

Appendices

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A. Sample First Aid and CPR Courses for Higher Care Activities

A variety of first aid and cardiopulmonary resuscitation (CPR) courses are available for those who are involved in providing higher care activities. Some involve only first aid or CPR, but some also combine the two elements. Some common first aid and/or CPR providers are noted, but there may be others available (public or private) in your community as well; the list is not exclusive, nor does it endeavour to suggest that a course from another provider is not as good or as valid.

The courses listed here are for teachers/ leaders involved in higher care risk activities (e.g., adventure pursuits, out-of-province travel) and/or environments (e.g., remote, wilderness). It builds on rather than repeats the content from the related appendix in the Level 1 Manual (e.g., all CPR courses are covered and all first aid courses up to Standard First Aid level). Standard level and equivalent courses are repeated here. For those only involved in lower risk, local activities, see the [Level 1 Manual](#).

Cardiopulmonary Resuscitation Courses (CPR)

See [Level 1 Manual](#)

Lifesaving Society

- Bronze Medallion
- Bronze Cross
- Aquatic Emergency Care
- National Lifeguard Service

St. John Ambulance

- St. John Ambulance Standard First Aid (CPR C)
- St. John Ambulance Wilderness First Aid (CPR A)
- St. John Ambulance Emergency Medical Responder

Red Cross

- Workplace CPR/AED: (CPR A, B, or C)
- Canadian Red Cross Workplace Standard First Aid (CPR A)
- Wilderness and Remote First Aid (CPR C)

Canadian Ski Patrol

- Canadian Ski Patrol System First Aid (CPR Level C): 66 hours

Other Providers

- Wilderness Medical Consultants
- Wilderness Medical Associates
- Slipstream Wilderness First Aid
- Alert First Aid
- Peak Emergency Response Training
- Pacific Alpine Institute

B. Sample First Aid Kits (Local Through Remote Environments)

Local (< 20 minutes to get casualty to EMS or from EMS arriving on-site)				
		1 pr.	Scissors / EMT shears	Cutting tape, Moleskin or other blister protection, etc.
		1 pr.	Tweezers	Removing splinters, ticks, etc.; cleaning wounds
		5	Safety pins – assorted sizes	Fastening tensors, triangular bandages, etc.
		1	Resuscitation barrier device with a 1-way valve	Protects first aid provider during artificial respiration/CPR
		1 bar	Cleansing soap	Cleaning around wounds, washing first aid provider's hands
		5	Antiseptic towelettes	Cleaning wounds
		20	Adhesive bandages (sterile), assorted sizes	Minor cuts, scrapes
		3	Triangular bandages	Bandaging, splinting
		1 roll of 75 mm	Crepe tension bandage	Sprains, strains, holding dressings in place, etc.
		1 roll of 75 mm	Conform gauze bandage	Holding dressings in place, creating pressure bandages
		5 10 cm x 10 cm	Sterile gauze pads (individually packaged)	Wound dressing
		2 10 cm x 10 cm	Sterile compress dressings (indiv. packaged)	Wound dressing
		2 15 cm x 15 cm	Sterile compress dressings (indiv. packaged)	Wound dressing
		1 roll of 125 mm	Adhesive tape	Taping dressings or splints, stabilizing joints, etc.
		6	Butterfly or steri-strips	Wound closure
		4	Cotton-tipped swabs	Removing foreign material from eye
		4 pr.	Vinyl or nitrile gloves (surgical gloves)	Protection of first aid provider from blood/other fluids
		1	Space blanket, blanket, or sleeping bag	Keeping immobilized casualty warm
		1	Instant cold pack	Prevents inflammation (use with caution)

