit Code: A1

Description of Unit

This unit describes the considerations that those first on scene need to make in order to manage the scene safely and effectively, working within their given role. The purpose is to minimise the risk to themselves and others and promote a safe working environment.

The outcomes within this unit cover both the physical and personal protection aspects; in the Intermediate award, the role also covers the principles of triage and documentation.

Summary of Learning Outcomes

1. The Role of the First Person on Scene
2. Scene Safety
3. Minimising the Risk of Infection
4. Post-incident Procedures

Unit Content

The Role of the First Person on Scene

- * The need to summon medical assistance
 - advanced assessment skills
 - oxygen
 - airway skills
 - drugs / fluids
 - rapid transfer to A&E
- * Posture and presentation (clothing & ID cards)

Scene Safety

- * Likely causes of danger to self and others
 - environmental
 - causative factors
- * Use of bystanders to summon help and/or provide assistance
- * The need for individual protective equipment (IPE), including pocket masks

Minimising the Risk of Infection

- * Each element of Universal Precautions
 - gloves
 - glasses
 - protective clothing
- * The importance of handwashing and hand disinfection in preventing the spread of infection
- * The importance of protecting cracks and lesions on the hands with appropriate dressings
- * The hazards posed to FPOS by spillages of blood and body fluids

- * The procedure and equipment used for cleaning spillages of blood and body fluids
- * The benefits of single-use equipment in reducing cross-infection risks where appropriate
- * Awareness of the risks from sharps injuries
- * The procedure to be adopted following sharps injury
- * Actions to be taken following contact with a known infectious disease
- * Access to advice, support and, if required, immunisation
- * Principles of handling and disposing of clinical waste and contaminated material
- * The use of protective clothing

Post-incident Procedures

- * Recognition of responsibilities for own well being
- * Recognition of responsibilities for own actions
- * Importance of accurate information during handover
- * Risk factors of attending / witnessing traumatic incidents and fatalities
- * Understand manifestations of stress
- * How to manage stress and stresses of the role

Outcomes and Assessment Criteria

Outcomes	Assessment Criteria
1. The Role of the First Person on Scene	To achieve each outcome the participants must demonstrate the ability to: * State the nature of resources available to respond to the needs of the patient * Explain their role to the patient
2. Scene Safety	* State the considerations to be made for self and others when first on the scene of an emergency
3. Minimising the Risk of Infection	* Explain the reasons for, and principles of, Universal Precautions * Explain the importance of immunisation for the First Person On Scene * Describe the safe disposal of clinical waste * Discuss cleaning arrangements for soiled clothing * Describe the action to be taken by First Person On Scene if they suffer an inoculation injury * Act in accordance with local infection risk procedures
4. Post-incident Procedures	* Describe the reporting procedures for critical incidents and “near-misses” * State the access to critical incident de-briefing and post-incident feedback and support * State the cleaning and re-stocking procedures * Complete appropriate documentation

Guidance

Generating Evidence

Evidence of outcomes will be in the form of written tests and assessed practical skills.

Links

This unit links well with the other units on the course. The unit provides many opportunities to demonstrate a range of common skills and progression toward the intermediate qualification.

Resources

Written and practical resources must be available to support the delivery and assessment of this unit.

Delivery

Theoretical, demonstration and practice.

Reference Material

First Person on Scene Student Handbook (Basic)

IHCD Basic Training Manual (Section 17)

FIRST PERSON ON SCENE - BASIC

Unit Title: **PATIENT ASSESSMENT (Basic)**

Unit Code: A2

Description of Unit

This unit describes the principles of patient assessment that those first on scene need to make in order to identify the major threats to life and the actions needed to eliminate or reduce that threat.

The outcomes within this unit cover both the need to communicate with patients to determine the chief complaint and the determining priorities.

