RFA CURRICULUM OUTLINE

Course goal: That students with little to no prior first aid training come out of this course with a comprehensive base of RFA-level knowledge and skills.

RFA TOPICS TO COVER:	
☐ Urban vs. Wilderness First Aid ☐ Risk Mitigation ☐ Legalities of First Aid ☐ Patient Assessment Model ☐ Unconscious airway management ☐ Conscious choking emergency (adult/child) ☐ Conscious choking emergency (infant) ☐ Unconscious choking CPR+AED ☐ Deadly bleed management ☐ Simple spinal management ☐ Hypothermia	☐ Lifts + Carries ☐ Shock ☐ Pelvic injuries ☐ MSK Injuries ☐ Major wounds ☐ Wound care + infection prevention ☐ Chest + abdominal trauma ☐ Head injuries ☐ Major medical (Diabetic, CVA, MI) ☐ Asthma + Anaphylaxis ☐ Seizure ☐ Environmental emergencies

DAY 1 (5PM-9PM): Patient Assessment + ABC Emergencies	
BLOCK 1 (30 mins): *Introduction to First Aid*	
By the end of this block, students should be able to: ☐ *Describe differences between urban and wilderness first aid.* ☐ *Describe three strategies for risk mitigation in the backcountry (training, taking the ten essentials, and trip planning)* ☐ *Describe the Good Samaritan Act and be familiar with its contents.* ☐ *Define consent, implied consent, scope of practice, negligence, and abandonment.*	• Urban vs. Wilderness First Aid (small group discussion) • Risk Mitigation (large group discussion) • Legalities of First Aid (lecture)
BLOCK 2 (30 mins): *Introduction to Patient Assessment + Unconscious Airway Management*	

By the end of this block, students should be able to: ☐ *Recognize and apply the scene survey and primary survey.* ☐ *Demonstrate simple airway management by positioning (head-tilt/chin-lift; recovery position).*	● Scene survey + primary survey (lecture + demo) ● Unconscious airway maneuvers (demo + skill station) ● Primary survey practice (scenario)
BLOCK 3 (1 hour 30 mins): Choking Emergencies + CPR/AED	
By the end of this block, students should be able to: ☐ *Differentiate between partial and complete choking.* ☐ *Demonstrate appropriate interventions for partial and complete choking.* ☐ *Demonstrate appropriate interventions for complete choking in an infant.* ☐ *Describe indications (and contraindications) for starting CPR.* ☐ *Demonstrate effective chest compressions and ventilations with a pocket mask.* ☐ *Describe correct application and use of an AED in cardiac arrest.* ☐ *Describe discontinuation procedure.* ☐ *Demonstrate effective CPR, ventilations, and AED use for infants.*	● Choking scenario ● Choking emergencies (lecture, demo, + skill station) ● Choking emergencies in infants (as above) ● CPR (demo + skill station) ● AED (demo) ● CPR in infants (scenario) ● CPR in infants (lecture, demo, + skill station)
BLOCK 4 (1 hour 30 minutes): *Deadly Bleeds + Shock*	
By the end of this block, students should be able to: ☐ *Recognize a deadly bleed.* ☐ *Demonstrate effective hemorrhage control with pressure and tourniquets.* ☐ *Describe and recognize shock and its effects.*	● Deadly bleeds (lecture, demo + skill station) ● Shock(lecture)

DAY 2 (9AM-5PM): Trauma	
BLOCK 1 (1 hour): *Review*	
By the end of this block, students should be able to: ☐ *Apply hemorrhage control with pressure + tourniquet* ☐ *Recall the scene and primary survey*	• Deadly bleed scenario • PAM Review
BLOCK 2 (1 hour): *Secondary Survey*	
By the end of this block, students will be able to: ☐ *Describe the three components of the secondary survey (history, vitals, head-to-toe)* ☐ *Gather a patient history using SAMPLE + OPQRST* ☐ *Gather a set of vitals (heart rate, respiration rate, pupils, skin, level of response)* ☐ *Conduct a head-to-toe assessment*	• Review scene survey + primary survey (large group discussion) • Outline secondary survey (lecture) • SAMPLE + OPQRST (lecture) • Vitals (lecture + partner practice) • Head-to-toe (demo + partner practice)
BLOCK 3 (1 hour): *Simple Spinal Management*	
By the end of this block, students should be able to: ☐ *Demonstrate effective manual stabilization of a spinal-injured patient.* ☐ *Demonstrate safe movement of a spinal-injured patient (supine to lateral, prone to supine)*	• Spinal injuries + manual stabilization (lecture, demo, + skill station) • Spinal rolls (demo + skill station)
BLOCK 4 (1 hour): *Hypothermia + Hypothermia Wraps*	
By the end of this block, students should be able to: ☐ *Recall the 4 methods of heat loss* ☐ *Identify different stages of hypothermia based on different presentations and describe treatments for each stage* ☐ *Build an effective hypothermia wrap*	• Review methods of heat loss + stages of hypothermia (lecture) • Build hypowraps (demo + skill station)

