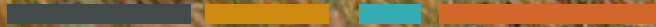


HOW TO PREPARE YOUR EMPLOYEES TO ACT IN MEDICAL EMERGENCIES BIG AND SMALL





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WHAT IS WILDERNESS MEDICINE TRAINING?

- Learn a systematic approach to assessing patients.
- Understand signs/symptoms and treatments for a variety of conditions.
- Learn evacuation criteria and when to “stay or go, fast or slow.”
- Discuss decision making.
- Scenario based learning.



On a wilderness medicine course:

- The patient usually has classic symptoms
- Time is compressed
- Treatments work!
- We stop at the evac decision
- We teach general guidelines
- You have adequate information to make “the right” decision
- Scenarios usually stop before students can practice long-term patient care
- We prioritize retention

In the real world:

- Patient's aren't textbook
- Conditions change over time, sometimes slowly
- Decisions are influenced by weather, logistics, and terrain
- Evacuations can be difficult, lengthy, and stressful
- Communication can be challenging and time consuming (or non-existent)
- Long term care is a reality
- The care provider has to manage exposure, fatigue, group dynamics, and themselves.



Training Meets the Real World

- Folks leave their training with knowledge but no real-world experience.

However . . .

- The situations they encounter may be characterized by:
 - imperfect information
 - challenging communication
 - complex decision making
 - demanding conditions

. . . all for the first time!



How do we set outdoor educators and guides up for success?



- Identify and meet their training needs as novices
- Practice with the tools they're going to be using
- Foster a culture of learning



CASE STUDY #1





TURN TO YOUR NEIGHBOR...



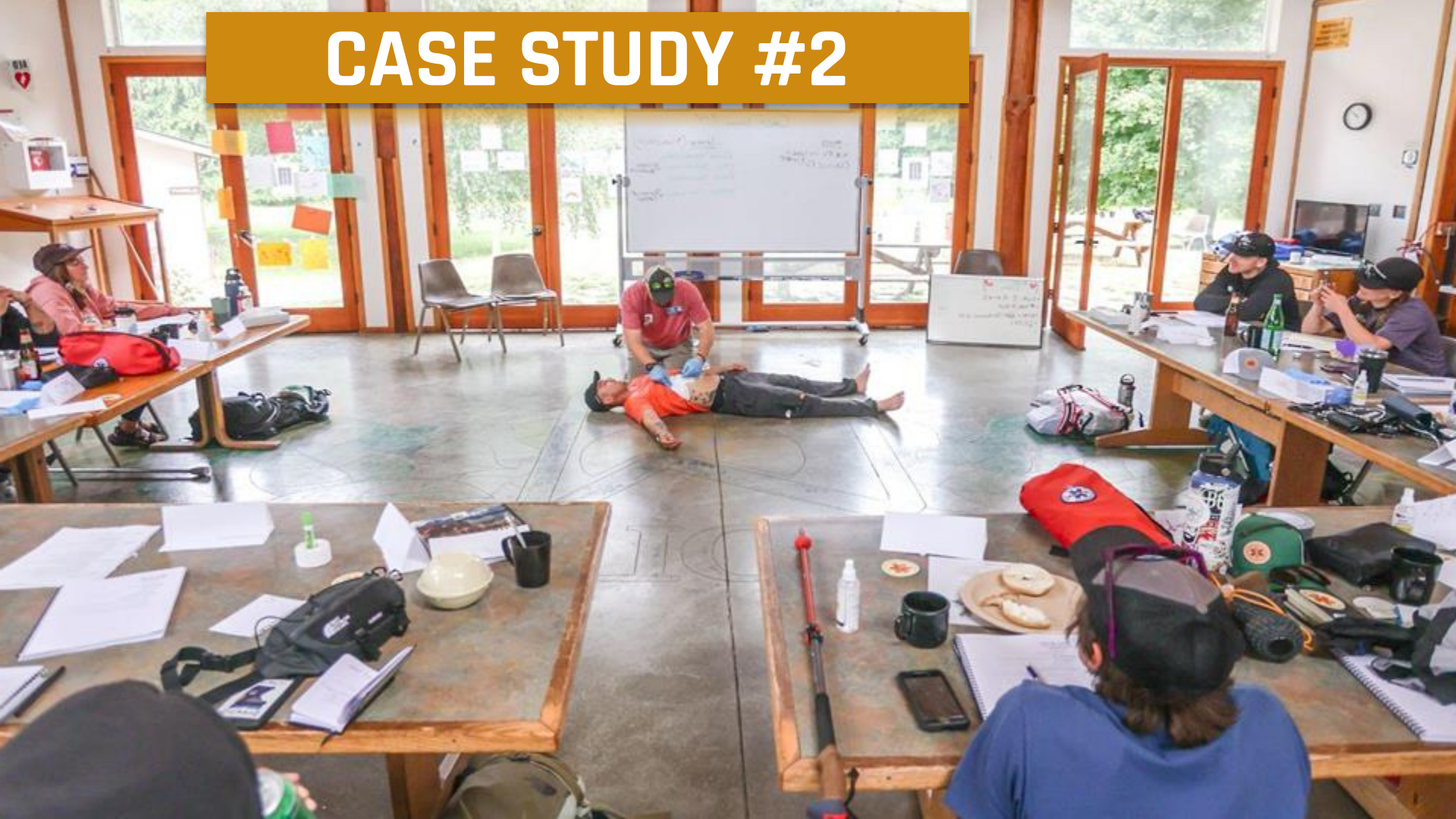
**Generate a list of the
skills/tasks that your
employees are trained in, but
have little actual practice
doing?**

TAKEAWAYS



- CONTEXT MATTERS
- TRAINING SHOULD FOCUS ON USING PROGRAM TOOLS
- WORKING WITH NOVICES? PEOPLE NEED RESOURCES

CASE STUDY #2





TURN TO YOUR NEIGHBOR...



