

FAST training course

Module 1 - First aids

Introduction

This module is divided into 3 units that cover first aids basic concepts that will help ATFs to be able to respond to medical emergencies themselves as much as possible. They are divided on how to perform first aids when needed, how to apply health and safety measures while escorting persons with various disabilities, and how to operate different basic devices of persons with disabilities, such as mobility and hearing aids.

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Learning goals

The aim of this module is to skill future ATFs with specific competences and knowledge, in order to enable them to provide first aids at a basic level.

Upon completion of this Module, you should be able to:

- **Know how to apply basic first aid as an initial rapid response to a medical emergency, through the application of simple and effective techniques to reduce the severity of the situation, improving a victim's chances of survival**

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Unit 1: How to perform first aids

First aid is the initial help or treatment provided to a casualty or a sick person for any accident or unexpected sickness, before the arrival of an ambulance, a certified paramedical or medical person, or before arriving at a facility that can offer professional medical care. The objectives of first aid are to preserve life, prevent medical conditions from worsening, foster recovery, and assist in safe transportation to the closest health centre. Any individual who has earned a certificate from an authorized training body demonstrating that he or she is certified to provide first aid is referred to as a first aider.

It is of high importance for “Accessible Travel Facilitators” (ATFs) to have knowledge on first aids, while also being able to react to emergency health issues of persons with disabilities, before transferring them to hospitals or other medical centres. In order to equip ATFs with the required information on first aids, the current unit aims to introduce learners to their roles and responsibilities in providing first aids, most common first aid incidents, and the equipment needed.

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Unit 1: How to perform first aids

Learning goals:

Upon completion of this Unit participants should be able to:

- Know the roles and responsibilities of a first aider
- Understand particular conditions and injuries
- Deal with first aid situations
- Know the required first aid equipment and how to utilize it

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Unit 1: How to perform first aids

Learning methodology

A. Introduction, development of the content:

First Aid is the care and treatment of an ill or wounded individual in an emergency situation before more specialized medical aid, such as emergency medical services (EMS), arrives. Accidents, injuries, and diseases may strike without warning. Anyone with a basic understanding of first aid may assist in these instances. However, in order to truly help the casualty, someone must effectively give first aid. Practical first aid training is necessary to prepare for an initial reaction in an emergency, and retraining is required on a regular basis to keep knowledge and abilities up to date. The initial step for someone who wants to be able to perform first aids is to identify relevant institutions, in order to practically train first aids and obtain a certification. The current Unit will introduce learners to the basic principles and practices of first aid.

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Unit 1: How to perform first aids

B. Learning activities and material required:

In terms of the "duty of giving care" there is presently no legal requirement for first aiders to offer first aid in a public area unless it is part of their job description. A duty of care is generated whenever a first aider begins to offer first aid, and the first aider is then obligated to fulfill the duty of care. In case of emergency, first aiders must ensure their safety, in order to be able to provide the required assistance to the casualty. When someone is suddenly presented with the necessity to provide first aid in a true emergency, it is only natural to feel stressed. It is important for the first aiders to bring their emotions under control before they proceed.

Persons performing first aid have some specific duties and responsibilities. First, in case that the person in need is conscious, first aiders have to ask for consent, while the person in need has the right to accept care or not. When a person is unconscious or unable to properly consent, first aiders might assume his/ her consent and provide the required first aid. First aiders should provide emotional support to the casualty by approaching him/ her in a sympathetic and nonjudgmental manner. They should thoroughly describe what has happened and what will occur next. In any first aid emergency, the first aider must take precautions to ensure that the person's personal privacy and confidentiality are protected.

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There are four important steps that a first aider should follow: (1) ensuring safety; (2) assessing the casualty's situation; (3) seeking for help; (4) administering first aid. Personal protection equipment (PPE) should be used by first aiders, which is used to prevent illness infection. Personal Protective Equipment (PPE) required in circumstances: disposable gloves; face shield (to prevent infection when administering rescue breaths); alcohol gel or something similar (for use before and after providing treatment). First aiders must continuously ensure that the person in need has open airway, normal breathing, and control bleeding (if any).

