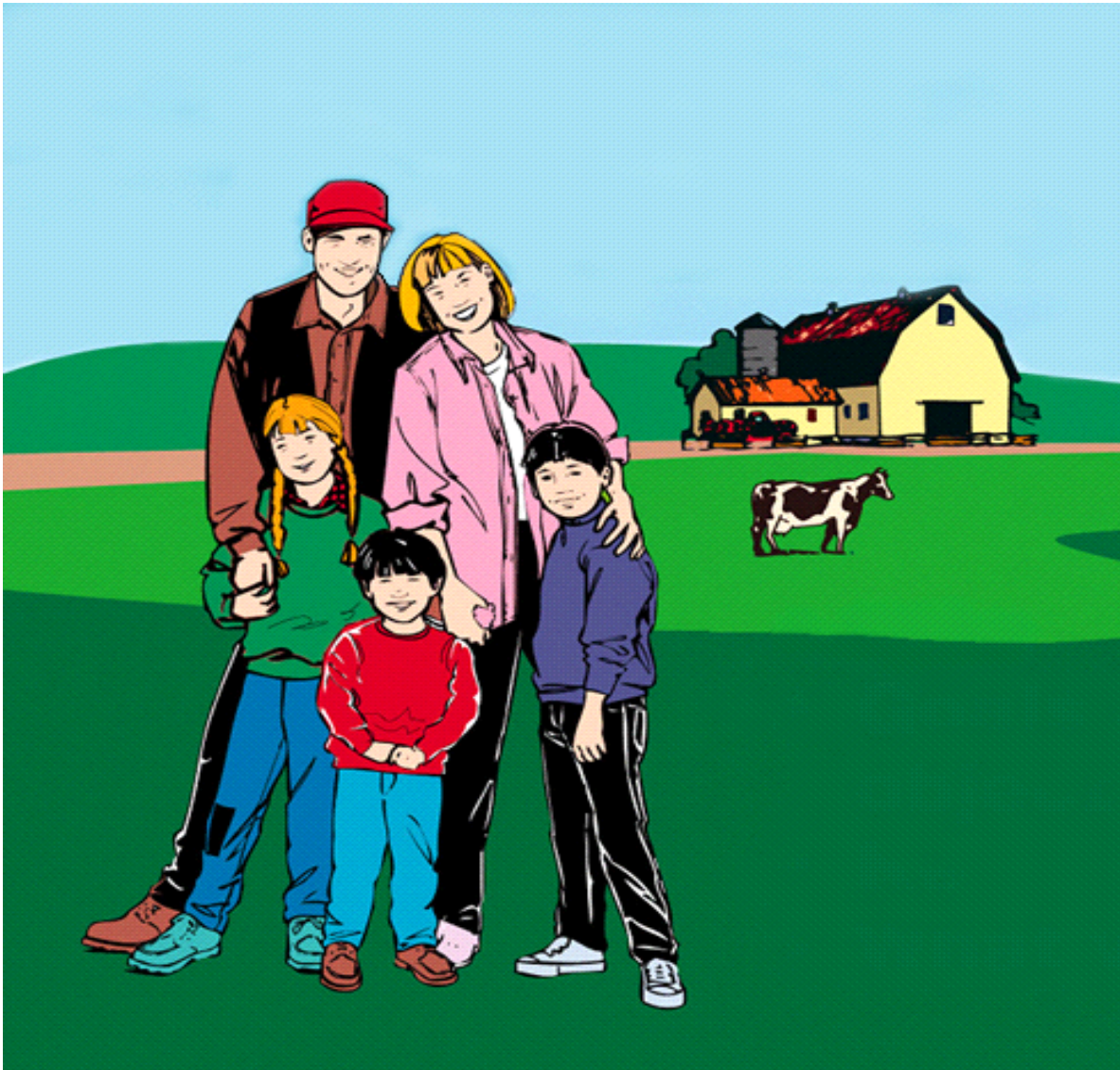


Farm Family Emergency Response Program



Instructor Manual
2018 update

PENNSTATE



Cooperative Extension
Agricultural and Biological Engineering

Farm Family Emergency Response Program

Instructor's Guide

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Farm Family Emergency Response Instructor Book

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Farm Family Emergency Response Program

Introduction and background:

Each year across the United States and Canada, many farmers are involved in a serious injury incident on the farm. So serious that often their survivability depends on the actions of the person who discovers their misfortune. Although the emergency service personnel who will treat, extricate, and transport them to a medical facility have taken training to prepare for an agricultural emergency, there has been a major void identified in the successful recovery of many farm injury incident victims. That void is the care given prior to the arrival of the emergency personnel. To further complicate this situation, many times injury and even death to the person discovering the emergency results from would-be rescuers failing to recognize the very hazards that injured their loved one or co-worker. Farm Family Emergency Response is a program that is designed to teach farm family members what actions they should and should not take when they discover an injury emergency on their farm.

Goals of the Farm Family Emergency Response Program:

1. Teaches people how to keep themselves physically and emotionally safe during a rescue.
2. It is concerned with what actions will have a positive effect on the well-being of the victim.
3. Teaches people how to summon additional help.
4. Reinforces the importance for farm people to be trained in First Aid and CPR.

It is important to realize that the Farm Family Emergency Response Program is an AWARENESS program. The above goals are designed to make those people first on the scene aware of actions that might make a positive difference in the outcome of an injured victim. There is not ample time to adequately teach specific actions in this program.

Instructor Tutorial

This tutorial was developed to enable this program to reach a larger number of farm family members. By following these guidelines, potential instructors should be able to comprehend how this program is designed, how it should work in their local community, and what resources locally could support this program effort. Clearly, sponsorship of this program will be viewed very positively by the local agricultural community.

Objectives of the instructor tutorial:

1. To teach you how this program works.
2. To talk about who should teach this program to farmers.
3. To show what resources are available to teach this program.
4. To help you identify various community activities that can lead to safer farms.

Instructor qualifications:

The ideal Instructor for this program should have a strong background in agriculture. A working knowledge in EMS and rescue techniques is also important as the program discusses patient care and extrication issues. If an individual Instructor has limited knowledge in these areas, it is suggested to team up with someone that can help in the weak areas. Some educational references have been provided to help the Instructor understand some of the more technical issues that are addressed in the curriculum. Other resources that an Instructor may find useful are also listed.

Few instructors will be knowledgeable in all aspects of this program. Relying on the expertise or resources of others will enhance your program efforts. Cooperative Extension Educators are quite knowledgeable in many of the practical aspects of agriculture and can be a superb resource to meet with before you conduct your first program. Depending on your topic, you may approach machinery, chemical, or farm structure dealers. These individuals have traditionally expressed great interest in this program and might be able to add important information.

If you are knowledgeable in production agriculture and lack rescue or EMS experience, you might want to consider inviting a local EMT, fire department rescue officer, and/or a CPR or First Aid Instructor.

Resources:

Depending on your expertise, you may wish to team up with or invite someone to your program who can help you with specific topics. Below is a partial list of resources that you as an Instructor could approach to assist you with this program.

Professionals

- **County Extension Educator:** knowledge of production agriculture, practices, systems, and applications; network to agricultural producers and farm groups; locate farms and farm equipment.
- **Chemical Dealer:** knowledge of agricultural chemicals and crop practices; hazmat topics related to agriculture.
- **Machinery Dealer:** knowledge of shutting off equipment and technicalities of farm machinery; good source of equipment for demonstrations, etc.
- **Physician, Paramedics or EMTs, Fire, CPR or First Aid Instructor:** knowledge of patient care topics, first aid, CPR, extrication, etc.
- **Silo, Grain Bin, Manure System Dealer/Suppliers:** knowledge of constructing or dismantling structures, hazards associated with these structures.

Program delivery:

This program is intended to be audience-driven. In other words, the Instructor should not stand up and lecture. The curriculum is intended to be followed in sequence. We strongly encourage you to begin any new program with the tractor, PTO, and machinery modules. These are the most common types of accidents involving entrapment, and where we set the stage for teaching participants how to identify hazards and make patient care decisions. That is why these modules are longer and more detailed than the remaining modules. After these three modules, many of the basic questions will be easily answered by the participants. Our experience suggests that most audiences want a program that will last no more than two hours, and will want you to come back at a later date to cover the rest of the modules. In subsequent programs to the same audience, you should review the key points in the Program Overview section, particularly those under Goals & Objectives and Key Decisions (see page 4).

Key points:

The Instructor is provided with a set of key questions and key points. The key points are the basis for the program. A skilled Instructor will be able to keep asking appropriate questions until the key point is derived at. The Instructor should not give the answer to the audience before giving them an opportunity to come up with the answer on their own. The Instructor needs to become familiar with the curriculum and the key points of each module.

Module construction:

All of the teaching modules have three sections in common. They are: emergency information, what else to do, and prevention strategies.

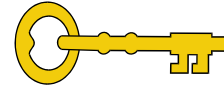
1. All emergency situations involving an injured person will require additional help. Ask one or more of your participants to describe how they would call in that particular emergency. Knowing what information to give to 911 dispatchers is important to get the right help on its way.
2. After help is called, action can then be taken to safely attend the needs of the victim or to aid in the rescue effort.
3. Finally, every module ends with a discussion of how the emergency situation could have been prevented.

Evaluation & reporting:

Instructors should measure the effectiveness of each program by having participants do the pre & post tests and by completing the evaluation form at the end of the presentation. These forms are located in Chapter 5 and should be duplicated prior to the class. To assist with our ongoing and future evaluation processes, please have each participant fill out a registration form. This information is important for us to follow up with participants to determine what, if any, changes they have made as a result of this program. Your completion of the program report form will make it easier for us to report this program activity to our funding partners. **PA Instructors only:** Please return all completed pages (registrations, evaluations, program report forms) to:

Managing Agricultural Emergencies
205 Ag Engineering Building
University Park, PA 16802

Farm Family Emergency Response Program
(Suggested Time: 5 minutes)
PROGRAM OVERVIEW




Overhead # 1

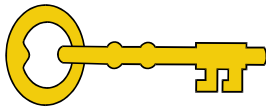
**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

Farm Family Emergency Response Program



- Why
- Goals & objectives
- Key decisions
- What we will do



The **KEY** to making this work!

As the Instructor with this program, it is your responsibility to review the materials on the overheads and to have your audience, with your help if needed, bring out the **KEY POINTS** that are listed.

Can there be other **KEY POINTS**? Certainly there can be, and it is up to you and your audience to find them.

Why this program is needed.

- * *Farm people most often discover accidents involving other family members.*
- * *Often discovered when person doesn't show up when expected.*
- * *Often you are alone, accident location is out of sight, no one else is around.*

Goals & objectives of this program.

- * *Keep yourself safe emotionally and physically.*
- * *Save the patient: decisions may affect life and death.*
- * *How to get help.*

Key decisions

- * *What hazards are you likely to encounter at various scenes and what do you do with them?*
- * *To get help or not?*
- * *How much first aid?*
- * *What do you do after the accident has been reported?*

What we will do in this program.

- * *Scenarios: set up descriptions of accident scenarios.*
- * *I'll ask questions about what you should be thinking about and doing.*
- * *We may use demonstrations.*

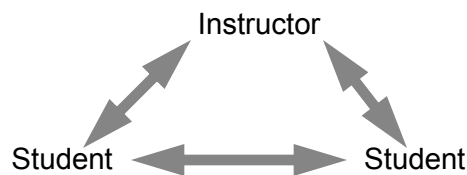
Setting up your presentation:

It is important to become very familiar with the program materials as well as how the program was designed to be delivered. Reading through this introductory section and then viewing the Instructor Tutorial Video will help you achieve this goal. Viewing the demonstration video will help you see clearly how the program was designed to be delivered. Experience will further enhance your skills to effectively deliver this program.

Class set up strategies:

An ideal classroom set up for this program is in a U shape. This shape gives everyone an opportunity to see each other and allows the Instructor to maintain eye contact with participants. This may not be possible with large crowds but for the average presentation in front of 15-30 participants, this is an ideal setting.

Set the projector up about halfway across this semi-circle so none of the participants have to strain to see the screen. Make sure the table you use is large enough to efficiently hold necessary materials, such as your book of transparencies, instructor manual, and any other resources you need during your presentation.



Set up your workbook with the Key Questions/Key Points near the projector, and review the materials that you plan on going over during this session. Do not stand at the front of your gathering with an overhead on the screen/wall and turn around to read the picture to your students. They can read and the text themselves. If necessary, read off of your notes or instructor book. It is more professional to look down than to turn your back on your students.

Preparing and conducting the program:

As an Instructor, you should be familiar with the flow of the presentation. Each of the scenes were developed to capitalize on the viewer's senses. Each has a set-up script that gives the reasons for the pictures and the scene. It is usually best to lead with the script before showing the picture.

As you prepare for your presentation, go through your Instructor materials. Picture yourself doing the presentation. Go through each scene, and ask the key questions aloud. Try to imagine what kind of responses you will get and how you might handle them. Ask your questions while you are looking at your audience, not your book. As you do more presentations, you will become more familiar with the materials and more comfortable presenting without using the script. The material just flows and everything falls into place.

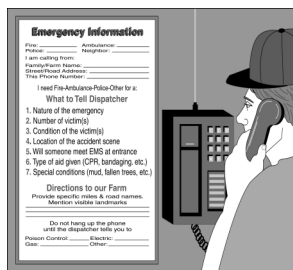
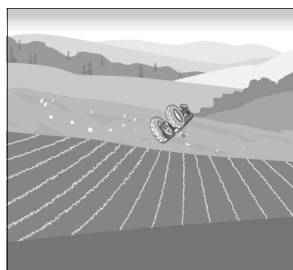
Once the scene is set, you begin to lead your audience to the key points by asking the key questions. This process is at the heart of the program, and you need to allow ample time for adequate discussion. Experience will make it easier to know what points will come out with the various questions. Don't be afraid to give your audience time to respond. Ten seconds may seem like a long time, but if you wait, someone in the audience will usually respond.

