

Basic Training Module Specifications

<u>Functional Area:</u>	IV. Police Skills
<u>Subject Area:</u>	A. First Aid
<u>Module Title:</u>	1. INTRODUCTION TO FIRST AID
<u>Hours:</u>	Not less than 1 hour

Notes to Instructor:

First Aid instructors shall hold valid and current certification by the American Red Cross, American Heart Association, or a comparable organization or institution approved by MCOLES.

Certification in Cardio-Pulmonary Resuscitation (CPR) for professionals (adult, child, infant) and Automated External Defibrillator (AED) shall be the prerequisites for the MCOLES basic training first aid objectives. These certifications must include in-person skills testing.

The first aid training specifications are based upon the National Emergency Medical Services Education Standards for Emergency Medical Responder and the recommendations promulgated by the U.S. Department of Transportation National Highway Traffic Safety Administration (NHTSA) in conjunction with Emergency Medical Services (EMS). Input from content specialists across Michigan provided valuable information and direction as the training was developed. Module 4 is based on guidelines established by the Committee for Tactical Emergency Casualty Care (C-TECC).

Introduction to First Aid forms the foundation for the training modules that follow. Throughout the first aid training, make sure the students recognize the ways in which the law enforcement response differs from the civilian EMS response. Students must know basic first aid skills, but once on the job they will be required to use these skills in unique situations and sometimes under extreme stress. Therefore, emphasize safety tactics, proper mindset, and situational awareness when rendering emergency medical care.

This module must be taught by a law enforcement officer or a law enforcement officer must be part of the teaching team.

Module Objectives start on the next page:

IV.A.1.1. Participate in a Classroom Facilitated Discussion of Law Enforcement Issues Involving Emergency Medical Situations.

- a. Using a table-top scenario, video clip, or a real-life incident that depicts a patrol officer's response to a medical emergency, actively participates in a facilitated discussion by evaluating:
  - (1) the nature of the problem;
  - (2) the skills needed to handle the situation;
  - (3) appropriate responses and potential options at the scene;
  - (4) providing medical care in high stress situations or under active threat;
  - (5) the issues, concerns, or problems associated with a law enforcement response and how they differ from civilian EMS; and
  - (6) the availability of resources and equipment.
  
- b. Recognizes the overall goals of the law enforcement response to emergency medical situations are to:
  - (1) respond safely to the scene;
  - (2) stabilize the scene and render it safe;
  - (3) prevent injuries from getting worse;
  - (4) render care until the arrival of EMS professionals;
  - (5) monitor vital signs and check the mental status of the victim;
  - (6) check "threat-weapons-area" for safety; and
  - (7) consider the scene as a potential crime scene.

Notes to Instructor:

The purpose of this objective is to give the students an opportunity to use critical thinking skills to work through a real-life incident. Placing this exercise as the first objective is intentional as it sets up future learning and buy-in by the students. Guide them through the situation but be sure everyone participates in the discussions. As introductory material, the students will not have all the answers, but an initial walk-through is essential to establish the necessary real-life context. Introduce the students to the concept of TECC (IV.A.4.).

The facilitated discussion is meant to: a) connect job tasks with training content, b) promote analytical thinking, c) create a survival mindset, and d) establish context. Find out what the students already know and then explore what they *need* to know so the other objectives in the first aid module can be targeted for learning. Make sure there is a common understanding among the students by asking questions, encouraging responses, and challenging ideas and underlying belief systems. Be sure to include everyone in the discussion and allow their ideas to surface and be explored.

Civil liability (MCL 691.1407) and how it may affect an officer's ability to function legally is addressed in Module I.E.1.1. (c) (1). Students must also be familiar with the Good Samaritan Act.

IV.A.1.2. Conduct an Initial Victim Assessment to Determine Medical Status.

- a. Responds immediately to the scene, evaluates the scene, and renders it safe.
- b. While maintaining awareness of surroundings, provides an initial assessment of the victim and checks for immediate life threats, such as:
  - (1) airway blockages;
  - (2) breathing status;
  - (3) circulatory status; and
  - (4) bleeding.
- c. Continues the assessment to establish the nature of the medical emergency:
  - (1) checks for level of responsiveness (mental status);
  - (2) looks for other major injuries;
  - (3) talks to the victim (as an injured person and as a potential crime victim);
  - (4) looks for signs of internal injury; and
  - (5) obtains baseline vital signs.
- d. Checks unconscious victim for information indicating ongoing medical needs (e.g., medic-alert tag, device card, list of medications, etc.).
- e. Searches for organ donor information where the likelihood of death exists (e.g., organ donor card, operator's license, etc.).
- f. Conducts a secondary assessment for signs of illness or medical problems and considers universal precautions.
- g. Monitors victim continuously and looks for changes by:
  - (1) monitoring vital signs;
  - (2) treating for shock; and
  - (3) checking the mental status of the victim.
- h. Protects the scene and considers the potential that the scene may be a crime scene.

Notes to Instructor:

The individual components of the initial victim survey will vary depending on each individual situation. Make sure the students understand that safety is the primary concern at the scene.

Patrol officers will often be the first on the scene and will need to stabilize the victim, monitor vital signs, and ensure injuries do not worsen. The students need enough foundational training to provide stabilizing care until the arrival of EMS or other medical resources. The intent of the MCOLES first aid training is to fill the gap between basic first aid and EMS professional training but at the same time be unique to law enforcement.

IV.A.1.3. Treat for Shock.

- a. Identifies the early signs and symptoms of shock as:
  - (1) restlessness;
  - (2) altered mental status;
  - (3) increased heart rate;
  - (4) skin that is pale and moist; or
  - (5) nausea and vomiting.
  
- b. Recognizes that shock gets worse with time and looks for the following patterns:
  - (1) rapid pulse rate;
  - (2) rapid respiratory rate;
  - (3) restlessness or combativeness;
  - (4) pale, cool, moist skin; or
  - (5) changes in mental status.
  
- c. Uses proper procedures for the treatment of shock:
  - (1) perform a primary assessment;
  - (2) open airway;
  - (3) control external bleeding;
  - (4) keep the victim in a supine position;
  - (5) calm and reassure the victim; and
  - (6) monitor vital signs.
  
- d. Recognizes that shock is a serious medical condition and care for victims should not be delayed.
  
- e. Considers that the victim may be the victim of a crime and additional questioning may be needed.

**Module History**

Implemented 01/16  
Reviewed 12/22