Since the first aider will have checked for consciousness, airway, breathing, and circulation, and will have assessed the situation, he/ she needs to know some of the most common emergencies and practical techniques to overcome them.

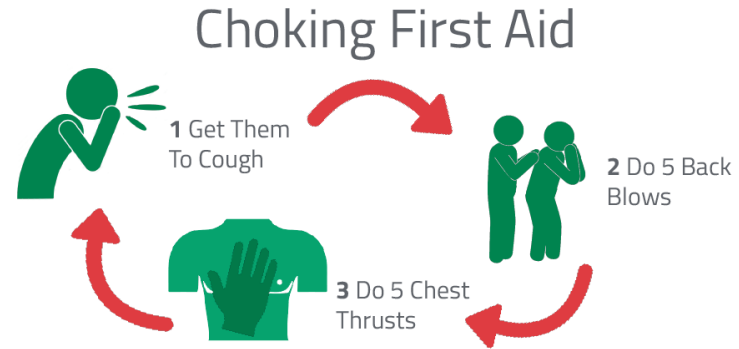
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Unit 1: How to perform first aids

Below are presented some of the most common emergencies, where first aiders should know to identify and overcome them.

- Cardiac arrest
- Absent or ineffective breathing
- Choking
- Bleeding
- Fracture
- Burns
- Bites and Stings
- Poisoning
- Stroke
- Allergies
- Diabetes emergency
- Drowning



Special attention must be paid to performing first aid to persons with certain disabilities, as for example, performing back blows or chest thrusts to a person in a wheelchair, who has an airway obstruction, needs specific handling.

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Unit 1: How to perform first aids

Learning activities

Activity 1



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Unit 1: How to perform first aids

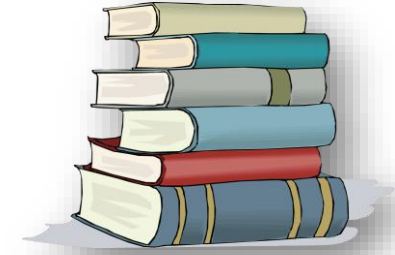
Reflection and setting phase:

The knowledge of first aids is important for everyone, especially for Accessible travel facilitators (ATFs), who are in direct contact with disabled persons and must react in case of an emergency. A person performing first aids should know that he/ she must be a certified first aider and ensure his/ her safety first in a case of an emergency. The role of the first aider is to assess the emergency, inform medical experts, and perform first aid if the person in need is in a serious danger. Although, someone should dedicate a lot of time and practice in order to have the knowledge to react to different emergencies and also to adapt first aid techniques to different disabilities.



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Unit 1: How to perform first aids

References and material recommended for further study:

Web-links:

- DK (2014): ACEP First Aid Manual/ The Step-by-Step Guide for Everyone; 5th Edition; published in: DK
- STATE DISASTER MANAGEMENT AUTHORITY Meghalaya, Shillong (2014): Basic First Aid Manual (Garo); published in: MSDMA
- Zideman, D. A., Singletary, E. M., Borra, V., Cassan, P., Cimpoesu, C. D., De Buck, E., Djarv, T., Handley, A. J., Klaassen, B., Meyran, D., Oliver, E., Poole, K. (2021): European Resuscitation Council Guidelines 2021: First aid; published in: Elsevier/ Resuscitation; from page 270-290; Science Direct
- Johanniter International (2019): An Introduction to First Aid/ European First Aid Guidelines; published in: firstaidjoin.org

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Unit 2: How to apply health and safety measures while escorting persons with disabilities

Providing health and safety conditions, while escorting disabled persons is very essential in any case of emergency. Accessible Travel Facilitators (ATFs) should get into the place of a safety coordinator and supervisor. They should learn how to properly aid and evacuate persons with disabilities during an emergency. First of all, they must be familiar with procedures for creating an escorting plan, identifying the needs of the person in need, developing a risk assessment and coordinating the escorting procedure. It is essential that ATFs have the knowledge to adapt escorting procedures to different categories of disabilities.

