

## Challenging the Program

Experienced students may wish to challenge Wilderness First Aid by getting a passing score on the written exam and demonstrating the competent performance of skills. Participants must arrive prepared for skill testing and must perform competently without assistance on each skill. A warm-up or skills review session may be conducted before the challenge but must be clearly separated from the challenge itself. Students who cannot perform competently without assistance have not successfully completed the course. If unsuccessful, students seeking certification must complete a full course.

## Program Outline

The program outline and corresponding recommended times for each section are based upon the Boy Scouts of America (BSA) Wilderness First Aid Curriculum and Doctrine Guidelines released in May 2009 by the Health and Safety Support Committee, Wilderness First Aid Task Force. These times are only for completing the core knowledge and skill objectives as outlined in the BSA document to meet the established 16-hour requirement. More time is required to teach additional content contained in the student and instructor guides.

### Recommended Initial Course Schedule (Break for at least 5 minutes each hour.)

Section/Topic/Skill	Time
	(minutes)
Section 1: Preparation and Assessment	
Introduction	30
Finding Problems	150
Section 2: Preventing and Caring for Injuries	
Shock	25
Wilderness Wound Care	70
Burns	15
Injuries to Bones and Joints	120
Head and Spinal Injuries	75
Eye and Facial Injuries	15
Chest and Abdominal Injuries	40
Section 3: Environmental Hazards	
How to Beat the Heat	60
Hypothermia	45
Submersion Incidents (Drowning)	30
Altitude Illness	30
Lightning Strike	30
Section 4: Biological Hazards	
Mosquitoes, Ticks, and Disease	15
Bees, Wasps, and Spiders	30
Venomous Snakes	15
Section 5: Medical Problems	
Medical Problems in the Wilderness	30

## Recommended Initial Course Schedule cont.

Section/Topic/Skill	Time
	(minutes)
Section 6: Additional Information	
Wilderness First Aid Kits	15
Section 7: Conclusion (Written Exam and Performance Evaluation/Scenarios)	120
<b>Total Approximate Minutes</b>	<b>960</b>
<b>Total Approximate Hours</b>	<b>16</b>

*\*It is recommended that performance evaluation/scenarios be integrated into student practice sessions using scenario sheets throughout the course instead of conducting performance evaluations at the end of the course.*

## Program Description

### Overview

Wilderness environments create special situations not usually encountered in an urban or suburban environment. When a person becomes injured or ill in the wilderness, the time and distance to traditional emergency medical services may be hours or even days. First aid providers in a wilderness setting will be faced with limited resources, will have to care for a patient for a much longer time period, and must make decisions about when and how fast to evacuate a patient. The goal of this program is to provide learners a valuable and enjoyable hands-on training in wilderness first aid. The fundamental objective is to teach a simple, practical approach that helps students develop the knowledge, skills, and confidence to respond to and care for an injured or ill person in a wilderness environment for an extended period of time.

### Definition

Wilderness first aid is defined as assessments and interventions that can be performed by a bystander (or the victim) with minimal or no medical equipment in a remote setting. A wilderness first aid provider is defined as someone with formal training in wilderness first aid, emergency care, or medicine who provides first aid. Administration of wilderness first aid must not delay activation of the EMS system or other medical assistance when it is required and available.<sup>1</sup>

### Focus

This program is designed to focus on caring for injured or ill persons in remote settings. The focus of the program will depend largely upon organizational and student needs, including requirements specific to licensure or job performance. Program

knowledge and skills may be offered according to organizational policies, occupational requirements, or desire of the target audience.

### Flexibility

The program is intended to be flexible. It can be customized to meet the teaching styles of the Instructor, the learning needs of the student and the organization/business, and/or the regulatory needs of an employer. To be successful, all Instructors must know their participants and what they value.

This program contains core and supplemental training options. All core content and related knowledge and skills must be covered in order to provide the student with a successful completion card. Additional content may be presented based upon the requirements or desire of the audience.



#### **IMPORTANT:**

Organizations like the Boy Scouts of America (BSA) have specific requirements for a wilderness first aid course and limit the content that can be delivered. It is important that Instructors are aware of and understand these specific requirements before training members of these organizations.

It is important to understand that flexibility does not come without responsibility. Municipal, state, provincial, national, or federal regulations are governmental orders having the force of law. In the United States, Canada, and most other industrialized countries, regulations and occupational licensing requirements prescribe scope of practice, rules, standards, and conditions that every training agency, program, Instructor, and licensed person must comply with.

ASHI Training Centers and their authorized Instructors must be completely familiar with the regulations and licensing requirements of persons to whom they offer training and certification. Training Centers and authorized Instructors must not advertise, represent, or otherwise promote that their programs will meet specific regulations or licensing requirements unless and until such is confirmed with the licensing authority and/or ASHI.

Occupational regulatory or licensing agencies may require additional content, hours of instruction, or other practices.

### Age for Program Participation

Age is not a reasonable measure of an individual's ability to learn or perform wilderness first aid. A person of any age who has the physical ability to perform the skills may participate in the program. Instructors bear the responsibility of ensuring that each participant meets the core knowledge and skill objectives for successful completion.<sup>2</sup>

**Some organizations require that persons receiving certification in wilderness first aid be of a minimum age.** It is important that Instructors are aware of and understand these specific requirements before training members of these organizations.

## Instructional Approach

ASHI promotes an instructional approach and training programs that are based on simple and practical applications. The focus is on gaining the skills and building the confidence to handle an emergency situation. Skills are best learned and retained by repeated practice. Instructors can make the most of class time by limiting lectures to essential knowledge and focusing on hands-on skill practice.<sup>3,4</sup>

Research shows that first aid training is best learned in small group, student-focused, scenario-based, interactive programs. Hands-on practice and repetition will aid in the retention of effective wilderness first aid skills.

## Presentation Materials

### Instructor Guide

This Instructor Guide provides a step-by-step approach for facilitating wilderness first aid classes. Objectives and presentation materials for each lesson are provided. Each lesson contains a Reason for Learning statement to help you explain why the lesson is important. Students will only respond

to training when they are aware of their own need for it and the personal benefit they will derive from achieving it.<sup>5</sup> Each core knowledge and skill lesson wraps up with short problem-solving scenarios. This case-based approach helps students recall key information and stimulates active learning.



#### Please Note:

This Instructor Guide is not designed to cover all the content in the Student Handbook. Rather, it targets teaching of the required knowledge and skill objectives.

Additional content in the Student Handbook is intended for reference, further reading, continuing education, or adapting the course to the specific needs of an employer or student.

### Instructor Activities

Directions for conducting each lesson are included. The four-step instructional plan follows:

#### Step 1: Present the Knowledge Content

This outline presents key information from the Student Handbook. It is designed to deliver the core knowledge content. Lecturing too far beyond this material will reduce skill practice time and should be avoided.

#### Step 2: Demonstrate Skills

Demonstrations may be done in front of the entire group (live or video), or by multiple Instructors in individual skill stations with small groups. When demonstrating skills, Instructors must be capable of giving a high-quality performance, because students will copy the example.

When giving a demonstration, use the WHOLE-PART-WHOLE method.<sup>6</sup>

- **WHOLE:** Demonstrate the entire skill, beginning to end, briefly naming each action or step.
- **PART:** Demonstrate the skill again, step-by-step, integrating information and facts while pointing out common errors in technique. During this phase of the demonstration, be careful to present only the knowledge necessary for the student to adequately perform the skill. To help you focus on the essential knowledge, look at the appropriate skill steps as you demonstrate the parts of the skill and have the students do the same.