Summary of Learning Outcomes

1. Communicating with Patients
2. Examination and Assessment

Unit Content

Communicating with Patients

- * Describe and demonstrate effective communication skills when examining a patient (in simulated conditions)

Examination and Assessment

- * Describe how to rapidly identify life-threatening conditions
 - blocked airway
 - bleeding patient
- * State the relevant actions to be taken in response to the findings at each stage of the primary survey
- * Describe the importance of SAMPLE history and interpretation of mechanism of injury
- * Report the findings of an examination and history on handover in a clear, concise and sequential manner
- * Demonstrate the skills of look, listen, feel and smell when examining a patient

Outcomes and Assessment Criteria

Outcomes	Assessment Criteria
1. Communicating with Patients	To achieve each outcome, participants must demonstrate ability in : <ul style="list-style-type: none">* the cycle which occurs as a result of communication difficulties which increases stress* means of using verbal & non-verbal communications to reassure and reduce stress* methods of simplifying language to aid comprehension* the importance of being direct with a child* the importance of utilising a toy during interaction (if possible)* the importance of utilising significant others when dealing with a child* respect for ethnic and cultural factors affecting communication and actions
2. Patient Assessment	<ul style="list-style-type: none">* importance of priority of actions during assessment and re-assessment* importance of the re-assessment and obtaining accurate history* which observations to make* considerations when making observations on dark skin* appropriate action to take following assessment* need for minimum patient movement during examination and treatment* importance and value of clear, concise and sequential reporting when handing over the patient to medical personnel* medi-alert bracelets / tags / hospital cards

Guidance

Generating Evidence

Evidence of outcomes will be in the form of written tests and assessed practical skills.

Links

This unit links well with the other units on the course. The unit informs the initial care rendered by those first on the scene of an emergency and is used throughout the other units during periodic re-assessment of patient condition as well as the key skill of communicating with patient under often stressful conditions.

Resources

Written and practical resources must be available to support the delivery and assessment of this unit.

Delivery

Theoretical, demonstration and practice.

Reference Material

First Person on Scene Student Handbook (Basic)

First Aid at Work Manual (current edition)

FIRST PERSON ON SCENE - BASIC

Unit Title: **RESPIRATION AND AIRWAY MANAGEMENT (Basic)**
Unit Code: A3

Description of Unit

This unit describes the most common breathing difficulties likely to be encountered by those first on the scene and basic airway management, including the clearing of a blocked airway; there is also an optional unit for using of suction equipment as an adjunct to clearing the airway.

The outcomes within this unit complement the Patient Assessment unit and also include simple techniques employed to clear any blockages/foreign bodies; in the case of using suction equipment, this includes the indications and contra-indications.

Summary of Learning Outcomes

1. Recognition of Respiratory Problems
2. Common Breathing Difficulties
3. Basic Airway Management
4. Use of Suction (Optional)

Unit Content

Recognition of Respiratory Problems

- * Describe the anatomy of the respiratory system
- * Describe the components required for normal ventilation
- * Assess the effectiveness of a patient's breathing
- * Describe the signs of hypoxia
- * Describe factors that can interfere with the normal mechanism of breathing

Common Breathing Difficulties

ASTHMA

- * Define asthma
- * Describe the signs and symptoms of asthma
- * Describe the initial care of patients suffering an asthma attack

Hyperventilation

- * Recognise the signs and symptoms of hyperventilation
- * Importance of history
- * Describe the initial care of patients suffering hyperventilation

Basic Airway Management

- * Describe normal anatomy of a patent airway
- * Describe the signs and / or symptoms of airway obstruction (partial and complete)

- * Describe the treatment / management of the above
- * In simulated situations, demonstrate the stepped airway approach for a patient with a compromised airway in line with national guidelines in force at the time
- * State the importance of re-assessment of a patient's airway

Use of Suction (Optional)

- * Demonstrate effective airway aspiration on appropriate manikins using equipment
- * Perform operational checks and maintenance procedures on suction equipment
- * State the indications and contra-indications for suction

Outcomes and Assessment Criteria

Outcomes	Assessment Criteria To achieve each outcome, participants must demonstrate ability in:
1. Recognition of Respiratory Problems	<ul style="list-style-type: none"> * just because a patient is breathing, it does not mean they are ventilating * differences in the breathing rates between adult, children and infant * the causes of respiratory distress and how to recognise it * physical examination of the chest/neck
2. Common Breathing Difficulties	<p>ASTHMA</p> <ul style="list-style-type: none"> * changed anatomy * early and late signs of asthma * prevalence of severe attacks among young people * inability to complete sentences as a key warning sign * medication commonly used by asthmatics * tiredness as a sign of extremis * silence as a sign of extremis/severity <p>HYPERVENTILATION</p> <ul style="list-style-type: none"> * self-correcting condition * the importance of history * the need to be calm but firm with the patient * seen mostly in young women * need to remove patient from cause * importance of patient re-assurance

