Rescues

Setting up rescues is not a random activity. There are several things you need to keep in mind when designing rescue situations:

1. _____

At the beginning of the course, rescues should involve the basic skills learned at that point. As the course progresses, new things can be added to challenge the students.

2. _____

Rescues should be designed so that learning will take place. It is a good idea to plan learning moments ahead of time. For example, just after you have introduced spinal injuries in the water, you could put an unconscious victim in shallow water in a rescue. The learning moment comes when you ask them why they did or did not treat that patient as a spinal. In this case, your feedback is planned before the rescue and progresses with the flow of the course.

3. _____

Try and design rescues that could actually happen, or have happened. If you want to add a pretend environment like a beach setting, then set the stage with a picture or introduction of some sort. Also, give the students real life problems like having no aid available or no bystander to call 9-1-1, but keep it within reason so that they get practice on the skills as well as judgment.

4. _____

The feedback that you give for rescues is very important. It is important to give immediate feedback on skills even during rescues. If someone is not opening the airway properly, it will be more effective to correct them immediately than 5 minutes later. However, giving feedback on judgment should generally be left to the end of the rescue to give the rescuer a chance to work through it. Remember to focus on the basics first.