		1	Emergency Response Checklist	Reference
		1	First aid booklet	Reference
		1	List of first aid kit contents	Reference, restocking after use
		1	Pencil (soft, waterproof); paper / forms	Note taking, recording vital signs, etc.
		3	Incident Report Form	To document incident (submit to Program Manager or designate)
		1	Epi-pen	Severe allergic reaction (know contra-indications)
		6	Wound closure strips	Close wounds (stronger than butterflies or steri-strips)
		2 25 x 40 cm	Non-adherent dressings	Open wounds
		1 pkg.	Second skin	Blisters, abrasions, weeping wounds, burns
		1 12 x 24 cm	Molefoam	Blisters (can cut donut around blister to reduce pressure)
		1	SAM Splint or ensolite pad	Immobilizing joints and fractures
		3 1-litre	Re-sealable zip-lock bags	Sucking chest wounds, stowing disposable items, etc.
		1	Sub-temperature thermometer	Monitoring body temperature, including hypothermia
		10 tablets	Dextrosol or 1 package Diabetic jell	Hypoglycemia, insulin reactions in diabetics, hypothermia
		3	Casualty Assessment Checklists	Recording results of primary/secondary assessments, vitals
		Increase the quantity of supplies noted under local trips; e.g., triangulars, tape, gauze, gauze pads, pressure dressings, tensors, cotton swabs, steri-strips, antiseptic towelettes, space blankets/blankets/sleeping bags, Second Skin. The actual amount needed should be based on the considerations noted in the document. Consider medications, as appropriate.		

		2	Oral airways (consider sizes)	Airway maintenance of unconscious person
		1 20 cc	Bulb syringe with catheter tip	Flushing wounds
		2	Sterile abdominal pad / field dressing	Dressing large wounds
		1 tube	Double topical ointment (e.g., Polysporin)	Prevention of infections, speeds healing of wounds
		1 tube/vial	Toothache ointment / Oil of Cloves	Toothache pain management
		Increase the quantity of supplies noted for local and semi-remote trips, especially if trip is of long duration (> 1 week). See notes regarding the addition of medications, as inclusion of at least some is indicated.		

D. The SAFETY FIRST PLEASE RULE

To summarize the key aspects of activity/excursion preparation, risk reduction and emergency procedures, this acronym will be applicable to each activity.

SAFETY	–	elements related to competency of the staff and qualification of the activity/excursion
FIRST	–	location and equipment related considerations
PLEASE	–	instruction considerations
RULE	–	supervision considerations

The specific initials stand for the following:

S	Supervisor readiness	Leadership/supervisory team has the relevant knowledge, skill, fitness and experience needed.
A	Administrative review	Activity/excursion proposal reviewed and approved by appropriate board designate.
F	First-aid capacity	The supervisory team has adequate first aid training, equipment and supplies for the activity and environment.
E	Ends in mind	The activity/excursion has a valid, articulated recreational, educational and/or social purpose and objectives.
T	Transportation	Appropriate vehicles and drivers are secured and emergency procedures/equipment ready.
Y	Youths' parents' consent	Parents/guardians are aware of trip plan and risks, and provide informed acknowledgement of risk and consent.
F	Familiarity with area/site	The teacher/leader is confident, through pre-visiting and/or securing relevant information, that the area/site is appropriate.
I	Installation/gear	Equipment/clothing lists provided and gear inspected for adequacy, considering amount, fit, and functional state.
R	Repair kit	Kit accessible with appropriate equipment, tools, supplies and know-how to repair foreseeable equipment break-downs.
S	Survival kit	Kit accessible with appropriate equipment, supplies and know-how to ensure that group survives foreseeable mishap.
T	Tags secured	Land use permits, camping permits, and other permits and licenses obtained and carried by leadership team.
P	Precautions	Safety precautions, including appropriate procedures, and rules and warnings are taught and enforced.
L	Liquids and food	Group members are supported to act to avoid dehydration and fatigue.
E	Emergency procedures	Group members are aware of the emergency protocols & communications systems in place; everyone carries a noisemaker.
A	Activity instruction	Students are taught relevant content knowledge, technical skills and attitudes necessary for safe participation.
S	Sun and insect protection	Participants are made aware of the need for and supported in ensuring protection from sun and insects.
E	Expectations of students	Parents/guardians and students know the rules of student conduct and the

consequences of inappropriate behavior.