On occasion, you might find it necessary to bring your audience back on track by giving them the answer (key point) that you are looking for. Reinforcing the key points with some real-life examples add clarity to the discussion, but be careful not to allow storytelling to consume too much time.

SAMPLE

Farm Family Emergency Response "Thumbnail"

Each presentation of the Farm Family Emergency Response program has a different number of overheads to that program. You will quickly notice that there are "repeat" overheads that are common to every program. This was designed for a couple of different reasons: first there is the concept that repeating the same theme is a recognized way to remember an idea; second, we realize that each group presentation of the Farm Family Emergency Response program will not include every module. Some will be done at a later time or group meeting, and the common overheads will enable the students to follow the flow of the program.



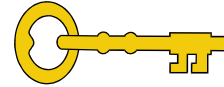
SAMPLE

For you, the Instructor, we have provided a "thumbnail" of the presentation that will precede each topic.

Farm Family Emergency Response Program

(Suggested Time: 5 minutes)

PROGRAM OVERVIEW




Overhead # 1

KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS

Farm Family Emergency Response Program

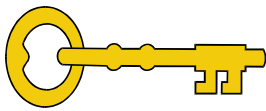


- Why
- Goals & objectives
- Key decisions
- What we will do

Why this program is needed.

Goals & objectives of this program.

- * *Farm people most often discover accidents involving other family members.*
- * *Often discovered when person doesn't show up when expected.*
- * *Often you are alone, accident location is out of sight, no one else is around.*
- * *Keep yourself safe emotionally and physically.*
- * *Save the patient: decisions may affect life and death.*
- * *How to get help.*
- * *What hazards are you likely to encounter at various scenes and what do you do with them?*
- * *To get help or not?*
- * *How much first aid?*
- * *What do you do after the accident has been reported?*
- * *Scenarios: set up descriptions of accident scenarios.*
- * *I'll ask questions about what you should be thinking about and doing.*
- * *We may use demonstrations.*



Key decisions

The **KEY** to making this work!

As the Instructor with this program, it is your responsibility to review the materials on the overheads and to have your audience, with your help if needed, bring out the **KEY POINTS** that are listed.

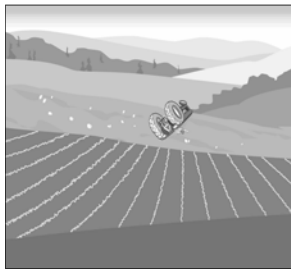
Can there be other **KEY POINTS**? Certainly there can be, and it is up to you and your audience to find them.

What we will do in this program.

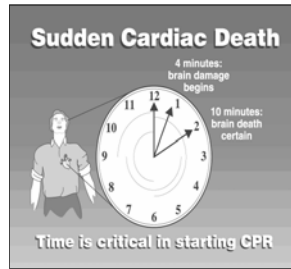
“Thumbnail” - Tractor Overturns

This is your Tractor Rollover Thumbnail. Remember to use your **“Key Points”** as a method to bring out information from your audience.

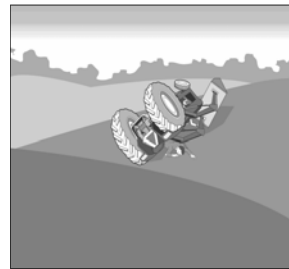
Let's assume that it is 2 p.m.. Your husband (father, brother, etc.) left with the tractor this morning to do some field work and was expected back at noon for lunch. It's not uncommon to be an hour late, but now it's two hours late; so you decide to go find him. You jump in the pickup and drive up the road to the field where you think he might be. As you break over the knoll in the field, this is what you see. You are alone, and it took you 10 minutes to get to the field from the house.



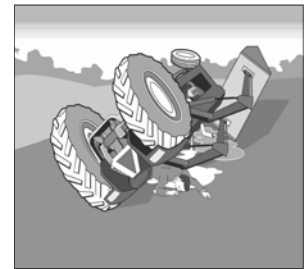
2



3



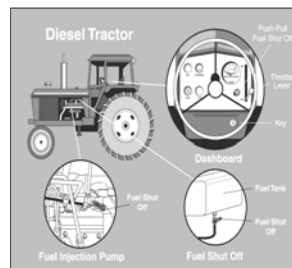
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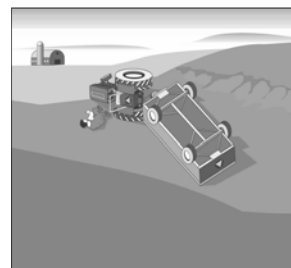
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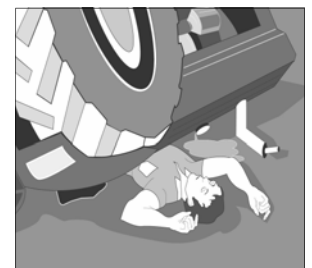
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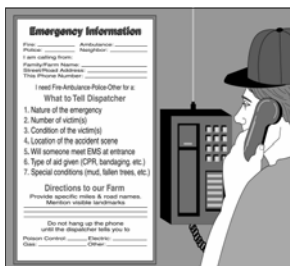
7



8



9



10



11



12

Tractor Overturns

(Suggested Time: 45 minutes)

Let's assume that it is 2 p.m.. Your husband (father, brother, etc.) left with the tractor this morning to do some field work and was expected back at noon for lunch. It's not uncommon to be an hour late, but now it's two hours late; so you decide to go find him. You jump in the pickup and drive up the road to the field where you think he might be. As you break over the knoll in the field, this is what you see . You are alone, and it took you 10 minutes to get to the field from the house.

Overhead # 2



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS

What are your initial thoughts/reactions?

* *Panic is natural, but you need to stay in control.*

What is the most important point to remember?

* *Your safety.*

Why?

* *You have to get help, and if you become injured, you make a bad situation worse.*

What initial decision should be made here?

* *Do I approach the scene first, or do I call for help first?*

Can Emergency Services be activated immediately?

* *Is there a cellular phone or CB in the vehicle?*

How long will it take for Emergency Services to arrive?

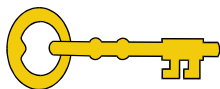
* *Generally in excess of 15 minutes.*

Why do we breathe?

* *Oxygen.*

How long can we live without breathing?

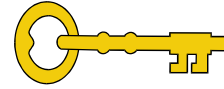
* *4-6 minutes.*



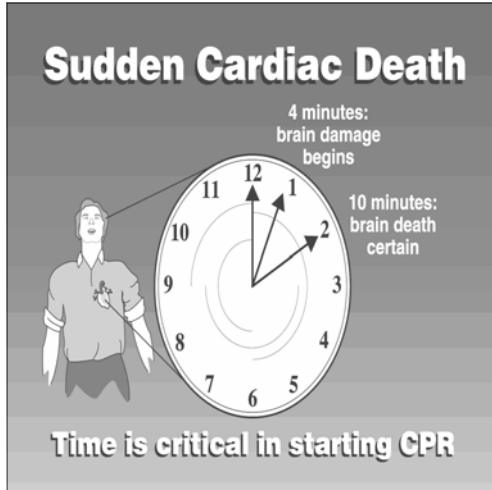
The **KEY** to making this work!

As the Instructor with this program, it is your responsibility to review the materials on the overheads and to have your audience, with your help if needed, bring out the **KEY POINTS** that are listed.

Can there be other **KEY POINTS**? Certainly there can be, and it is up to you and your audience to find them.



Overhead # 3



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

Based on this, what should you be concerned with prior to calling Emergency Services if you can't call immediately?

**C-A-Bs - discussed more later. Chest compressions are most critical.*

How many people are trained in CPR and emergency first aid?

** Two people on each farm should be trained.*

Assume Emergency Services can't be activated immediately, what should you do now?

** Get closer (approach the scene).*

What's your first concern?

** Your safety.*

Overhead # 4



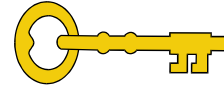
Is the scene safe for you? What kinds of hazards might there be?

** Tractor instability, fire hazards, fluids (oils, battery acid, fuel, antifreeze from radiator and tires), electrical, etc.*

Let's talk about stability. What are the two types of instability problems to be concerned about?

** Discuss: Stabilize tractor, stay on up-hill side and stay off. Note that there may be mud, weeds, grass, sloped ground or banks.*

** Discuss the hazards of hydraulics-unpredictable and uncontrolled movement.*



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

Overhead # 5



Is there a fire/explosion hazard? What might cause a fire/explosion?

* *Fuel, oil, fluids, battery gases, in combination with heat from engine or spark from electrical system.*

What class of fire does this represent?

* *Class BC.*

What type of fire extinguisher can/should you use?

* *ABC Dry Chemical is recommended.*

* *Ten-pound extinguisher would be ideal.*

How many of you have a fire extinguisher on your tractors, trucks, and other machines?

* *Should be inspected annually, pressure gauge in charged position.*

Will this tractor be running?

* *Diesel might run, gas will be stalled.*

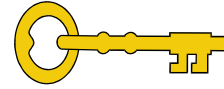
If a tractor isn't running, is it important to shut it off?

* *Yes, if ignition is on, tractor in gear and back wheel is rotated during rescue, tractor could "lunge" but probably will not start.*

How do you shut off a gas tractor in an emergency?

* *Ignition key, fuel line shut off, CO₂ fire extinguisher.*

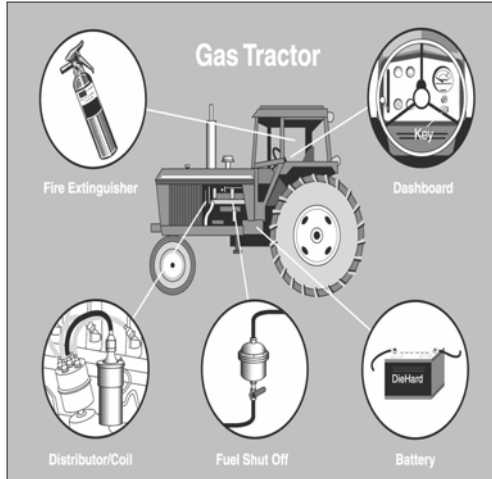
* *Battery & distributor cap disconnect will work BUT shock and fire hazard created, items often inaccessible.*



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

Overhead # 6



Does everyone know where all these things are on all your tractors? How about on your neighbors' tractors?

How do you shut off a diesel tractor in an emergency?

* *Discuss: locations and styles of shut-offs, ages and models of tractors.*

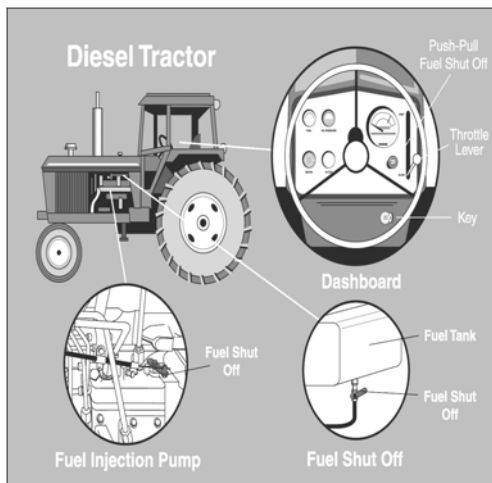
* *CO₂ extinguisher may stall tractor if discharged in air intake or exhaust.*

* *Ignition key (especially many newer tractors). Fuel stop button/lever control on console. Fuel line shut-off under fuel tank. Block air intake or exhaust with tarp, CO₂ extinguisher.*

* *Dry chemical extinguisher will work but will cause damage to engine.*

* *Battery disconnect will not shut off engine.*

Overhead # 7

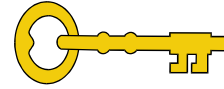


Does everyone know where all these things are on all your tractors? How about on your neighbors' tractors?

After the stability and fire issues are addressed, what is your next concern?

* *Discuss: location and styles of shut-offs, ages and models of tractors, differences from gas tractors.*

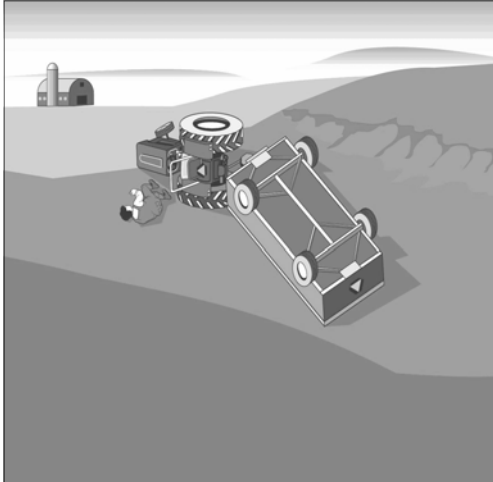
* *The patient.*



KEY POINTS

**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

Overhead # 8



Let's assume this is what you find... Should you ever move an injured person?

How do you move an injured person?

If the tractor is resting on the patient's chest and they are having trouble breathing, is there anything you can do?

Let's assume this patient has less of the tractor on him, what are the important patient care considerations?

Overhead # 9



What are signs of shock?

Once you've started CPR, how long do you continue?

What if the person does not revive or help does not arrive?

Once patient care issues have been addressed, what's next?