<p>3. Basic Airway Management</p>	<ul style="list-style-type: none"> * the brain's oxygen requirements and that irreparable damage can occur in two to three minutes * the risk of airway obstruction in injuries to the face * the need to ensure dentures do not cause obstruction of the airway or if well fitting, can help facilitate airways * the correct positioning of the airway in the unconscious patient * the importance of maintaining a clear airway * the need for regular re-assessment of the patient's airway <p>CHOKING</p> <ul style="list-style-type: none"> * treatment of the conscious and unconscious choking patient * different techniques for dealing with choking <ul style="list-style-type: none"> - adults - children - infants
<p>4. Use of Suction (Optional)</p>	<ul style="list-style-type: none"> * reinforce positioning as first option when at all possible * the indications for airway aspiration * the potential dangers of inappropriate suction * the damage which may be caused to tissues by excessive suction * methods of clearing a blocked catheter * the need to dispose of used catheters * the need to reduce suction pressure for children * the use of rigid suction catheters in the pre-Hospital environment

Guidance**Generating Evidence**

Evidence of outcomes will be in the form of written tests and assessed practical skills.

Links

This unit links well with the other units on the course. The unit provides candidates with the foremost life saving skill, that of opening an airway.

Resources

Written and practical resources must be available to support the delivery and assessment of this unit.

Delivery

Theoretical, demonstration and practice.

Reference Material

First Person on Scene Student Handbook (Basic)

First Aid at Work Manual (current edition)

FIRST PERSON ON SCENE - BASIC

Unit Title: **BASIC LIFE SUPPORT (Basic)**

Unit Code: A4

Description of Unit

This unit describes the techniques used in the temporary maintenance of cardiac and respiratory output - basic life support, pending the arrival of definitive pre-Hospital care and/or transfer to definitive Hospital care.

The outcomes within this unit cover exhaled air ventilation support and external cardiac massage, and provides the basis for more advanced techniques and measures elsewhere in the course and the Intermediate award.

Summary of Learning Outcomes

1. Perform Basic Life Support
2. Recovery Position

Unit Content

Perform Basic Life Support

- * Demonstrate the effective use of a face mask
- * Perform effective basic life support in line with current national guidelines for adults on appropriate manikins
- * Demonstrate post-arrest management

Recovery Position

- * Demonstrate the safe and effective technique for placing a range of patients in the recovery position

Outcomes and Assessment Criteria

Outcomes	Assessment Criteria
1. Perform Basic Life Support	<p>To achieve each outcome, participants must demonstrate ability in :</p> <ul style="list-style-type: none"> * looking and feeling for signs of life * circumstances under which resuscitation is performed for 1 minute before summoning help * the need for early intervention in respiratory emergencies * monitor and respond to changes in a patient's condition as a result of basic life support * the importance of using careful observation to detect the early signs of deterioration in a patient's condition * the relative benefits of various ventilation techniques <ul style="list-style-type: none"> - mouth to mouth - mouth to nose - mouth to stoma * the limitations of basic life support and the benefits of adjunctive equipment * the importance of correct basic life support techniques for adults, children and infants * the differences in technique when single and multiple rescuers are present, and the physical demands of performing basic life support * awareness of potential difficulties in ventilating patients, e.g. asthmatic * physical and psychological demands of performing basic life support
2. Recovery Position	<ul style="list-style-type: none"> * preparation of patient before movement * importance of assessing the size and weight of the patient and the need to summon additional assistance * techniques for the safe moving of patients * knowledge of potential risks to the patient when placing in the recovery position * ongoing need to monitor the patients condition and respond to changes * a patient's tendency to adopt the position which gives them most comfort * importance of gaining the patient's co-operation when being positioned by adequate explanation * circumstances or changes which may necessitate a change in the patient's position * considerations for positioning of patient's with breathing difficulties e.g. asthma * potential for pressure sores to develop

Guidance

Generating Evidence

Evidence of outcomes will be in the form of written tests and assessed practical skills.

Links

This unit links well with the other units on the course, particularly Respiration and Airway Management and Automated External Defibrillation.