R	Ratio	There is an appropriate number of competent supervisors present based on risk and supervisory needs assessment.
U	Unified leadership	Teachers/leaders and assistants are clear regarding their roles and responsibilities; e.g., supervision, instruction, discipline.
L	Level of Supervision	Constant visual, on-site or in-the-area, depending upon the real risk inherent in the group, activity and environment.
E	Emergency Plan	Emergency protocols are known; e.g., internal and external communications systems, emergency response plan

E. Assessing Teacher/Leader Readiness for Higher Care Activities

One of the most important determinants of the safety and success of a given off-site activity involving higher care activities (e.g., outdoor pursuits, aquatics, semi-remote to remote environment travel); are the competencies or capabilities of the Activity Teacher/leader. Readiness is the interactive combination of relevant knowledge, skill, health and fitness, attitude, behavior, confidence, experience and judgement. Following is a tool for a teacher or leader to self-check his or her capacity to instruct/lead a given activity as part of the approval process for the proposed trip.

Application of the tool does not require that the teacher/leader necessarily document their responses for every trip, nor that every question be utilized. This is simply a tool to stimulate relevant reflection and/or discussion and assist teachers/leaders and administrators in ensuring they are comfortable and confident that the leader can safely run a specific proposed youth-serving organization trip. The objective for using this tool must be 'Getting to Yes'; working together to identify any gap(s) in the teacher/leader's knowledge, skills, experience or health/fitness relevant to leading the off-site experience and then identifying effective and efficient ways to address these gaps.

The tool can help the new teacher/leader learn to self-check and develop commitment to the culture of shared responsibility for safety and security in the organization. It may help the new teacher/leader, or one stepping back into running higher care outings after a period away to identify leadership development opportunities to enhance personal capacity to deliver these types of outings.

Assessing Teacher/Teacher/Leader Readiness for Higher Care Activities

Name of Leader

Proposed Program/Activity

1. Have you taken any relevant formal training in outdoor recreation, outdoor education, outdoor pursuits or related disciplines? Include certification courses, academic coursework, non-academic courses, other courses or workshops, but not first aid/CPR. Yes No

If yes, complete the table below with respect to the most relevant course(s). Write in your responses to the first five rows, and place checkmarks for Yes responses over the remaining items per course. Be prepared to share examples for these items.

Course Particulars	Course 1	Course 2	Course 3
Name of course and level, if appropriate			
Institution/organization offering the course			
Year the course was taken (approximate)			
If led to certification, is the ticket current?			
Approximate course hours (face-to-face)			
Were your technical skills developed?			
Were your instruction skills developed?			
Were your trip leadership skills developed?			
Did you learn relevant safety procedures?			
Did you learn relevant emergency procedures?			
Did you instruct/lead peers over the course?			
Did you instruct/lead students over the course?			

2. What, if any, first aid certification do you hold?

Is this certification considered current by the certifying body? Yes No

3. What, if any, CPR certification do you hold?

Is this certification considered current by the certifying body? Yes No

4. Do you have relevant personal recreational and/or sport experience in the activity? Yes No

If yes, please answer the following:

Number of years of participation in the activity years

Days of involvement in the activity over the last three years days.

Involvement as part of an organized group (e.g., club, team) Yes No
 Have you had a significant mentor in the activity/environment? Yes No

5. Have you instructed/led this program/activity formally in the past? Yes No
 If yes, answer the following, in relation to the proposed program/activity:

Particulars of Instruction/Leadership Experience	Yes	No
Have you taught/led this same program/activity before with similar participants?		
Have you taught/led this or other activities in a similar area/site?		
Have you instructed/led participants in relevant technical skills?		
Have you instructed/led participants in relevant safety procedures?		
Other relevant experience. Specify:		

6. If this is a new activity for you, have any other schools of which you are aware conducted this activity (note which school, grade, activity and site/area)?

7. When, if at all, were you last at/on the proposed site/route? Date:
 Describe nature/level of pre-visit

8. For any gaps in personal or professional relevant training, knowledge, skills, health and fitness, and/or experience, what is your plan for addressing this area(s)?

General Assessment Based on Responses Above

Readiness Element	Perceived Contribution to Overall Readiness			
	Low	Mod.	High	Comments
Formal Training/Courses				
First Aid/CPR Certification				
Recreational/Sport Experience				
Instruction/Leadership Experience				
Familiarity With Site/Area/Route				
Interpersonal "Soft" Skills				
Addressing of Gaps				

Overall Readiness for the Proposed Program/Activity

(circle one)

Low

Moderate

High

Comments (e.g., general, requirements for program modification and/or resourcing):