** Only if a life is in danger, e.g. a fire.*

** Using a person or mannequin laying on a table, demonstrate how to move this person or mannequin by the long axis.*

** Remove some dirt from under back by scraping with hand. Be careful not to dig a deep hole beneath the person.*

** Patient care priorities: airway most critical (modified jaw thrust); breathing; (if you don't breath you don't live); circulation - CPR; and serious bleeding; shock signs, if present, urgent to get Emergency Services responding.*

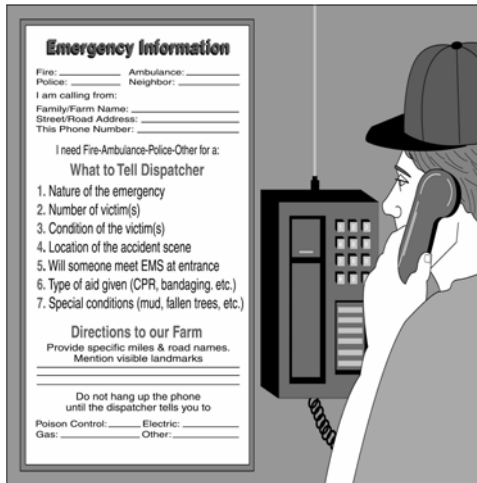
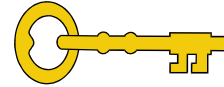
** Pale clammy skin, dilated pupils, thirst, nausea, rapid pulse.*

**Person revives, help arrives, you can no longer physically continue.*

**No one knows help is needed; so CPR for one minute then calling for help might be best option. AHA recommends immediately calling for help and requesting an AED.*

** Call for HELP.*

Overhead # 10



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

How will you report this incident?

* *Emphasize: location (1/4 mile off main road in cornfield); nature of incident (farm tractor overturn); number and condition of patients; special conditions that will hinder rescue efforts (muddy field, other side of ditch, 6,000 lb. tractor); who will meet and direct Emergency Services.*

Overhead # 11



After calling for help, what should you consider? What resources might be needed that you can get from the farm?

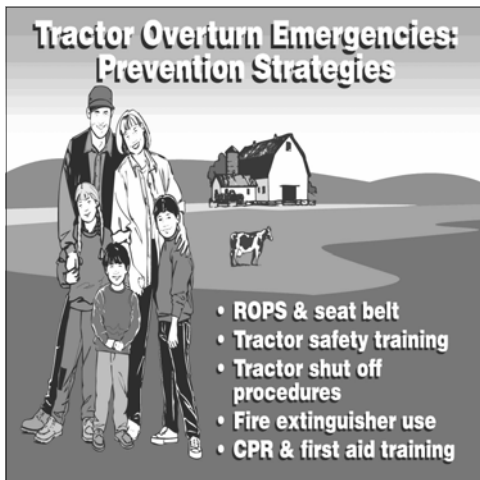
* *Tractors, chains, wagon, wood, machinery dealer, neighbors, tow truck, etc.*

* *Who can assist you? i.e. to meet Emergency Services, help you at the scene, bring equipment.*

After returning to the scene, what else can you do?

* *Reassess and reassure patient, treat for shock, etc. KEEP BUSY.*

Overhead # 12

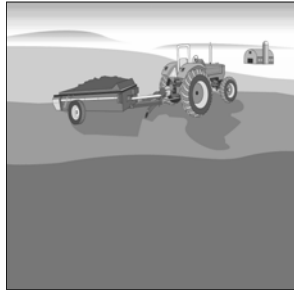


Before moving out of tractors, let's discuss some things that farm families can do to prevent tractor rollovers and/or prepare for tractor-related emergencies.

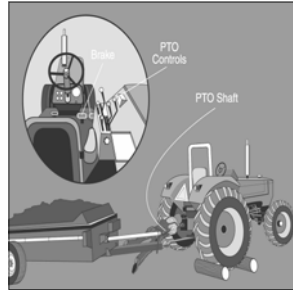
* *ROPS with seat belt on all tractors, formal tractor safety training, emergency tractor shut-off procedures, proper placement and use of fire extinguishers, CPR and first-aid training.*

“Thumbnail” PTO ENTANGLEMENTS (Suggested Time: 30 minutes)

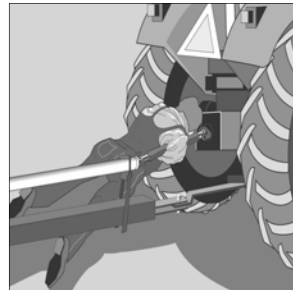
You return home from running errands, and you notice that the tractor is still running behind the barn as it was two hours ago. You know that the job to be done should not have taken that long. You go to investigate, and this is what you find:



13



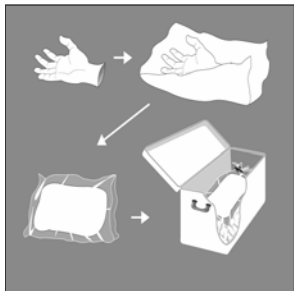
14



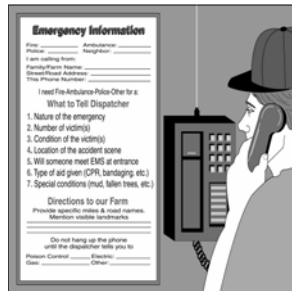
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16



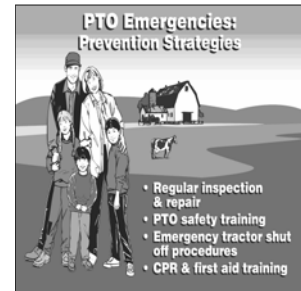
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19

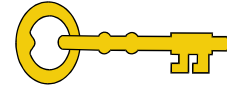


20

PTO ENTANGLEMENTS

(Suggested Time: 30 minutes)

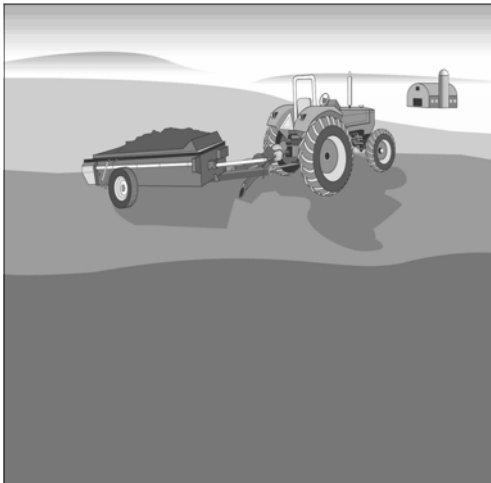
You return home from running errands, and you notice that the tractor is still running behind the barn as it was two hours ago. You know that the job to be done should not have taken that long. You go to investigate, and this is what you find:



Overhead # 13

KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS



What are your initial thoughts/reactions?

* Panic.

What is the most important point to remember?

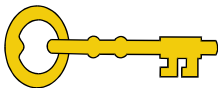
* Your safety.

Upon reaching the scene, what is the first thing that you should do?

* Shut off tractor.

While shutting off the tractor, what other things should you do?

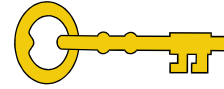
* Secure tractor.



The **KEY** to making this work!

As the Instructor with this program, it is your responsibility to review the materials on the overheads and to have your audience, with your help if needed, bring out the **KEY POINTS** that are listed.

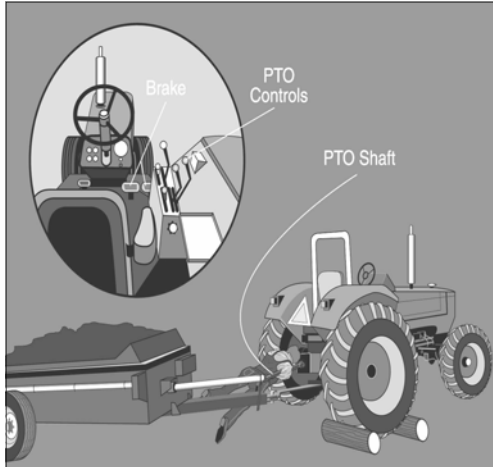
Can there be other **KEY POINTS**? Certainly there can be, and it is up to you and your audience to find them.



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

Overhead # 14



What should be done with the PTO control?

* *Leave it alone.*

Why do you leave it alone?

* *Disengaging may release some stored energy which may cause unwanted movement of the patient or machine.*

What is the next consideration?

* *Patient care. C-A-B and shock.*

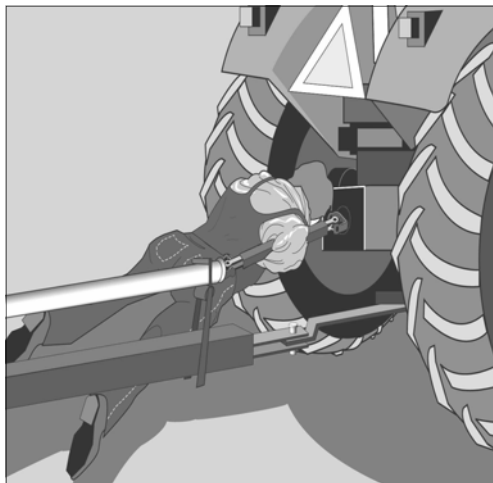
What types of things might be wrong with this patient? What is this illustration trying to show?

* *Strangulation, internal bleeding, neck and back injuries, amputations.*

What is your primary concern?

* *Airway and Breathing, you may have to cut clothing to provide adequate airway.*

Overhead # 15



What might happen when you cut the clothing away to provide adequate airway and breathing?

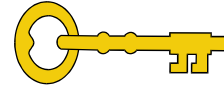
* *Clothing may also be acting as a tourniquet, severe bleeding might occur internally or externally.*

If patient isn't breathing, should you cut clothing even if it may result in additional blood loss?

* *Yes, breathing is crucial and first priority.*

If this patient is conscious and alert but pretty severely wrapped, should you attempt to extricate?

* *No for the above reasons; the entrapment may be keeping patient more stable. Emergency services can start aggressive care prior to extrication.*



KEY POINTS

KEY QUESTIONS INSTRUCTOR NARRATIVE

Overhead # 16

Volume of blood in an infant

When a tablespoon of blood is lost, which patient can be in a life threatening situation?

Volume of blood in a child

16

If airway and breathing are adequate, what's your next concern?

* *Bleeding.*

Should you attempt to move this patient yourself?

* *NO, there is a chance of severe bleeding, as well as neck and back injuries. Only if the victim is in further danger.*

How much blood do we have in our bodies?

* *Average adult has 12 pints = 6 liters = 6 quarts or about 7% bodyweight.*

How much blood can we lose before it becomes serious?

* *Adults can lose 2 pints before it begins to get serious. Red Cross takes 1 pint during blood donation - discuss what donating blood makes you feel like: lightheaded, dizzy, thirsty.*

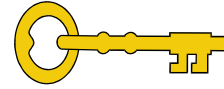
* *Blood loss in children is much more serious.*

What does a pint of blood look like?

* *Show what a pint of simulated blood looks like on a piece of clothing. Show difference between a child's volume vs. and adult's volume.*

How do you control bleeding?

* *Direct pressure -elevation if possible, caution if broken bones.*



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

Let's say you are using direct pressure to control bleeding. How are you going to go for help?

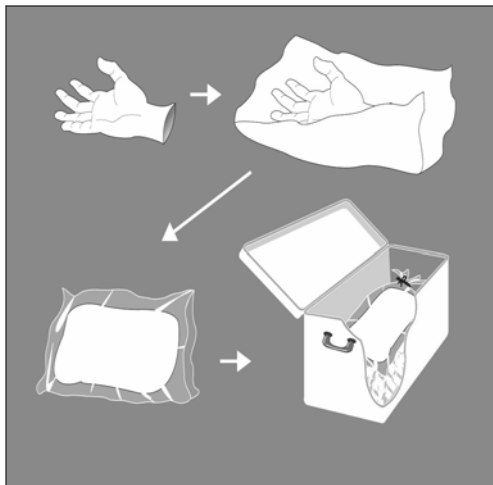
** Tie something over the wound such as a shirt, rag, feed bag, anything will work. Cannot worry about infection at this point.*

What can you use for a tourniquet?

** Tourniquet should only be used if multiple attempts to apply pressure fail to stop the bleeding.*

** Shirt, belt, etc. Anything fairly thick. NOT twine, wire, or rope. Want to cover as large a surface area as possible. Rope, twine, etc., can cut through the blood vessels and tissue below them and will not stop bleeding.*

Overhead # 17



How long do you leave a tourniquet in place once it is applied?

** You never loosen a tourniquet once it is applied.*

What does using a tourniquet mean?

** Tourniquets can save lives. There is a small chance the limb may be lost, but often the limb can be re-perfused.*

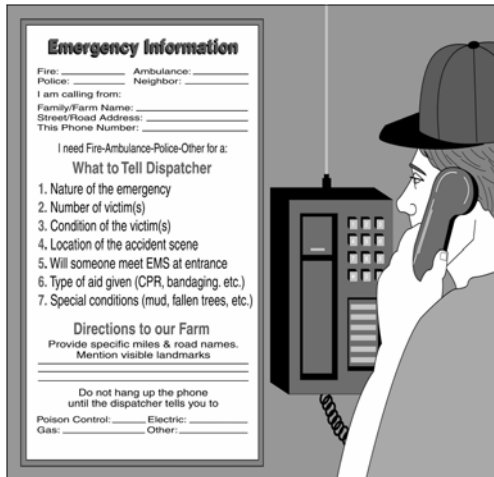
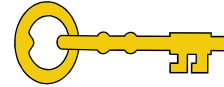
If there is an amputated part, how do you care for it?

** Wrap in plastic bag, wrap bag with a towel, put on ice NOT in ice.*

Once patient care issues have been addressed, what's next?

** Call for help.*

Overhead # 18



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

How will you report this incident?

** Emphasize: location (behind barn); nature of emergency (caught in PTO); number and condition of patients; special conditions that will hinder rescue efforts (limb entangled with shaft); who will meet and direct Emergency Services.*

After calling for help, what should you consider? What resources might be needed that you can get from the farm?

**Neighbors, machinery dealer, pry bars to use to stabilize stored energy, ice chest and ice for amputation, blankets, bandaging material, etc.*

**Who can assist you? i.e., to meet Emergency Services, help you at the scene, bring equipment, etc.*

Overhead # 19



What else can you do for this patient?