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Unit 2: How to apply health and safety measures while escorting persons with disabilities

Learning goals:

Upon completion of this Unit participants should be able to:

- Know the procedures for ensuring safety of a disabled person in case of an emergency
- Know methods for escorting persons with visual, hearing, and mobility impairments

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Unit 2: How to apply health and safety measures while escorting persons with disabilities

Learning methodology

Ensuring the safety of the person in need is of high priority for a first aider. They must ensure that no further risk exists, in order not to put the person in more danger. An ATF should have knowledge of different disabilities and ways to applying health and safety measures. In the current unit, ATFs will get to know how to ensure the safety of a disabled person, in different emergencies and for different disabilities. There is a certain process that an ATF should follow:

- (1) Identifying the need for escorting a person with disability. When escorting is decided upon, a name professional is designated as the coordinator. If the service user is under the age of 18, parental or guardian approval is required.
- (2) Risk assessment prior to escorting. The number, gender, banding, and skills of staff needed to escort patients, as well as the time and duration of the visit/activity, should be identified in risk assessments.
- (3) Visit planning. The identified coordinator must ensure that the staff team have all received mandatory training and are capable of doing the care duties that the person in need requires; that the service user's equipment and medication are in good functional order, and that prescriptions and emergency procedures are signed by qualified clinicians.

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Unit 2: How to apply health and safety measures while escorting persons with disabilities

4. Transport. The escorting vehicle must have a valid ministry of transportation test certificate and be insured for this purpose. All vehicles must be capable of transporting the identified client/disabled service users, i.e. seats must be securely installed. The ATF must check that the seating system and seat belts are in good functioning order and that they are properly fastened.
5. Escorting Staff. The escorting staff must be familiar with the risk assessment and care plan, as well as have the equipment needed and medication on available.
6. Post visit. The escorting staff should report any incidents, resecure and store any equipment and medication.

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Unit 2: How to apply health and safety measures while escorting persons with disabilities

B. Learning activities and material required:

If a disabled person needs to be guided in an emergency, the ATF should check on them throughout the evacuation and ask how they can help before providing aid. Inquire about the best way to assist the person and whether there are any unique concerns or items that must accompany them. Elevators must not be used in an emergency, and if there are no other options for evacuation, they must proceed to the nearest evacuation help or safe zone.

Hearing Impairments

The following principles should be used if a person appears to be oblivious of the necessity for quick evacuation:

Some people with hearing loss may not be able to hear emergency alerts and will need to be warned by gestures or by turning the light switch on and off. Touch them or make eye contact to get their attention. Clearly and concisely state the problem, including the necessity to evacuate. While gestures and pointing can be useful, be prepared to write a concise sentence if the person does not appear to grasp. By pointing to exits or evacuation maps, provide visual instructions to determine the safest route or direction. As you exit the premises, it is appropriate to aid a hearing-impaired person.

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Unit 2: How to apply health and safety measures while escorting persons with disabilities

Blindness or Visual Impairment

The majority of visually impaired people are familiar with their immediate surroundings. Tell the individual with a visual impairment the nature of the emergency and offer to accompany them to the nearest emergency exit in the event of an emergency. Inquire if assistance is required. If that's the case, extend your elbow and provide assistance along the evacuation route. This is particularly useful if there is debris or a large crowd. Never grab the arm of someone you're helping. Tell the individual where you are and any barriers you encounter as you go. When you arrive in a safe location, orient the person to his or her surroundings and inquire whether any additional assistance is required.