Resources

Written and practical resources must be available to support the delivery and assessment of this unit.

Delivery

Theoretical, demonstration and practice.

Reference Material

First Person on Scene Student Handbook (Basic)

First Aid at Work Manual (current edition)

FIRST PERSON ON SCENE - BASIC

Unit Title: **DEFIBRILLATION (Basic)**

Unit Code: A5

Description of Unit

This unit describes the procedures for the safe use of an automated external defibrillator. The unit complements airway management and basic life support and is key to improving the survivability of those suffering cardiac arrest.

Summary of Learning Outcomes

1. Automated External Defibrillation

Unit Content

Automated external defibrillation

- * Describe normal / abnormal heart activity
- * Explain the role of the automated external defibrillator in relation to pre-hospital care and the chain of survival
- * Describe the five point safety considerations when performing defibrillation countershocks
 - water
 - direct contact
 - indirect contact
 - jewellery/GTN patches
 - pacemakers
- * Preparation of patients prior to performing defibrillation countershocks
- * Demonstrate and explain the operation of an automated external defibrillator
- * State the **post-resuscitation** care necessary for a patient successfully defibrillated
- * Correctly position the electrode pads as directed and ensure an interpretable ECG is obtained
- * Maintain the dignity and wishes of the patient at all times

Outcomes and Assessment Criteria

Outcomes	Assessment Criteria
1. Automated External Defibrillation	To achieve each outcome, participants must demonstrate ability in : <ul style="list-style-type: none">* the safety precautions to be taken during defibrillation* environmental (water, metal, flammable gases, direct/indirect contact)* patient (medication patches, jewellery, moisture, pacemakers, body hair)* automated external defibrillation operational procedures - rescuer/team safety (direct/indirect contact)* the importance of following local reporting procedures for the use of AED and data capture* maintenance procedures for the automated external defibrillator

Guidance

Generating Evidence

Evidence of outcomes will be in the form of written tests and assessed practical skills.

Links

This unit links well with the other units on the course. The unit provides candidates with the skills and knowledge to use an automated external defibrillator safely and appropriately.

Resources

Written and practical resources must be available to support the delivery and assessment of this unit.

Delivery

Theoretical, demonstration and practice.

Reference Material

First Person on Scene Student Handbook (Basic)

First Aid at Work Manual (current edition)

FIRST PERSON ON SCENE - BASIC

Unit Title: **CIRCULATION AND SHOCK (Basic)**

Unit Code: A6

Description of Unit

This unit describes the importance to the body of circulating blood volume and the simple actions that can be taken in the event of major blood loss to reduce morbidity.

Summary of Learning Outcomes

1. Recognition and initial care of haemorrhage

Unit Content

Recognition and initial care of haemorrhage

BLEEDING

- * Recognise normal circulation :
 - colour
 - presence of a radial pulse
 - talking patient
- * Recognise the difference between major and minor bleeding
- * Recognise the need for speed in identifying any major source of external blood loss
- * Describe and demonstrate the initial care of external haemorrhage
 - elevation
 - direct pressure
 - indirect pressure
 - windlass
 - tourniquet (in the presence of extensive bleeding)
- * State the factors affecting compensatory mechanisms across patient groups; young and old affected most

SHOCK (to include faints)

- * State the definition of **shock**: lack of perfusion to the vital organs
- * In simulated situations, demonstrate effective techniques for the management of shock
- * Define the term faint: lack of perfusion to the brain
- * Demonstrate the management techniques for a faint

Outcomes and Assessment Criteria

Outcomes	Assessment Criteria
1. Recognition and initial care of haemorrhage	To achieve each outcome, participants must demonstrate ability in : <ul style="list-style-type: none">* loss of a radial pulse* the dangers of constriction bandages and tourniquets* management of foreign bodies in situ* the need to look for “hidden” external loss: loose clothing; at night-time; leathers; vehicle positioning; ethnicity* the need for careful monitoring for evidence of recurrent bleeding* the location of 'pressure points'<ul style="list-style-type: none">- radial- temporal- brachial- axilla- ulna* elevation of limbs in the absence of a radial pulse <p><u>SHOCK (to include faints)</u></p> <ul style="list-style-type: none">* relevant history as well as common signs and symptoms (to include mechanism of injury)* the causes of a faint* the history, clinical signs and symptoms associated with faints* the normally brief duration of a faint

Guidance

Generating Evidence

Evidence of outcomes will be in the form of written tests and assessed practical skills.