** Reassess and reassure patient. Treat for shock.*

How do you treat for shock?

** Re-assure and keep warm but do not overheat. Contact Emergency Services quickly.*

Overhead # 20

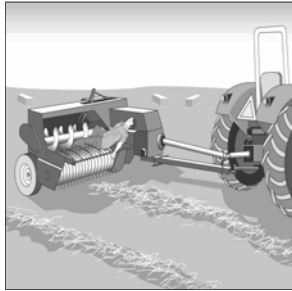


Before moving out of PTOs, let's discuss some things that farm families can do to prevent PTO entanglements and/or prepare for emergencies involving PTOs.

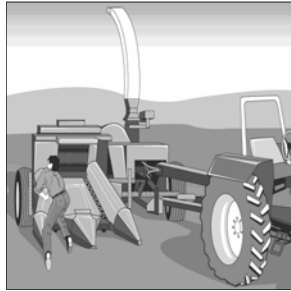
** Regularly inspect and repair damaged PTO shields. Shut off machines before servicing, maintenance, cleaning. Emergency tractor shut-off procedures, CPR and first-aid training.*

“Thumbnail” - MACHINERY ENTANGLEMENTS (Suggested Time: 20 minutes)

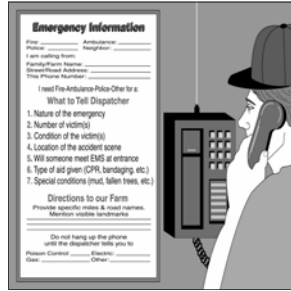
Let’s assume you are the first person at this scene, where a victim has become entrapped in an implement like a baler or corn chopper.



21



22



23



24



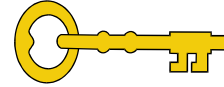
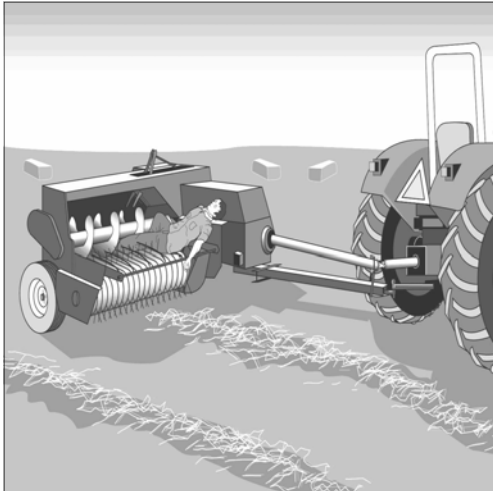
25

MACHINERY ENTANGLEMENTS

(Suggested Time: 20 minutes)

Let's assume you are the first person at this scene, where a victim has become entangled in an implement like a baler or corn chopper.

Overhead # 21



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS

What are your initial thoughts/reactions?

* *Panic is natural, but you need to stay in control.*

What is the most important point to remember?

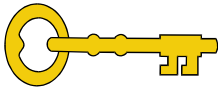
* *Your safety.*

Upon reaching the scene, what are you going to do?

* *Shut off the tractor.*

* *Put in gear or park and set parking brake. May use boards, blocks, etc. to block wheels.*

* *Leave PTO alone.*



The **KEY** to making this work!

As the Instructor with this program, it is your responsibility to review the materials on the overheads and to have your audience, with your help if needed, bring out the **KEY POINTS** that are listed.

Can there be other **KEY POINTS**? Certainly there can be, and it is up to you and your audience to find them.

What is your next consideration?

* *Patient care. A-B-Cs and shock.*

What types of things might go wrong with this patient?

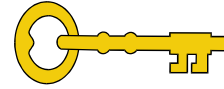
* *Amputation, severe cuts, puncture wounds, caught in auger, etc.*

Providing the patient has a good airway and is breathing adequately, what should you do next?

* *Check for severe bleeding.*

How do you check for severe bleeding?

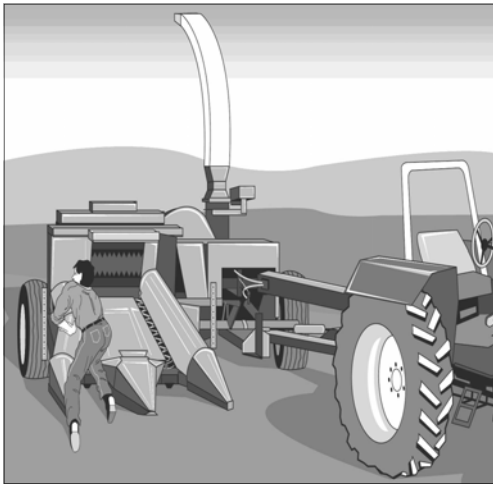
* *Look and feel all over.*



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

Overhead # 22



Should you climb onto the pick up head of the baler to reach the victim better?

** NO! The pick up tines could be punctured into the patient and any movement could cause further injury. These tines could be resting near vital organs or blood vessels.*

Should you ever remove a victim from an impaled object or an impaled object from the patient?

** NO! For above reasons. Also, the impalement can be controlling severe bleeding. Impaled objects need to be surgically removed.*

Consider this scenario. What types of injuries might this person have?

** Amputation, crushing, mashing injuries.*

After stabilizing the scene, what's next?

** Patient care. C-A-B and shock.*

Assuming this victim has an adequate airway and is breathing well and is not bleeding severely, what is your next action?

** Call for HELP.*

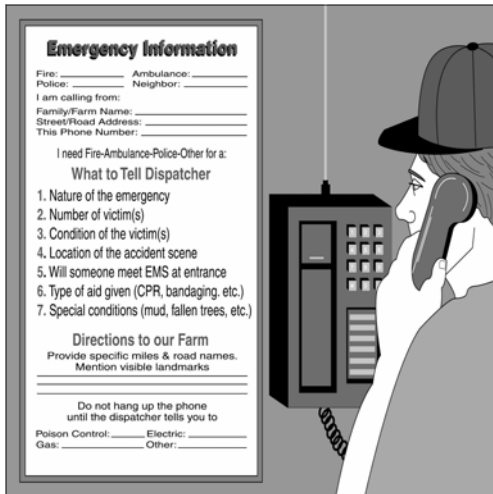
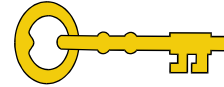
Should you attempt to remove the victim from this machine yourself?

** NO! The machine may be controlling serious bleeding, and you can also cause serious damage to the part that's trapped by sudden unexpected movement.*

Should you attempt to spread the gathering chains apart to make the victim more comfortable?

** NO! For above reasons.*

Overhead # 23



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

How will you report this incident?

* *Emphasize: location; nature of emergency (trapped in baler or cornchopper); number and condition of patients; special conditions that will hinder rescue efforts (punctured by tines, caught in gathering chains, etc.); who will meet and direct Emergency Services.*

Overhead # 24



After calling for help, what should you consider? What resources might be needed that you can get from the farm?

* *Blankets, pry bars, cutting torch, machinery dealer, neighbors, etc.*

After returning to the scene, what else can you do?

* *Reassess and reassure patient, treat for shock, etc. KEEP BUSY!*

Overhead # 25

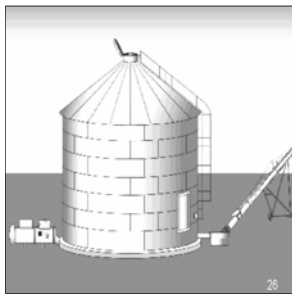


Before moving out of machine entanglements, let's discuss some things that farm families can do to prevent machinery entanglements and/or prepare for emergencies involving farm machines.

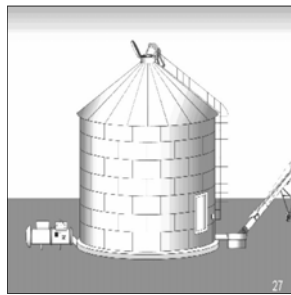
* *Shut off tractor and disengage PTO before unplugging a machine. Keep machine well maintained. Emergency tractor shut-off procedures, CPR and first-aid training.*

“Thumbnail” - GRAIN BINS (Suggested Time: 15 minutes)

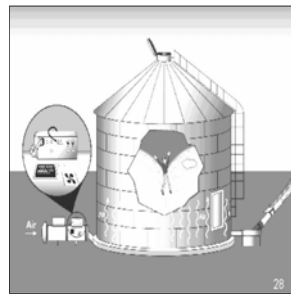
As it has happened before, there was a problem getting the corn to flow properly out of the grain bin. A hired worker was told to enter the bin with a rod to break up the clogs. He has done this successfully before; so you thought it was no big deal. After 15 minutes, you return and notice no activity. You also notice that the grain truck has not been filled. You suddenly realize that the worker may be trapped in the bin.



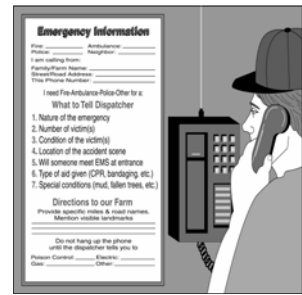
26



27



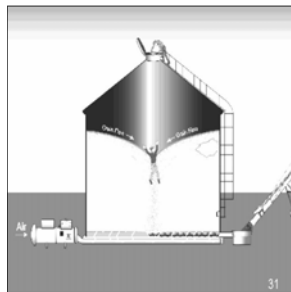
28



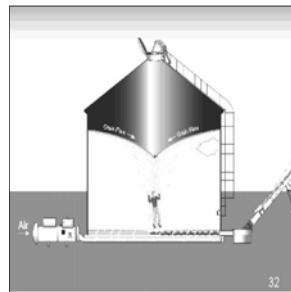
29



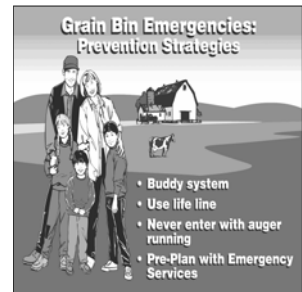
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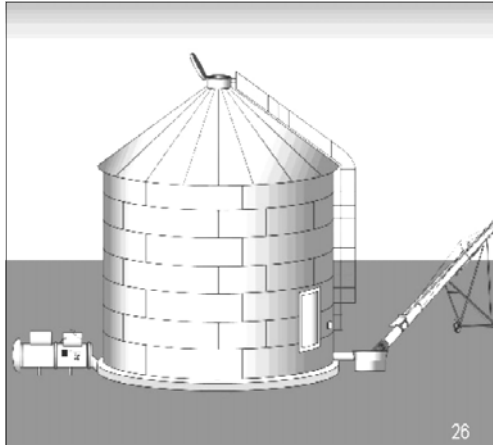


33

GRAIN BINS (Suggested Time: 15 minutes)

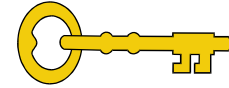
As it has happened before, there was a problem getting the corn to flow properly out of the grain bin. A worker was told to enter the bin with a rod to break up the clogs. He has done this successfully before; so you thought it was no big deal. After 15 minutes, you return and notice no activity. You also notice that the grain truck has not been filled. You suddenly realize that the worker may be trapped in the bin.

Overhead # 26



KEY QUESTIONS INSTRUCTOR NARRATIVE

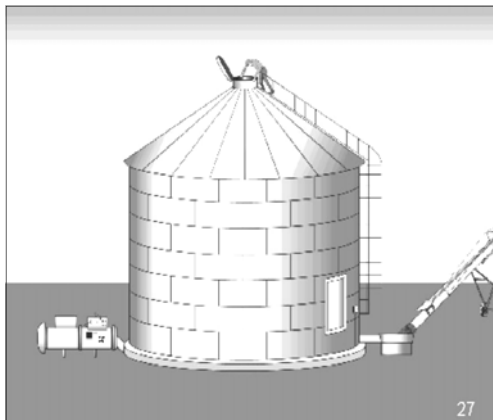
- What are your initial thoughts/reactions?
- What is the most important point to remember?



KEY POINTS

- * *Panic is natural, but you need to stay in control.*
- * *Your safety.*

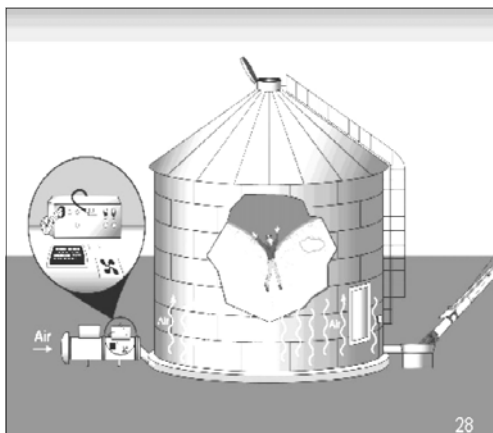
Overhead # 27



- What are the hazards?
- What is the first thing to do?
- What is the next thing to do?
- If visible, should you enter to help the victim?

- * *Mainly entrapment in or under grain.*
- * *Disconnect power to unloading auger.*
- * *Climb ladder to top if possible to look in bin.*
- * *NO, you can become entrapped or cause further collapse.*

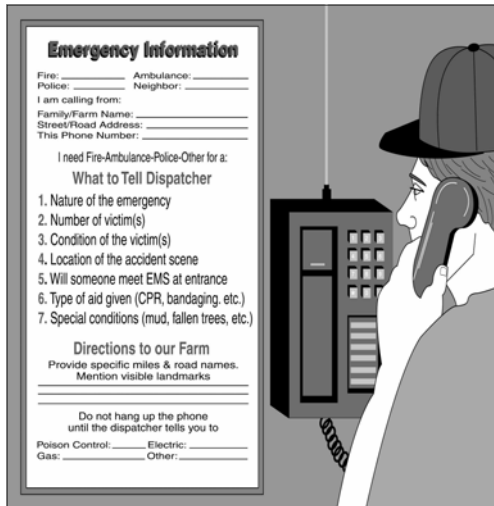
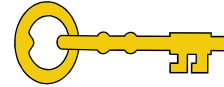
Overhead # 28



- What do you do next?