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Unit 2: How to apply health and safety measures while escorting persons with disabilities

Mobility Impairment

Inquire if assistance is required if a person is unable to exit the building. If they choose to wait for evacuation help, accompany them to a "rescue aid area" or "safe zone". Notify emergency personnel as soon as you exit the building. In an emergency, those with mobility limitations who can walk independently, both with and without crutches or a cane, may be able to ascend stairs with minimum help. Even people who normally travel great distances in a wheelchair or scooter may be capable of walking independently in an emergency. If people are able to walk up and down stairs, they should wait until the heavy traffic has passed before attempting to leave. If necessary, someone should walk alongside the person to assist them in exiting the facility. Wheelchair users should proceed to a designated area of rescue assistance and remain there until emergency rescue workers arrive. A designated individual should be responsible for informing emergency personnel of the whereabouts of the disabled person. Qualified personnel will help with the evacuation if rescue is considered essential.



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Unit 2: How to apply health and safety measures while escorting persons with disabilities

Learning activities

Activity 1



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Unit 2: How to apply health and safety measures while escorting persons with disabilities

Reflection and setting phase:

In case of an emergency, ATFs should be alert and should first ensure their safety in order to be able to avoid risk of the person in need. It is very important to know the steps to be followed in such case and ways to ensure the safety of a disabled person. They need to have in mind that they should first ask the person in need about their will and ask for consent, in cases where the person is conscious. Their role is to avoid further risk and contact experienced emergency staff, while also following their orders. Though, there is always the case that the ATF will not have the knowledge of the safety measures of a specific place, so the most important part of their role is to identify the emergency policy of a place and to assist the person in need, both from psychological and physical aspects.



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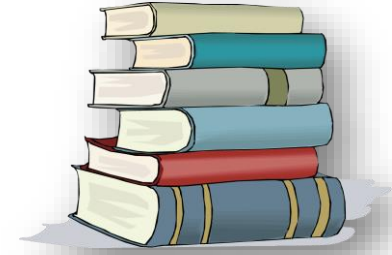


Unit 2: How to apply health and safety measures while escorting persons with disabilities

References and material recommended for further study:

Web-links:

- Black Country Partnership NHS Foundation Trust (2018): Escorting Vulnerable And At Risk Service Users; 1st Edition; BCPFT NHS
- <https://case.edu/studentlife/disability/policies-and-procedures/emergency-evacuation-persons-disabilities>
- <https://safety.uoregon.edu/evacuation-persons-disabilities>



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Unit 3: How to operate different basic devices of persons with disabilities (e.g., mobility and hearing aids)

Assistive Technology is any item that allows a person to execute an activity that they would otherwise be unable to do or would require additional assistance to complete. Assistive Technology encourages independence, autonomy, control, and empowerment. From a customized spoon to home automation, Assistive Technology equipment might be as simple as a special spoon. There exists a plethora of assistive devices that aid persons with different types of disabilities. Accessible Travel Facilitators should be familiar with as many as possible assistive devices, so that to have the possibility to assist a disabled person in case of a deficiency, or for a simple interaction.

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Unit 3: How to operate different basic devices of persons with disabilities (e.g., mobility and hearing aids)

Learning goals:

Upon completion of this Unit participants should be able to:

- Understand the role and nature of basic devices and aids of persons with disabilities
- Know different assistive devices that are used by persons with different kinds of disabilities

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Unit 3: How to operate different basic devices of persons with disabilities (e.g., mobility and hearing aids)

Learning methodology

A. Introduction, development of the content:

Aids and assistive devices are equipment that help people with disabilities improve their quality of life by assisting them with mobility, communication, and daily tasks. People with disabilities can choose from a variety of assistive equipment to fulfil their needs. People with disabilities become more autonomous and participate fully in society when they use these aids and assistive technology.