Links

This unit links well with the other units on the course and forms the third element of the priorities in maintaining life - circulation.

Resources

Written and practical resources must be available to support the delivery and assessment of this unit.

Delivery

Theoretical, demonstration and practice.

Reference Material

First Person on Scene Student Handbook (Basic)

First Aid at Work Manual (current edition)

FIRST PERSON ON SCENE - BASIC

Unit Title: **MEDICAL RELATED EMERGENCIES (Basic)**

Unit Code: A7

Description of Unit

This unit describes the recognition and initial management of common illnesses that the First Person on Scene is likely to encounter, which due to the nature of the presenting symptoms, can be life threatening. This unit links to other units in the FPOS framework, particularly Patient Assessment, Basic Life Support and Automated External Defibrillation.

Summary of Learning Outcomes

1. Recognition and initial care of heart attack and angina
2. Recognition and initial care of diabetes
3. Recognition and initial care of stroke
4. Recognition and initial care of epilepsy
5. Recognition and initial care of the unconscious patient
6. Recognition and initial care of asthma/anaphylaxis

Unit Content

Recognition and initial care of heart attack and angina

- * Describe the history, signs and symptoms usually associated with “heart attack”
- * In simulated situations, demonstrate the management of “heart attack”

Recognition and initial care of diabetes

- * Define diabetes
- * Demonstrate techniques for assessing and managing hypo-glycaemia

Recognition and initial care of stroke

- * Define stroke: a bleed in or blockage of the circulation within the brain
- * Describe the signs and symptoms commonly associated with a stroke
- * Demonstrate effective management of a patient with clinical signs of a stroke

Recognition and initial care of epilepsy

- * Describe the clinical presentation of minor and major epilepsy
- * Demonstrate, in simulated situations, management of a patient with minor or major epileptic seizures
- * Describe the actions necessary in a case of infantile (febrile) convulsions

Recognition and initial care of the unconscious patient

- * Recognise the dangers of unconsciousness:
 - airway compromise

- breathing impairment
- circulatory impairment
- extremes of temperature (cold and heat)
- * Discuss some of the causes of unconsciousness
- * Demonstrate the use of AVPU in assessing the conscious level of the patient

Recognition and initial care of asthma/anaphylaxis

- * Describe the signs and symptoms of an asthma attack
- * Describe the signs and symptoms of anaphylaxis
- * Describe the function and purpose of inhalers used by asthma sufferer's and assist with 'self-administration'
- * Effective patient positioning for those suffering anaphylactic reaction, and the importance of maintaining a patent airway

Outcomes and Assessment Criteria

Outcomes	Assessment Criteria To achieve each outcome, participants must demonstrate ability in :
1. Recognition and initial care of heart attack and angina	<ul style="list-style-type: none"> * difference in signs and symptoms between heart attack and angina * describe some common medication associated with angina treatment * the importance of obtaining accurate patient history * the importance of reassurance and patient confidence in the management of acute cardiac illnesses * patient positioning for “heart attack”
2. Recognition and initial care of diabetes	<ul style="list-style-type: none"> * differences between insulin/ non-insulin dependant diabetes, and various methods to control both * history, clinical signs and symptoms commonly associated with hypoglycaemia * normally rapid improvement in hypoglycaemic episode * ongoing care required when fully conscious * if in doubt, always give glucose * potential of secondary injuries
3. Recognition and initial care of stroke	<ul style="list-style-type: none"> * the difficulties experienced by stroke patients, especially in communication, mobility and anxiety * immediate effects experienced by stroke patients * management of stroke patients, including positioning * the importance of reassurance and patience in these cases
4. Recognition and initial care of epilepsy	<ul style="list-style-type: none"> * the most common causes / triggers of epilepsy * the history and clinical signs and symptoms associated with epilepsy * the grave danger of persistent seizures - brain hypoxia * the possibility of injury associated with epileptic seizure * the stages of a major seizure * the medicines commonly carried by an epileptic which may identify him/her as a sufferer * the cause and effect of infantile (febrile) convulsions * the importance and methods of cooling an infant following a convulsion * the need for tact, diplomacy and understanding as a patient recovers from epileptic events