- * *Notify Emergency Services.*
- * *Turn on ventilation fan if possible; make sure you don't mistakenly turn on dryer.*

Overhead # 29



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

How will you report this incident?

* *Emphasize: location (farmstead); nature of emergency (trapped by grain inside grain bin); number and condition of patients (trapped up to his chest); special conditions that will hinder rescue efforts (size of bin, contents, confined space etc.); who will meet and direct Emergency Services.*

Overhead # 30

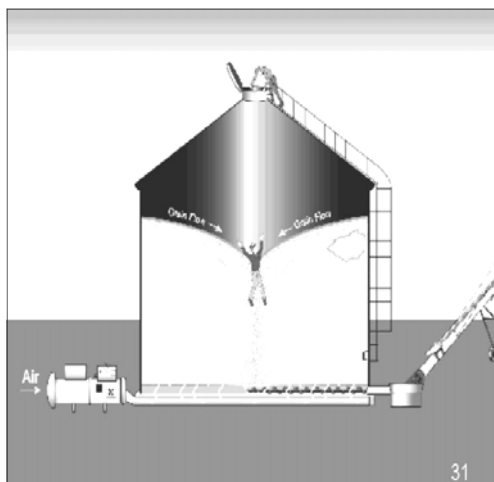


After calling for help, what should you consider? What resources might be needed that you can get from the farm?

* *Gather planks, plywood, rope. Tractor(s) with bucket to help move grain away from side of bin if rescuers have to cut bin.*

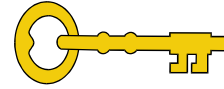
* *Who can assist you? i.e., to meet Emergency Services, help you at the scene, bring equipment.*

Overhead # 31



Will dropping a rope tied to the top of the bin to the victim be of use?

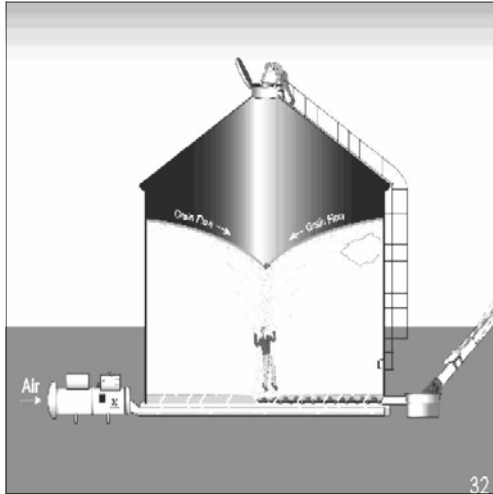
* *If victim is submerged beyond knees, he will not be able to pull himself out even with assistance. But it may make a good lifeline to keep from sinking further, and will reassure him/her.*



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

Overhead # 32



If victim is not visible (totally submerged), will your actions differ?

** No. You still want to be sure that you disconnect power to the unloading auger; turn on ventilation fans if possible (make sure dryer is off); contact Emergency Services; then look in another location.*

Is there anything you can do for the care of the victim while trapped in the bin?

** Other than ventilation, no. It is too dangerous to enter the bin to provide patient care.*

** Even when totally or partially submerged, patient can feel fresh air from ventilation.*

How will rescuers extricate this victim?

** Partial submersion: patient will be secured and treated before removal.*

** Total submersion: at least two sides of bin will be cut to avoid bin collapse, and grain will be removed simultaneously from each side.*

Overhead # 33

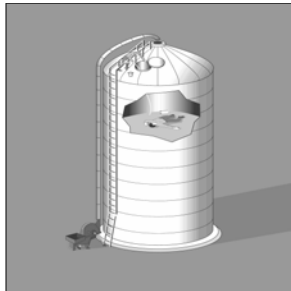


Before moving out of grain bins, let's discuss some things that farm families can do to prevent grain bin entrapment emergencies.

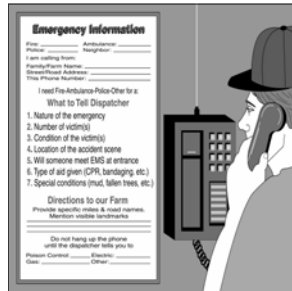
** Never enter a grain bin alone; always work in pairs with a life line attached. Never enter bin with auger running.*

“Thumbnail” - OXYGEN-LIMITING SILOS (Suggested Time: 5 minutes)

During breakfast, you discuss how to get a section of fill pipe out of the Harvester silo that fell in last night as the silo was being prepared for filling. This has to be done this morning as you have 50 acres to chop today to be put into that silo. A hired worker volunteers to lower himself the 40 feet with a rope tied around his waist and the other end attached to the top hatch. As he is being lowered, the rope breaks or comes untied. You call down to him but get no response.



34



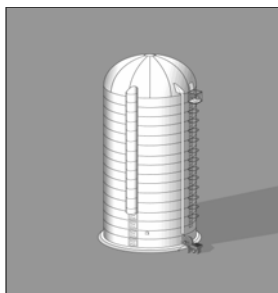
35



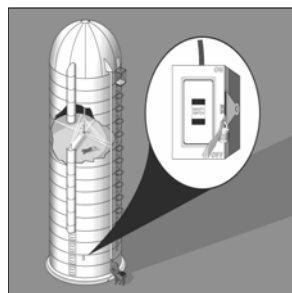
36

“Thumbnail” - CONVENTIONAL SILOS (Suggested Time: 15 minutes)

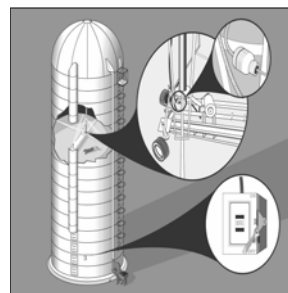
You just finished with corn silage harvest last night. Today your husband decides to go into the silo to level off the silage and cover it with plastic before he lets the cows out and cleans the barn. An hour and a half later you notice that the cows are not out. You decide to walk to the barn and notice that it has not been cleaned and no one is around. You walk to the feed room to investigate the silo. As you yell up the chute, you get no response.



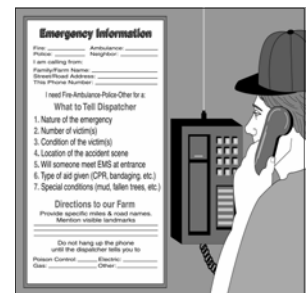
37



38



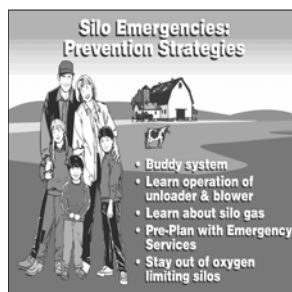
39



40



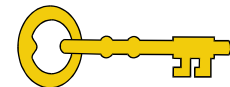
41



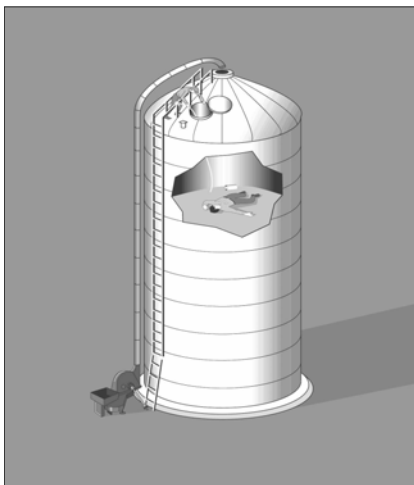
42

OXYGEN LIMITING SILOS (Suggested Time: 5 minutes)

During breakfast, you discuss how to get a section of fill pipe out of the Harvester silo that fell in last night as the silo was being prepared for filling. This has to be done this morning as you have 50 acres to chop today to be put into that silo. A hired worker volunteers to lower himself the 40 feet with a rope tied around his waist and the other end attached to the top hatch. As he is being lowered, the rope breaks or comes untied. You call down to him but get no response.



Overhead # 34



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS

What are your initial thoughts/reactions?

** Panic is natural, but you need to stay in control.*

What is the most important point to remember?

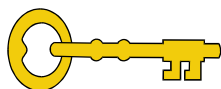
** Your safety.*

What are the biggest hazards?

** Lack of oxygen. Oxygen content in these structures is around 4%, we need 19% - 21% to survive.*

What can you do?

** Ventilate with silo blower; disconnect silo unloader, and contact Emergency Services.*



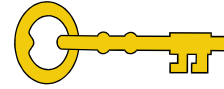
The **KEY** to making this work!

As the Instructor with this program, it is your responsibility to review the materials on the overheads and to have your audience, with your help if needed, bring out the **KEY POINTS** that are listed.

Can there be other **KEY POINTS**? Certainly there can be, and it is up to you and your audience to find them.

What is the one word description of entry into this silo without SCBA supplied air system?

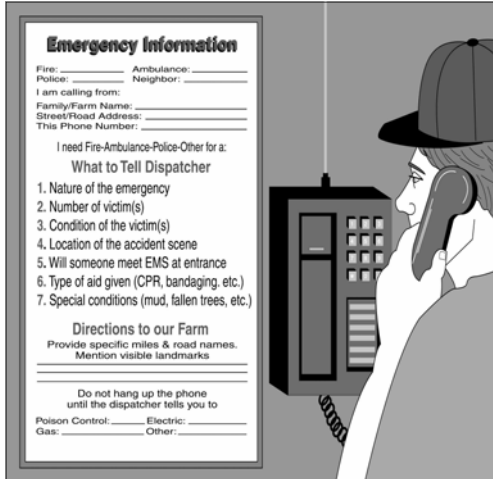
** SUICIDE*



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

Overhead # 35



How will you report this incident?

- * *Emphasize: location (farmstead); nature of emergency (fell inside silo); number and condition of patients; special conditions that will hinder rescue efforts (size of silo, oxygen limiting, confined space, etc.); who will meet and direct Emergency Services.*

Overhead # 36



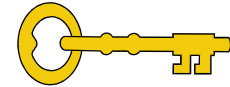
After calling for help, what should you consider? What resources might be needed that you can get from the farm?

- * *Nothing more you can do but wait. Ventilate with silo blower if not already done.*
- * *Who can assist you? i.e., to meet Emergency Services, help you at the scene, bring equipment.*
- * *Make sure no one else enters silo without breathing protection.*

CONVENTIONAL SILOS

(Suggested Time: 15 minutes)

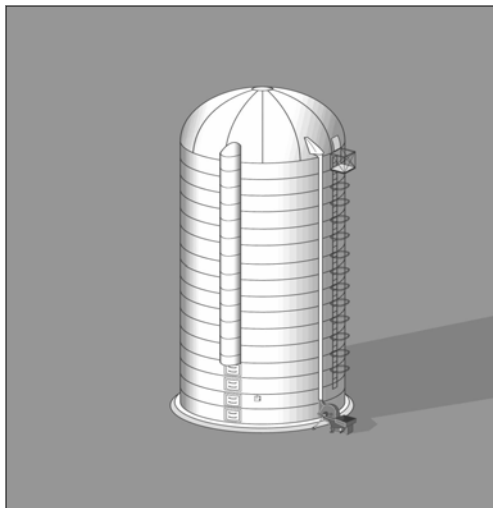
You just finished with corn silage harvest last night. Today your husband decides to go into the silo to level off the silage and cover it with plastic before he lets the cows out and cleans the barn. An hour and a half later you notice that the cows are not out. You decide to walk to the barn and notice that it has not been cleaned and no one is around. You walk to the feed room to investigate the silo. As you yell up the chute, you get no response.



Overhead # 37

KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS



What are your initial thoughts/reactions?

** Panic is natural, but you need to stay in control.*

What is the most important point to remember?

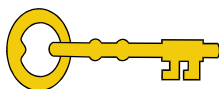
** Your safety.*

Why would someone be caught in a conventional silo?

** Overcome with silo gas; entrapped in unloading auger; medical emergency; falls; buried by frozen chunks of silage; caught in silo chute.*

What are the biggest hazards to you?

** Silo gas (nitrogen dioxide), reactions to dusts and molds; falls while climbing; panicking while climbing or at top of silo; being caught in the unloader.*



The **KEY** to making this work!

As the Instructor with this program, it is your responsibility to review the materials on the overheads and to have your audience, with your help if needed, bring out the **KEY POINTS** that are listed.

Can there be other **KEY POINTS**? Certainly there can be, and it is up to you and your audience to find them.

When is silo gas most prevalent?

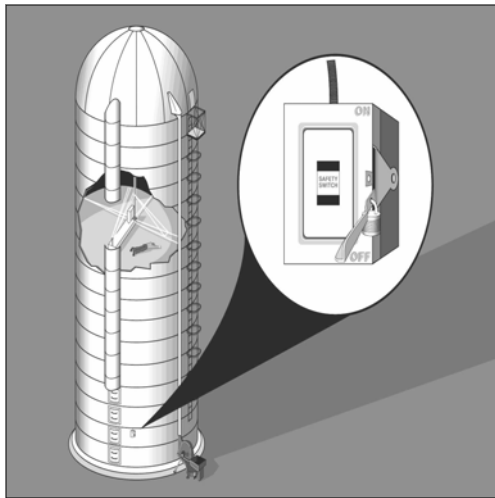
** During filling and 2-3 weeks after. Also while silo is being opened for feeding if covered by tarp or plastic.*

Assuming that silo gas is present or likely to be present and you suspect someone is in the silo, what actions should you take?