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Unit 3: How to operate different basic devices of persons with disabilities (e.g., mobility and hearing aids)

Assistive technology (AT) is a term that refers to the gadgets, equipment, and software that assist disabled persons in becoming more self-sufficient. Assistive technology decreases the need for formal health and support services, as well as long-term care and caregiver duties. It doesn't matter if it's in their education, profession, or everyday lives. Mobility aids, walkers, and wheelchairs are examples of equipment that can be included in assistive technology. When an item that isn't often thought of as assistive technology helps someone do a task that they couldn't do otherwise, it falls into the AT category. Accessible travel facilitators should have at least a basic knowledge on using devices and tools that aid people with different disabilities. There exists a plethora of assistive technologies for different disabilities, which will be presented below.

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Unit 3: How to operate different basic devices of persons with disabilities (e.g., mobility and hearing aids)

B. Learning activities and material required:

There are several categories of aids and assistive devices for different disabilities:

- (1) Mobility Aids include scooters, crutches, canes, and walkers, as well as electric or manual wheelchairs, and vehicle modifications for travel.
- (2) Aids for daily living include self-help aids for activities such as eating, bathing, cooking, dressing, toileting, and home upkeep. Modified dining utensils, adapted books, pencil holders, page turners, dressing aids, and adapted personal hygiene aids are all examples of these.
- (3) Seating and Positioning, such as cushions, adapted seating, positioning belts, braces and wedges to preserve posture, and body support devices to assist people with a variety of everyday tasks.
- (4) Alternative and augmentative communication devices (AAC), such as speech producing devices, voice amplification aids, and communication software, that assist people with speech difficulties or low vocal volume in communicating. Magnifiers, Braille or speech output devices, huge print screens, and other equipment for visually impaired people.

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Unit 3: How to operate different basic devices of persons with disabilities (e.g., mobility and hearing aids)

5. Sensory aids for hearing/ vision impaired, such as large print screens, magnifiers, hearing aids, visual systems, Braille, and speech/telecommunication output devices.
6. Orthotics and prosthetics, which is the replacement or augmentation of artificial limbs or other orthotic devices, like splints or braces. Audio tapes or pagers are examples of devices that can help with cognitive limits or impairments
7. Computer access aids, such as light pointers, headsticks, adapted or alternate keyboards, pressure-activated switches, switches controlled by sound or voice, specific software, touch screens, and voice-to-text software.
8. Environmental Control, which are electronic systems that allow individuals to control a variety of gadgets, such as telephones, televisions, and other devices that are actuated by pressure, brows, or breath.
9. Recreational aids for social/culture events and sports, that are devices that allow people to participate in sports, social, and cultural activities, such as adaptable controls, and so on.

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Unit 3: How to operate different basic devices of persons with disabilities (e.g., mobility and hearing aids)

Learning activities

Activity 1



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Unit 3: How to operate different basic devices of persons with disabilities (e.g., mobility and hearing aids)

Reflection and setting phase:

Assistive devices are known as external devices that are designed, constructed, or adapted to help a person do a certain task. People with disabilities rely on assistive technologies to carry out daily tasks and contribute actively and productively to their daily lives. For this reason, an ATF must be familiar with these kinds of devices and be prepared for potential emergencies. As, the number of those devices is very high, and it is difficult to have knowledge on utilizing all kinds of devices, ATFs should enrich their knowledge regarding the person that they are accompanying.



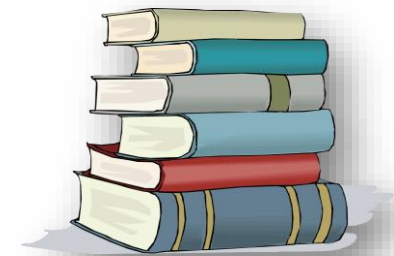
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Unit 3: How to operate different basic devices of persons with disabilities (e.g., mobility and hearing aids)

References and material recommended for further study:

Web-links:

- <https://mn.gov/admin/at/getting-started/understanding-at/types/>
- <https://www.skillsforcare.org.uk/Documents/Learning-and-development/Ongoing-learning-and-development/AT/Assistive-aids-and-technology-guide.pdf>
- <https://www.ispoint.org/page/POservices>
- <https://guides.library.illinois.edu/c.php?g=533633&p=3651132>



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