Outcomes and Assessment Criteria (continued)

Outcomes	Assessment Criteria To achieve each outcome the participants must demonstrate the ability to:
5. Recognition and initial care of the unconscious patient	<ul style="list-style-type: none">* importance of history taking* correct positioning of the unconscious patient to maintain a patient airway* the importance and method of patient monitoring* the need to prioritise ABC assessments* the effect of unconsciousness on the patients senses* the necessity to conduct and record sequential observations to assess changes in the patients condition* the patient who responds to pain only may require airway support until proven otherwise
6. Recognition and initial care of asthma/anaphylaxis	<ul style="list-style-type: none">* different types of inhalers in common use* the effective treatment for those suffering anaphylactic reaction and the need for urgent transfer to definitive treatment

Guidance

Generating Evidence

Evidence of outcomes will be in the form of written tests and assessed practical skills.

Links

This unit links well with the other units on the course, particularly Basic Life Support and Respiration and Airway Management and provides candidates with potential causes of loss of consciousness and breathing difficulties.

Resources

Written and practical resources must be available to support the delivery and assessment of this unit.

Delivery

Theoretical, demonstration and practice.

Reference Material

First Person on Scene Student Handbook (Basic)

First Aid at Work Manual (current edition)

FIRST PERSON ON SCENE - BASIC

Unit Title: **TRAUMA RELATED EMERGENCIES (Basic)**

Unit Code: A8

Description of Unit

This is an optional unit

This unit describes the recognition and initial care of trauma related injuries, and the simple techniques involved to reduce pain and support the patient, whilst also being aware of the need to provide life support skills if necessary.

Summary of Learning Outcomes

1. Recognition and initial care of injuries to bones, muscles and joints
2. Recognition and initial care of burns and scalds

Unit Content

Recognition and initial care of injuries to bones, muscles and joints

- * Define the signs and symptoms that may indicate skeletal and soft tissue injury
- * Relate mechanism of injury to severity
- * Demonstrate immobilisation techniques
- * Demonstrate 'jaw thrust' technique for the unconscious trauma patient

Recognition and initial care of burns and scalds

- * State the classifications of burns and characteristics of each
- * Demonstrate, in simulated situations, the management of burns and scalds in accordance with national guidelines in force at the time

Outcomes and Assessment Criteria

Outcomes	Assessment Criteria
1. Recognition and initial care of injuries to bones, muscles and joints	<p>To achieve each outcome, participants must demonstrate ability in :</p> <ul style="list-style-type: none"> * the use of RICE in the treatment of soft tissue injuries to ankles and knees * the importance of accurate assessment and correct handling of such injuries * the need for reassurance and patient co-operation when dealing with these injuries * the common types of fractures * the management of soft tissue and skeletal injuries * the vital need for early stabilisation of the head and neck in any case of confirmed or suspected spinal injury * the need to minimise patient movement during treatment to reduce bleeding and pain * the importance of comprehensive reporting of the circumstances and mechanism of the injury * the need to keep well fitting footwear in place * the need for simple effective splintage * the ability to identify circulatory and nervous compromise in the affected limb
2. Recognition and initial care of burns and scalds	<ul style="list-style-type: none"> * the need for safety of self and others when dealing with burns * the types of burns in terms of depth of tissue damage (full and partial thickness) * the classification of burns by agent <ul style="list-style-type: none"> - dry heat ; scald; chemical; electrical; friction; radiation * the need for reassurance for burns patients * the danger in burns affecting the airway * the importance of burn time (start of burn, end of burn, amount of cooling) * the differences in relative body area between adults and children * acceptable methods of cooling burns: running water; dressings * the need to avoid self-contamination and danger in dealing with burns * use of clingfilm to cover a burn * the retention of burnt material for scene/patient assessment in hospital

Guidance

Generating Evidence

Evidence of outcomes will be in the form of written tests and assessed practical skills.

Links

This unit complements the other units on the course for those whose role would include the initial care and management of those involved in trauma.

Resources

Written and practical resources must be available to support the delivery and assessment of this unit.

Delivery

Theoretical, demonstration and practice.

Reference Material

First Person on Scene Student Handbook (Basic)

First Aid at Work Manual (current edition)