** Contact Emergency Services immediately. Attempt to locate patient by climbing outside ladder if possible.*

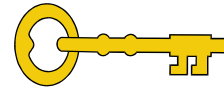
** Disconnect power to unloader.*

Overhead # 38



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

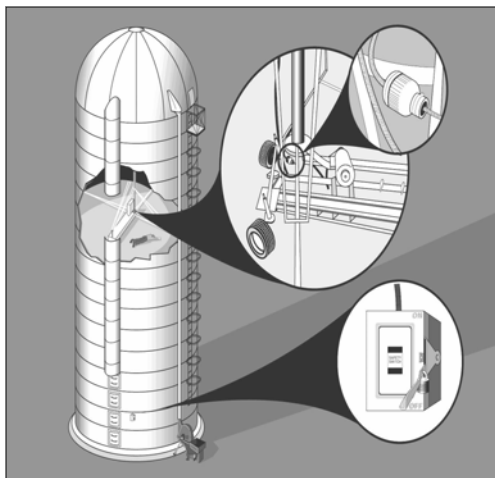
Assuming that silo gas is not the problem, what actions should you take?



KEY POINTS

- * Turn on silo blower and wait.
- * Look in a different location.
- * Climb up inside chute if possible; enter silo to assess and treat patient (C-A-B).
- * Disconnect inside power cord to unloader.
- * Contact Emergency Services and wait.

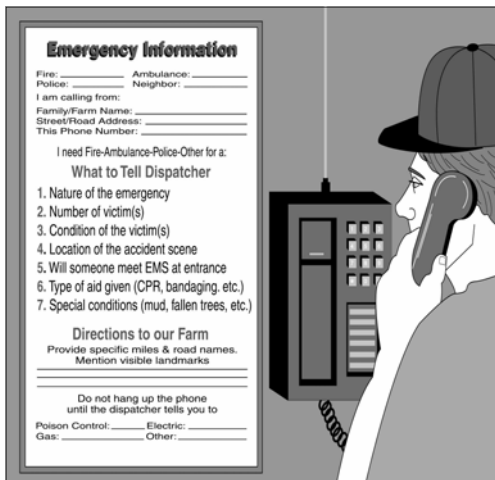
Overhead # 39



Is everyone familiar with the inside power cord?

- * Reemphasize main points.

Overhead # 40



How will you report this incident?

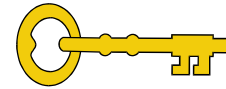
- * *Emphasize: location (farmstead); nature of emergency (inside a silo); number and condition of patients (cannot get a response); special conditions that will hinder rescue efforts (size of silo, conventional silo with fresh silage, etc.); who will meet and direct Emergency Services.*

Overhead # 41



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

After calling for help, what should you consider? What resources might be needed that you can get from the farm?

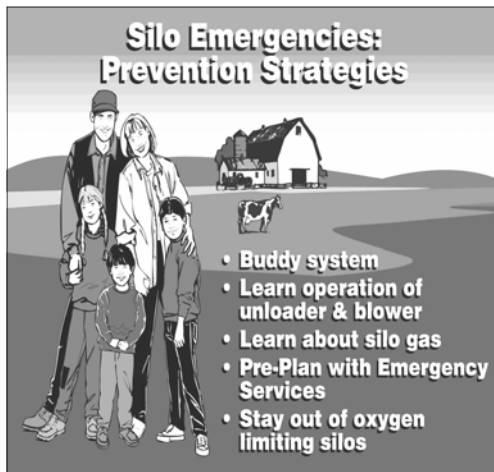


KEY POINTS

* *Nothing more you can do but wait.*

* *Who can assist you? i. e., to meet Emergency Services, help you at the scene.*

Overhead # 42



Before moving out of silos, let's discuss some things that farm families can do to prevent silo emergencies.

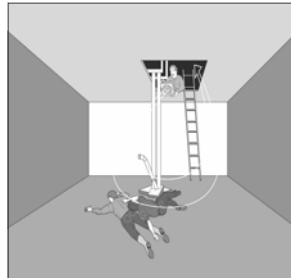
* *Always work in pairs if possible. Train everyone how to operate unloader and blower. Teach about silo gas. Make sure rescue company is preplanned for silo emergencies. Teach about low-oxygen environment in oxygen-limiting silos.*

“Thumbnail” - MANURE STORAGE (Suggested Time: 15 minutes)

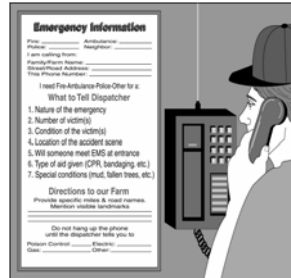
During breakfast, you overhear a discussion that the pump in the manure pit under the main barn has malfunctioned and needs repair. You know that this tank was pumped out yesterday. An hour after breakfast, you look for your husband and son to tell them that you are going to town. You ask if they need anything for the manure pump. You call out but hear nothing. You decide to check the shop and find no one around. You go back to the manure pit to look closer and this is what you find:



43



44



45



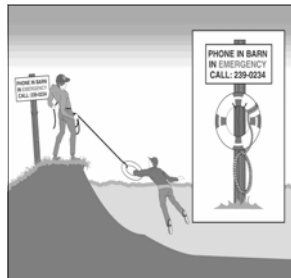
46

“Thumbnail” - MANURE STORAGE POND

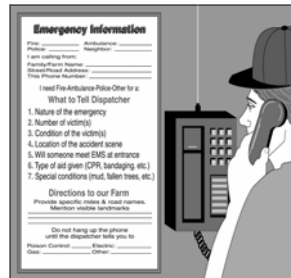
Your son [brother] comes racing home into the house yelling for help. His dad just broke through the crust of the manure pond and can't get out. As you run to the back of the barn, you see this:



47



48



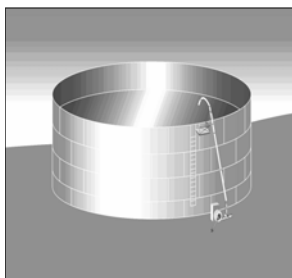
49



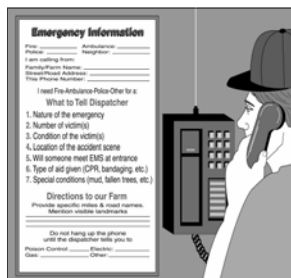
50

“Thumbnail” - MANURE STORAGE TANK

A hired worker climbed to the top of the slurrystore to adjust the agitator pipe and lost his balance and fell into the structure which is over 3/4 full.



51



52



53

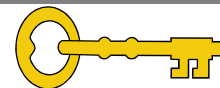


54

MANURE STORAGE (Suggested Time: 15 minutes)

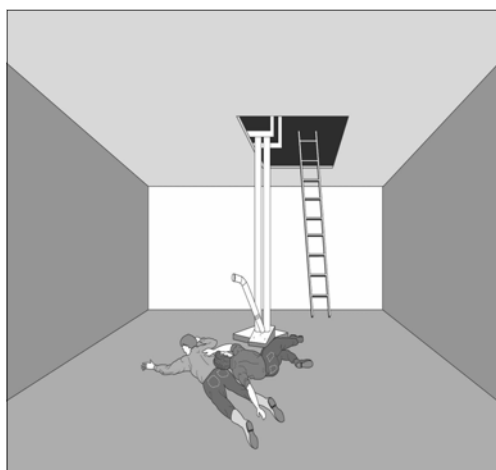
During breakfast, you overhear a discussion that the pump in the manure pit under the main barn has malfunctioned and needs repair. You know that this tank was pumped out yesterday. An hour after breakfast, you look for your husband and son to tell them that you are going to town. You ask if they need anything for the manure pump. You call out but hear nothing. You decide to check the shop and find no one around. You go back to the manure pit to look closer and this is what you find:

Overhead # 43



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS



What are your initial thoughts/reactions?

* *Panic is natural, but you need to stay in control.*

What is the most important point to remember?

* *Your safety.*

What are the hazards?

* *Toxic gases, oxygen depletion, drowning, explosion.*

Which hazard causes most fatalities?

* *Toxic gases.
* Hydrogen sulfide, ammonia, carbon dioxide, carbon monoxide, and methane.*

What are the hazardous gases?

* *Hydrogen sulfide is deadly in high concentrations.*

Which gas causes most of the fatalities?

* *Not without supplied air breathing protection (SCBA). Costly training is required to use.*

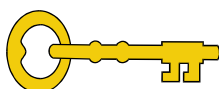
Can you enter this environment?

* *SUICIDE.*

What is the one word description of entry into this pit?

* *Ventilate if you can do immediately; otherwise call Emergency Services and then attempt to ventilate. You are ventilating for the patient, NOT yourself.*

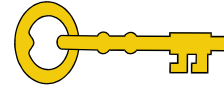
What can be done?



The **KEY** to making this work!

As the Instructor with this program, it is your responsibility to review the materials on the overheads and to have your audience, with your help if needed, bring out the **KEY POINTS** that are listed.

Can there be other **KEY POINTS**? Certainly there can be, and it is up to you and your audience to find them.



Overhead # 44



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

What can you use for ventilation?

What's next?

How will you report this incident?

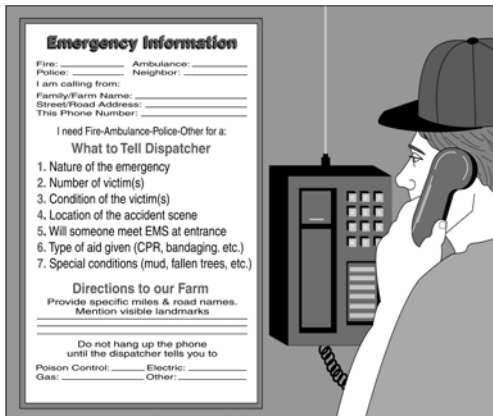
KEY POINTS

* *Barn or house fan or silo blower.*

* *Call for help.*

* *Emphasize: location (in pit under dairy barn); nature of emergency (unconscious in bottom of manure pit); number and condition of patients; special conditions that will hinder rescue efforts (manure gas, confined space); who will meet and direct Emergency Services.*

Overhead # 45



After calling for help, what should you consider? What resources might be needed that you can get from the farm?

* *There may be nothing that can be done except wait for Emergency Services. Provide ventilation if not done previously.*

Overhead # 44



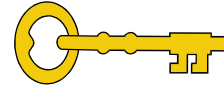
After returning to the scene, what else can you do?

* *Who can assist yo?, i.e., to meet Emergency Services, help at the scene, bring fans.*

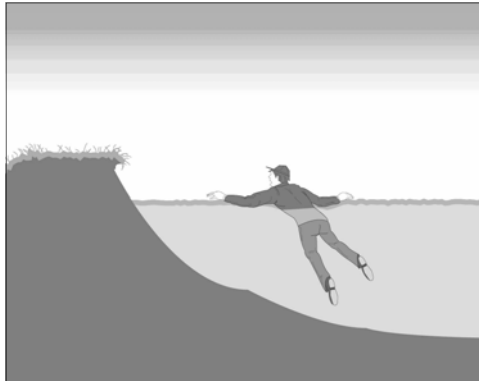
* *Try to establish contact with victims, try to remain calm. STAY OUT OF PIT!*

MANURE STORAGE POND

Your son [brother] comes racing home into the house yelling for help. His dad just broke through the crust of the manure pond and can't get out. As you run to the back of the barn, you see this:



Overhead # 47



KEY QUESTIONS INSTRUCTOR NARRATIVE

What are the hazards?

What can a manure pond rescue be compared to?

What should be done first?

How will you report this incident?

KEY POINTS

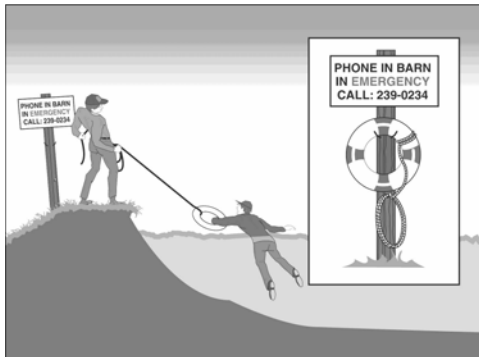
**Breaking through the crust and/or drowning.*

** Ice rescue.*

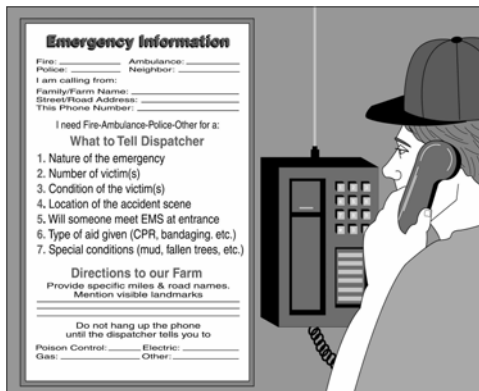
**Will depend on specific situation; try to reach with a pole/rope; call for help.*

** Emphasize: location (behind bam in manure pond); number and condition of victims; special conditions that will hinder rescue efforts (sinking in liquid manure, 10 feet from the edge); who will meet and direct Emergency Services.*

Overhead # 47



Overhead # 49



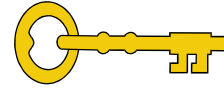
Overhead # 50



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

After calling for help, what should you consider? What resources might be needed that you can get from the farm?

What are major patient care considerations?



KEY POINTS

** Use a long pole or rope to reach victim from bank or ground. Distribute weight with planks, plywood, etc.*

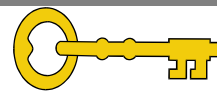
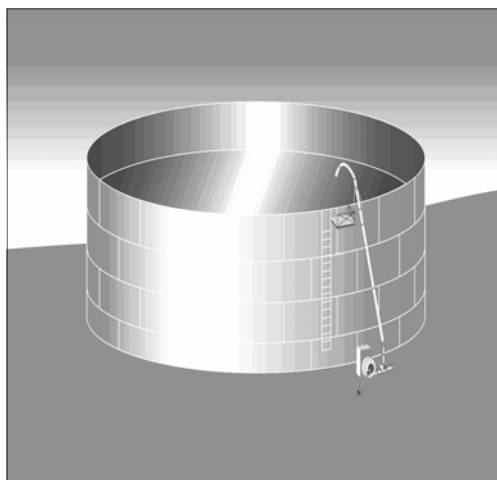
** Who can assist you? i.e., to meet Emergency Services, help you at the scene, bring equipment.*

** Airway, may inhale particles, hypothermia.*

MANURE STORAGE TANK

A hired worker climbs to the top of the slurrystore to adjust the agitator pipe and loses his balance. He falls into the structure which is over 3/4 full.