**What habits are you
currently implementing
to help your team stay
sharp?**

KEY TAKEAWAYS

- Students were held to high standards.
- Students were trained and retrained in CPR.
- Routine, intentional practice built durable muscle memory





CASE STUDY #3



TURN TO YOUR NEIGHBOR...

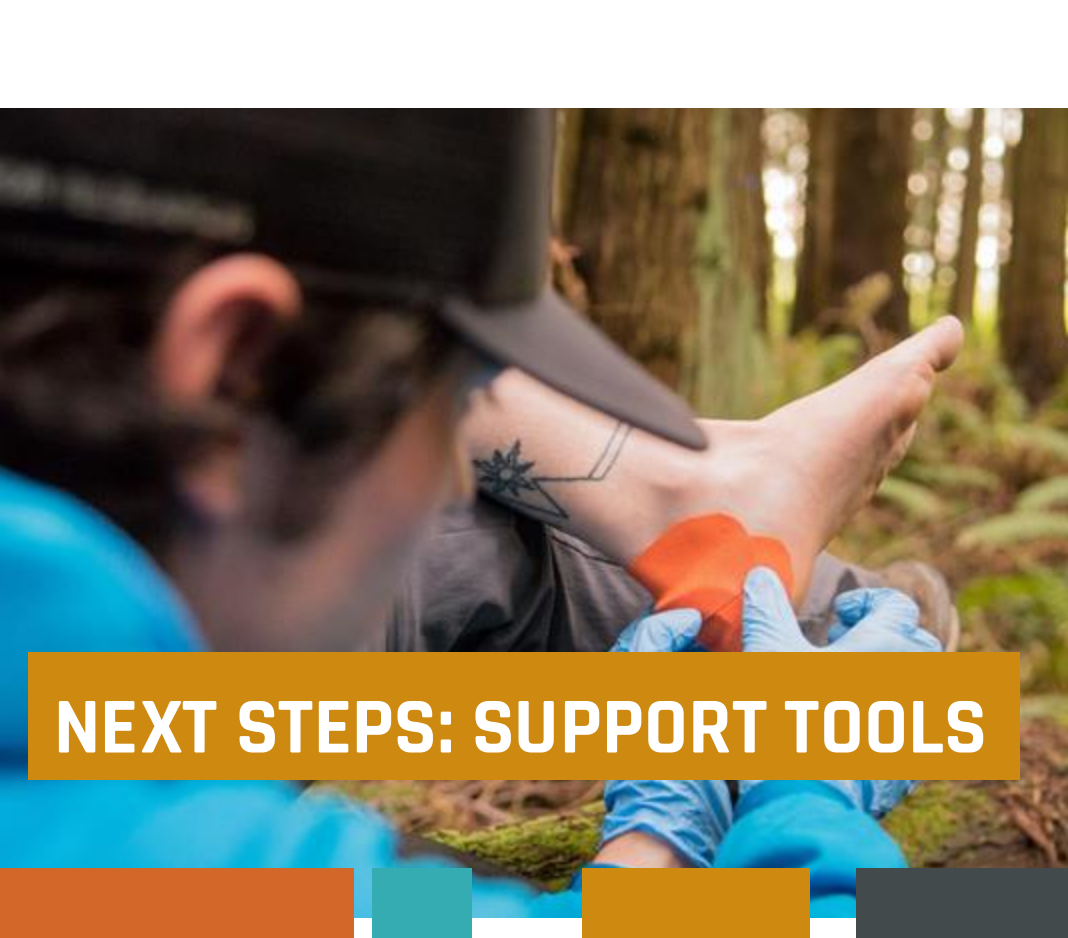


**What are you doing to help
your staff be more fluent
with your emergency tools?**

WHAT TOOLS THIS INSTRUCTOR HAD:

- Reference materials
- Protocols
- Guidelines
- Communication device
- Practice with all tools!



A photograph showing a person in a blue shirt and blue gloves applying an orange bandage to the arm of another person. The person being treated has a tattoo on their arm. They are in a forest setting. The text 'NEXT STEPS: SUPPORT TOOLS' is overlaid on a yellow banner.

NEXT STEPS: SUPPORT TOOLS

Where do staff find:

- Emergency Procedures
- Contacts List
- Evacuation Guidelines
- Protocols/Drug Orders

Are they user-friendly when:

- They're scared
- It's dark
- They're afraid of making the wrong decision

**Hands-on, routine practice
with:**

- **Emergency Tools (first aid kits, communication device, etc.)**
- **Written Resources**
- **After Action Reviews/ Debriefs**
- **Scenarios/Case Studies focused on common problems**

NEXT STEPS: RESOURCES



NEXT STEPS: CULTURE



- **Train and train in different conditions.**
- **Details matter.**
- **Reevaluate decisions!**

ACTION STEPS

1. REVIEW AND TRAIN YOUR STAFF WITH SUPPORT TOOLS.
2. THINK ABOUT THE RESOURCES YOU'RE PROVIDING. ARE THEY EASY TO USE AND EASY TO FIND?
3. KEEP TRAINING AND PRACTICING!



THANK YOU!

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