BLOCK 5 (1 hour): *Lifts + Carries*	
By the end of this block, students should be able to: ☐ *Demonstrate safe methods for a lift, drag, and/or carry of patients (1-to-1, 2-to-1, BEAM lift, tarp stretcher, etc.)*	• 1-to-1 and 2-to-1 lifts and carries (skill station) • BEAM lift (skill station) • Tarp stretcher, jacket stretcher, etc. (demo + skill station)
BLOCK 6 (2 hour): *Musculoskeletal Injuries*	
By the end of this block, students will be able to: ☐ *Recognize and provide care for closed and open fractures.* ☐ *Splint a fractured extremity.*	• Fracture management (lecture) • Splinting + Slings (demo + partner practice)
BLOCK 7 (1 hour): *Chest, Abdo, + Pelvic Injuries*	
By the end of this block, students will be able to: ☐ *Recognize and care for flail chest, pneumothorax, and broken ribs.* ☐ *Care for evisceration and internal bleeding.* ☐ *Apply an improvised pelvic binder.*	• Chest trauma scenario • Chest trauma + treatment (lecture + demo) • Evisceration + internal bleeds (lecture) • Pelvic injuries (lecture, demo, + skill station)

DAY 3 (9AM-5PM): Trauma, Medical, and Environmental Emergencies	
BLOCK 1 (1 hour): *Head Injuries*	
By the end of this block, students should be able to: ☐ *Recognize signs and symptoms of mild, moderate, and severe head injuries (e.g. concussion vs. skull fracture).* ☐ *Describe treatment for mild, moderate, and severe head injuries.*	• Head injury scenario (concussion, mild) • Head injuries (lecture) • Increased intracranial pressure (lecture)
BLOCK 2 (1 hour): *Major wounds + burns*	
By the end of this block, students will be able to: ☐ *Care for major soft tissue injuries (impalement, amputation, laceration, avulsion)* ☐ *Describe and recognize different types of burns* ☐ *Identify a critical burn* ☐ *Provide care for burn emergencies*	• Major wounds scenario (impalement, amputation, laceration, avulsion) • Major wounds (lecture) • Burns (lecture)
BLOCK 3 (1 hour): *Wound Care + Infection Prevention*	
By the end of this block, students should be able to: ☐ *Describe how to clean, dress, and bandage a wound* ☐ *Describe strategies to prevent infection* ☐ *Recognize signs of a local infection* ☐ *Recognize signs of a system infection*	• Wound care (demo) • Infection (lecture)
BLOCK 4 (30 mins): *Respiratory emergencies*	
By the end of this block, students should be able to: ☐ *Recognize signs and symptoms of asthma and anaphylaxis.* ☐ *Assist with giving medication for asthma and anaphylaxis (inhaler + Epipen).*	• Asthma + anaphylaxis scenario • Asthma + anaphylaxis (lecture)

<table>
<tr><th colspan="2">BLOCK 5 (1 hour 30 mins): Major Medical Emergencies</th></tr>
<tr><td>By the end of this block, students should be able to:
☐ Describe signs/symptoms and treatments for major circulation emergencies (CVA, MI).
☐ Describe signs/symptoms and treatment for diabetic emergencies.
☐ Describe management of seizures</td><td>Myocardial infarction + ankle sprain scenario
Myocardial infarction + angina (lecture)
CVA (lecture)
CVA + diabetic emergency scenario
Diabetic emergency (lecture)
Seizure management (lecture)</td></tr>
<tr><th colspan="2">BLOCK 6 (2 hours): Environmental emergencies</th></tr>
<tr><td>By the end of this block, students should be able to:
☐ Recognize signs and symptoms, and recommend treatments for, a range of environmental emergencies including:
☐ Heat emergencies
☐ Pressure-related illnesses (altitude and diving)
☐ Lightning injuries
☐ Drowning and cold water immersion
☐ Frostnip and frostbite
☐ Envenomations</td><td>Environmental emergencies (student presentations)</td></tr>
<tr><th colspan="2">BLOCK 7 (1 hour): RFA Assessment</th></tr>
<tr><td>By the end of this block, students should have completed their RFA multiple choice assessment.</td><td>RFA Assessment</td></tr>
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