Overhead # 51



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS

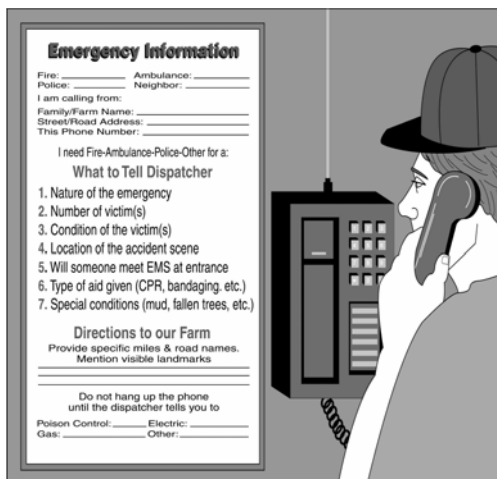
What are the hazards?

* *Drowning.*

What can you do?

* *Contact Emergency Services.*

Overhead # 52



How will you report this incident?

* *Emphasize: location (behind barn in manure pond); number and condition of patients; special conditions that will hinder rescue efforts (sinking in liquid manure, 10 feet from the edge); who will meet and direct Emergency Services.*

Overhead # 53



After calling for help, what should you consider? What resources might be needed that you can get from the farm?

* *Use a long pole or rope to reach victim from the platform.*

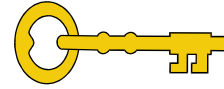
* *Who can assist you? i.e., to meet Emergency Services, help you at the scene, bring equipment.*

Overhead # 54



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

Before moving out of manure storages, let's discuss some things that farm families can do to prevent manure storage emergencies.



KEY POINTS

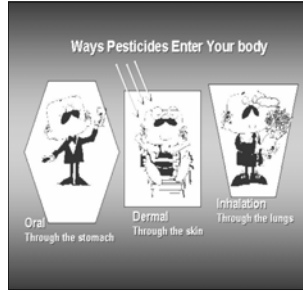
** Never enter below ground manure storage or any confined space manure storage system; never walk on manure storage crust even if crust looks safe; fence around manure ponds and pits to keep livestock, pets, and people out; locate a rescue station near all manure ponds and storages.*

“Thumbnails” - CHEMICAL EMERGENCIES

(Suggested Time : 20 minutes)

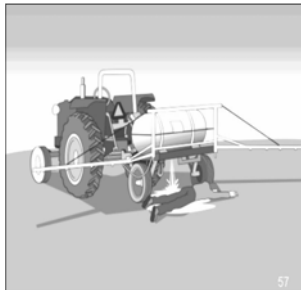


55

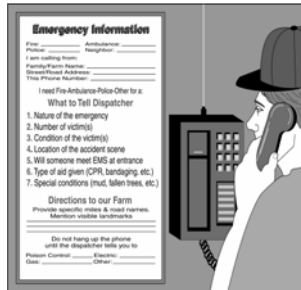


56

DERMAL POISONING



57

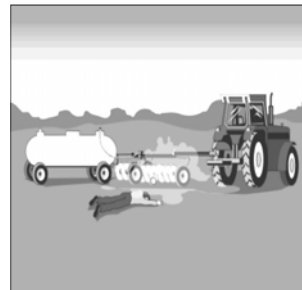


58

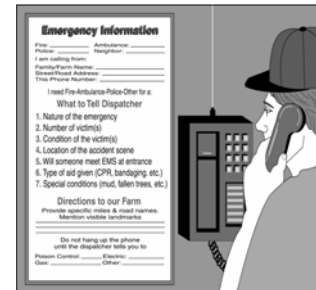


59

INHALATION POISONING

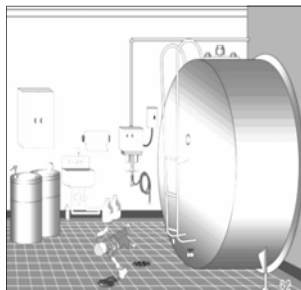


60

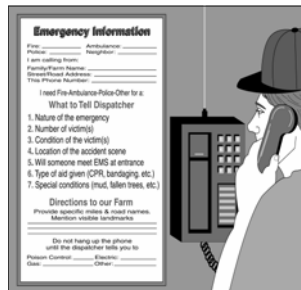


61

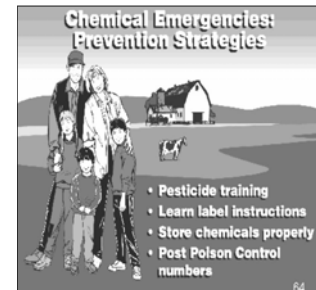
INGESTION POISONING



62



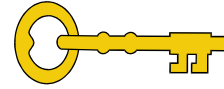
63



64

CHEMICAL EMERGENCIES

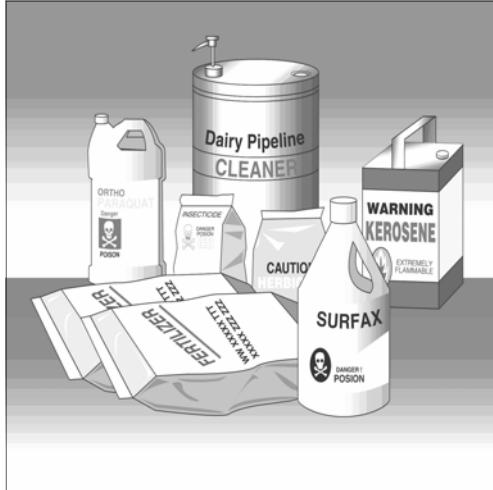
(Suggested Time: 20 minutes)



Overhead # 55

KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS



With any chemical emergency, what are the two most important considerations?

- * *Don't panic. You need to make good decisions. Panic results in poor decisions.*
- * *Your safety. If you hurt yourself or become incapacitated, you can't help the first victim. Poor decisions and getting yourself hurt only makes a bad situation worse.*

Where on the farm are you most likely to be exposed to chemicals?

- * *Pesticides and fertilizer storage, mixing, and application sites. Also milk house, farm shop, fuel storage, etc.*

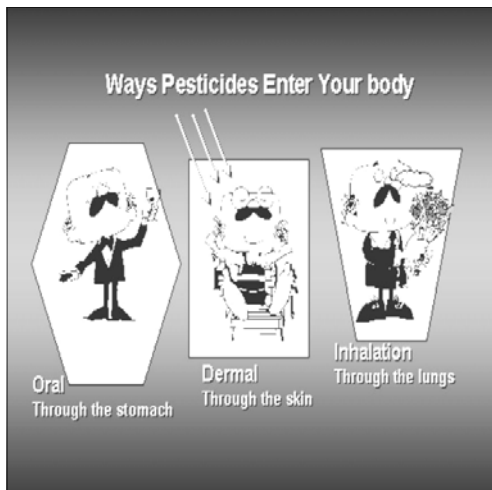
What are the signs and symptoms of chemical and pesticide poisoning?

- * *EARLY: headache, fatigue, blurred vision, sweating. ADVANCED: nausea, constricted pupils, drooling, diarrhea, and twitching. Symptoms similar to flu, hangovers, food poisoning, and other maladies.*

- * *Chemical burns of mouth, throat, and eyes.*

- * *Signs and symptoms may not show for several hours after exposure.*

Overhead # 56

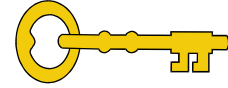


What are the three common ways chemicals enter our bodies?

- * *Dermal, inhalation, and ingestion.*

DERMAL POISONING

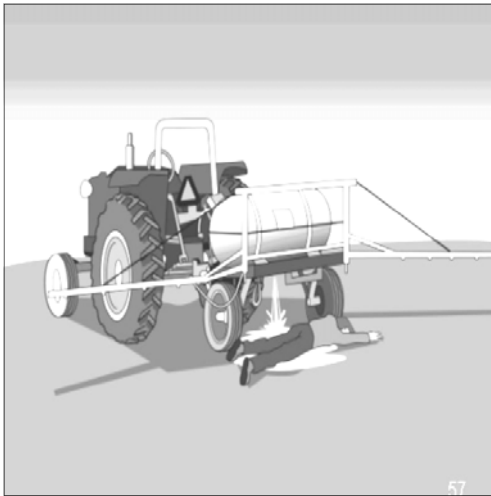
Early this morning your husband complained that he was not feeling well. You suggested that he go to the doctor, but he resisted saying that he had to finish up the spraying that he had been doing all week. Not returning for lunch, you drive to the field where he went to work and find this:



Overhead # 57

KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS



How can a dermal exposure emergency occur to a person?

* *Splash (esp. on face and eyes) during handling; equipment malfunctions; slips and falls; unrelated medical emergency; mishandling containers or packaging; etc.*

With dermal exposure, what's your first action?

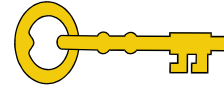
* *Protect yourself by staying upwind, avoid direct contact with fluids, wear chemical gloves, etc.*

With any chemical exposure, what action is critical for the patient?

* *Separate the chemical from the patient by removing the chemical source or contaminated clothing (if appropriate), and/or flush exposed area with cool water for at least 15 minutes.*

* *Try to find the chemical label.*

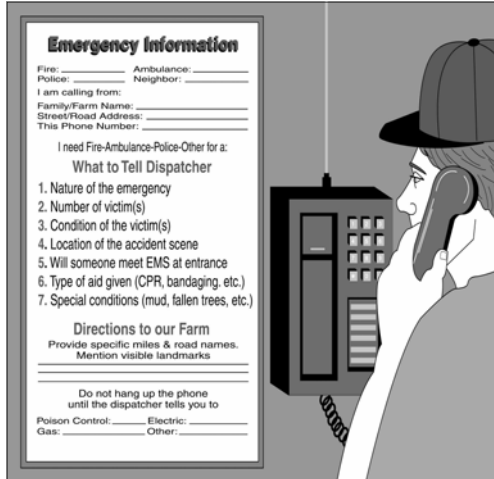
* *Contact Poison Control and/or Emergency Services.*



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

Overhead # 58



How will you report this incident?

* *Emphasize: location (outside, enclosed space, etc.); nature of emergency (spilled chemical on face and front); number and condition of patients; special conditions that will hinder rescue efforts (chemical spilled all over); who will meet and direct Emergency Services.*

* *Know Poison Control number.*

* *Have chemical label available to answer questions of Poison Control operator.*

Overhead # 59



After calling for help, what should you consider? What resources might be needed that you can get from the farm?

* *Follow directions of Poison Control which may include removing clothing, washing chemical off, covering with a blanket, cleaning up the site, etc.*

What are the major patient considerations?

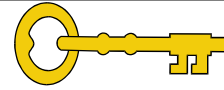
* *Airway, breathing, vomiting and loss of consciousness.*

Should you take the patient to the hospital yourself?

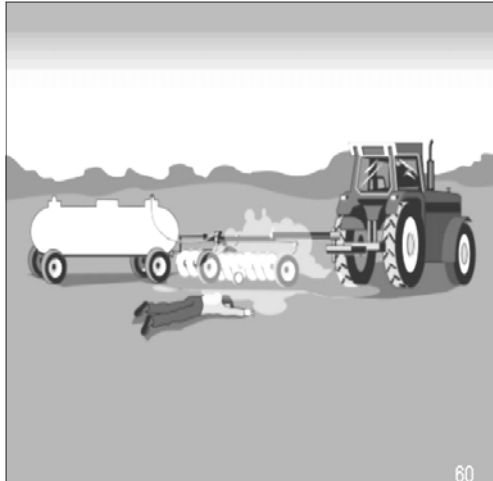
* *No, for the above reasons. What will you do if victim quits breathing?*

INHALATION POISONING

Let's assume that this is what you find involving a worker and anhydrous ammonia:



Overhead # 60



KEY QUESTIONS INSTRUCTOR NARRATIVE

What type of inhalation poisoning might occur on the farm?

With inhalation exposure, what is your first action?

What more can you do?

KEY POINTS

* *Vapors and fumes from chemicals, fuels, cleaners, pesticides, sanitizers, solvents, etc.*

* *Protect yourself by staying upwind, not entering enclosed area, provide ventilation or move patient to fresh air.*

* *Critical to avoid contact with eyes.*

* *Find label. Contact Poison Control and/or Emergency Services.*

* *Flush patient's eyes with water.*

Overhead # 61

Emergency Information

Fire: _____ Ambulance: _____
 Police: _____ Neighbor: _____

I am calling from:
 Family/Farm Name: _____
 Street/Road Address: _____
 This Phone Number: _____

I need Fire-Ambulance-Police-Other for a:

What to Tell Dispatcher

1. Nature of the emergency
2. Number of victim(s)
3. Condition of the victim(s)
4. Location of the accident scene
5. Will someone meet EMS at entrance
6. Type of aid given (CPR, bandaging, etc.)
7. Special conditions (mud, fallen trees, etc.)

Directions to our Farm
 Provide specific miles & road names.
 Mention visible landmarks

Do not hang up the phone until the dispatcher tells you to

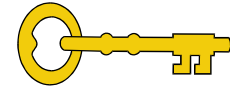
Poison Control: _____ Electric: _____
 Gas: _____ Other: _____

How will you report this incident?

