

## EFRI TEACHING PRESENTATION EXAMPLE - PRIMARY CARE SKILL 1

### INTRODUCTION

- **Topic / Skill name**  
Scene Assessment
- **Objective – State exactly the ‘Performance Requirement’**  
Demonstrate procedures for assessing an emergency scene for safety
- **Value – Can use the ‘Value’ or make up your own**  
Who is the most important person on the scene? You the Emergency Responder Ensure your safety before helping the patient. If you get injured as well the next ER will have 2 patients to deal with.
- **Organisation – Tell them how you are going to run the lesson**  
We will watch a quick video, then I'll explain some key points. I'll demonstrate the skill. Then you guys will have a go and we'll have a chat about how you did.
- **Conduct – Ask participants to turn to page --- in their manuals**  
Please turn to page 2-2 in your (participant) manuals and follow along.

### BODY

- **Show video section – skill practice section for taught skill**  
(Find section of video using Chapter selection - prep video before you start)
- **Explain points to help the participants perform skill correctly – ‘Key Points and Critical Steps’**  
Stop / Think / Act – Traffic Light (run through the ‘key points and critical steps’ p 3-7 EFR IG. Get them to look at their manuals – use scenario pictures on p2-3 in PM to have a chat about how to deal with different scenes. Briefly chat about Call First/Care First.  
Discuss how to use a bystander / explain what you say to a bystander – Ring EMS /stay on the phone till they tell you to hang up /find O2,AED,1st Aid kit /come back here after call. (Use white board as necessary)

- **Explain & Demonstrate how the skill is done – ‘How It’s Done’**

The scenario is that a person is lying in a bathroom, in a puddle of water, holding a hairdryer. (Use mannequin as your focus/ assign a bystander). I make the scene safe, I switch of the circuit breakers/fuses before I approach. (Bystander asks if they can help)

- **Scenario Practise – get participants to practise skill / help them fix their own problems.**

Ok guys, now it’s your go.

(Don’t crowd them. Let the practise run, try to limit yourself to 2 corrections)

If things went really wrong – ask yourself ‘have they misunderstood what you’re asking them to do’ Ask them some questions to assess rather than telling them. Consider getting them to repeat before giving your debrief.

- **Debrief - give positive reinforcement / limit negative feedback (adequate help provided is better than perfect care withheld)**

The chat you gave the bystander could be better. Please read it off the board a few time so it sticks in your mind.

## SUMMARY

- **Positive reinforcement / limit negative feedback (adequate help provided is better than perfect care withheld) Positive Reinforcement – tell them a specific part of the skill they all did well**

.I liked the way all of you made the scene safe by switching off the fuses.

- **Briefly remind them**

- **What they’ve learnt – paraphrase / state ‘Performance Requirement’**

So now you know how to assess an emergency scene for safety

- **Why – Give the ‘Value’ again**

Who is the most important person on the scene?

- **How & When – how this skill fits in to an Emergency / Cycle of Care**

So we’re safe and EMS (or a pickup if you’re in Dahab) on the way . That’s the first step do.

Let’s move on to Barrier Use.