* *Emphasize: location (field); nature of emergency (anhydrous ammonia leak); number and condition of patients (lying in vapor cloud, received a vapor blast and now cannot open eyes etc.); special conditions that will hinder rescue efforts (tank is still leaking); who will meet and direct Emergency Services.*

INGESTION POISONING

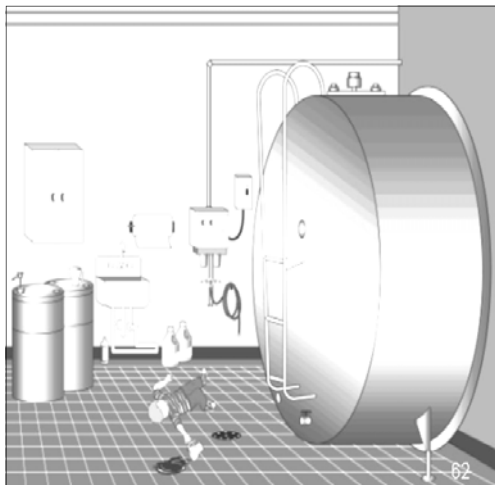
As you clean up and feed the cows after milking, you have always brought your son to the barn and put him in a playpen. Now that he's 2 years old, he doesn't like staying confined to the playpen. He wanders around the barn and milkhouse with you to "help" you. You are in the feed room and realize you haven't seen him for a few minutes. When you call for him, you get no response. You go to the milkhouse and see him like this:



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS

Overhead # 62



What is the major cause of this type of emergency?

* *Parents leaving mixing/measuring cups where children can reach them.*

How do you treat a person who has ingested a poison?

* *If witnessed, secure label and follow instructions for first aid. If not witnessed, contact Poison Control and/or Emergency Services.*

* *Follow directions provided by Poison Control center.*

Should vomiting always be induced?

* *NO. Some ingested material should not be vomited out but held in with activated charcoal. Some poisons can be diluted with water.*

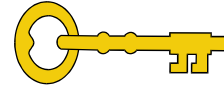
What should all farms be equipped with to help with chemical emergencies?

* *Emergency poisoning kit that includes phone number for Poison Control, syrup of ipecac, activated charcoal, gloves, and eye wash bottle.*

In addition to children ingesting dairy cleaners or pesticides, what else, involving older children and adults, might occur that results in a chemical ingestion emergency?

* *Attempted suicide.*

* *Eating after handling pesticides without washing.*



Overhead # 63

**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

Emergency Information

Fire: _____ Ambulance: _____
 Police: _____ Neighbor: _____
 I am calling from: _____
 Family/Farm Name: _____
 Street/Road Address: _____
 This Phone Number: _____

I need Fire-Ambulance-Police-Other for a:
What to Tell Dispatcher

1. Nature of the emergency
2. Number of victim(s)
3. Condition of the victim(s)
4. Location of the accident scene
5. Will someone meet EMS at entrance
6. Type of aid given (CPR, bandaging, etc.)
7. Special conditions (mud, fallen trees, etc.)

Directions to our Farm
 Provide specific miles & road names.
 Mention visible landmarks

Do not hang up the phone
 until the dispatcher tells you to

Poison Control: _____ Electric: _____
 Gas: _____ Other: _____

How will you report this incident?

* *Emphasize: location (milkhouse); nature of emergency (ingestion of chemicals); number and condition of patients (burns around the lips and gagging); special conditions that will hinder rescue efforts; who will meet and direct Emergency Services.*

Overhead # 64

**Chemical Emergencies:
Prevention Strategies**

- Pesticide training
- Learn label instructions
- Store chemicals properly
- Post Poison Control numbers

64

Before moving out of chemical emergencies, let's discuss some things that farm families can do to prevent all chemical emergencies and/or prepare for chemical-related emergencies.

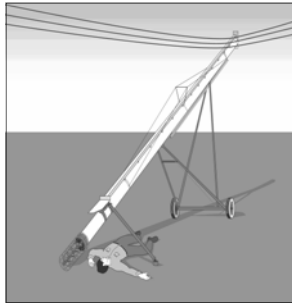
* *Pesticide certification classes; everyone handling pesticides understands label directions; store pesticides and chemicals properly.*

* *Post Poison Control number by all phones.*

“Thumbnail” - ELECTRICAL EMERGENCIES

[Suggested Time: 15 minutes]

You are working in the shop when you suddenly hear a noise outside. As you go to investigate, you see this:



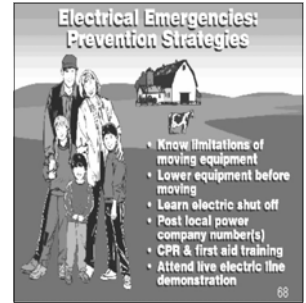
65



66



67

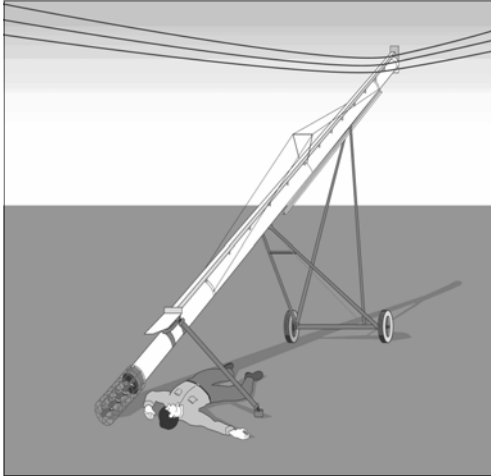


68

ELECTRICAL EMERGENCIES (Suggested Time: 15 minutes)

You are working in the shop when you suddenly hear a noise outside. As you go to investigate, you see this:

Overhead # 65



KEY QUESTIONS INSTRUCTOR NARRATIVE

What are your initial thoughts/reactions?

What is the most important point to remember?

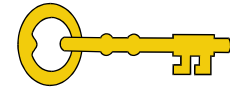
What happens to a person who has come into contact with electricity?

With an electrical emergency, what are the initial considerations?

What if the emergency involves the main power line?

Should you use a stick or board or rubber gloves to remove an energized wire from a patient?

If the scene can be secured, what are the major patient considerations?



KEY POINTS

* *Panic is natural, but you need to stay in control.*

* *Your safety.*

* *Respiratory paralysis, heart fibrillation, internal injuries, severe burns. Entrance and exit wounds. Burning from the inside out.*

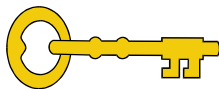
* *Protect yourself by shutting off the power source if possible. If off, ensure it stays off (padlock it, station a person at the switch, etc.).*

* *Contact Emergency Services; make sure they contact the power company; then return and protect the scene.*

* *NEVER, even if line appears dead; it may not be or breaker could re-energize. Main breakers are designed to reset themselves 3 times. Also someone down the line could replace a breaker.*

* *Electricity follows path of least resistance; may be moisture in stick or board.*

* *Airway-Breathing-Heart beat. CPR training is critical. Contact Emergency Services as soon as possible even if patient is alert as condition can deteriorate rapidly.*

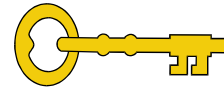
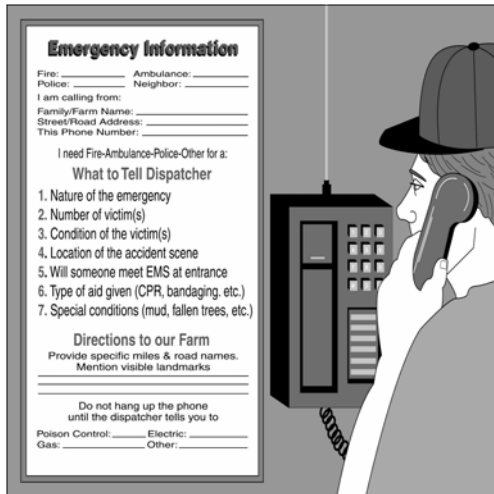


The **KEY** to making this work!

As the Instructor with this program, it is your responsibility to review the materials on the overheads and to have your audience, with your help if needed, bring out the **KEY POINTS** that are listed.

Can there be other **KEY POINTS**? Certainly there can be, and it is up to you and your audience to find them.

Overhead # 66



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

How will you report this incident?

* *Emphasize: location; nature of emergency (electrical shock); number and condition of patients (not moving, unconscious, etc.); special conditions that will hinder rescue efforts (wires are sparking); who will meet and direct Emergency Services.*

Overhead # 67



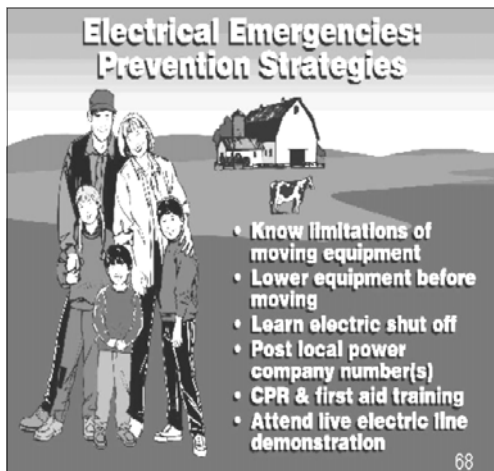
After calling for help, what should you consider? What resources might be needed that you can get from the farm?

* *Who can assist you? i.e., to meet Emergency Services, help out at the scene, etc.*

After returning to the scene, what else can you do?

* *Protect the scene from others coming into contact with electricity.*

Overhead # 68

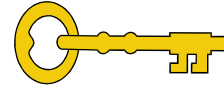


Before moving out of electricity, let's discuss some things that farm families can do to prevent electrocutions and/or prepare for electrical emergencies.

* *Be aware of overhead electric lines when moving equipment; lower augers and elevators before moving; know how to shut off electric service; post local power company emergency number; have CPR and first-aid training.*

REPORTING FARM EMERGENCIES

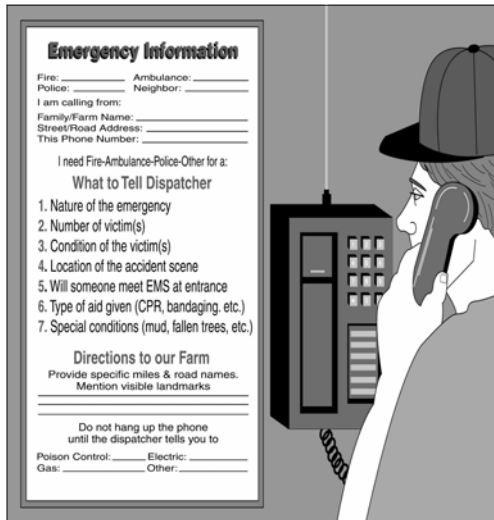
(Suggested Time: 20 minutes)



Overhead # 69

KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS



Does everyone know how to contact emergency services, especially if there is no 911 service?

What kind of information is critical when reporting an emergency?

Why is it important to have the directions to your farm written out?

* Discuss types of 911 systems (enhanced vs non-enhanced). Do not use 911 in areas that do not have this service.

* Location of emergency.

* Telephone number you are calling from.

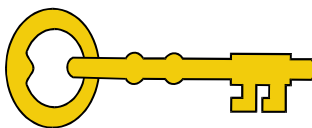
* Nature of emergency.

* Condition of patient(s).

* Type of aid that's being given.

* Hazards at the scene.

* It may be someone other than a family member or employee who discovers the emergency, and they may not know the number or correct directions. Plus under stress, people often do not think clearly enough to remember the correct number or give good directions from memory.



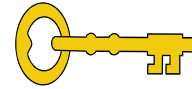
Group Exercises:

- a) Have participants pick a scenario, and write a report as if they were calling into an emergency services dispatcher.
- b) Have participants write down directions to their farm. Read a few out loud, and constructively critique.
- c) Encourage posting emergency numbers next to all phones. It is also important to write a description to their location. Post this with the emergency numbers.

Livestock Emergencies

(Suggested Time: 30 minutes)

You hear a loud commotion (animals and yelling) coming from the pasture area. As you arrive at that area, you see your husband on the ground and the cattle moving in a herd away from him. You also notice the bull standing in the pasture near your husband looking in your direction.



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS



What is your first reaction?

- *Panic and urgency.*

Why did this most likely occur?

- *Aggressive behavior occurs when an animal views a person as a herd mate that needs to be dominated.*
- *The bull is defending his territory.*
- *A cow-calf environment can create a similar situation.*
- *Hungry animals can also cause a stampeding and trampling situation.*

What is your primary concern?

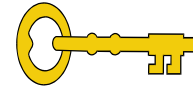
- *Your personal safety. If you get injured, you are no help to him.*

What are the hazards?

- *The animals stampeding when you enter the area.*
- *The bull charging you and the victim.*
- *The bull “protecting” the victim.*

What should you do?

- *Need to get/keep the animals away from the victim and move the victim to safety. You should never do this without help.*

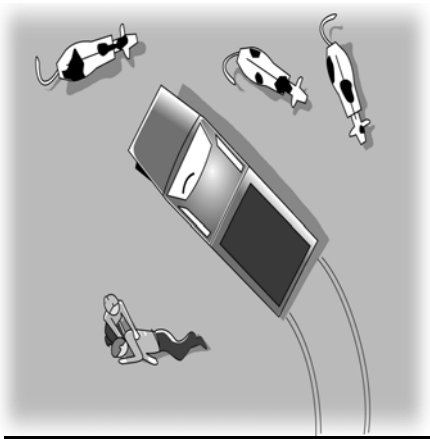


KEY QUESTIONS INSTRUCTOR NARRATIVE

Can this be done safely by you alone?

KEY POINTS

- *Only if the victim is near the fence and there is little chance that the animals will be able to swing around behind you. If the victim is in the middle of the pasture, or if the herd could circle around behind you, it will be too dangerous.*



How can you safely reach an injured person lying in the middle of a pasture?

- *Drive a vehicle in the pasture and park between the victim and the animals, using the vehicle as a barrier. Keep in mind though, if you are working behind the vehicle, you cannot see what's going on.*



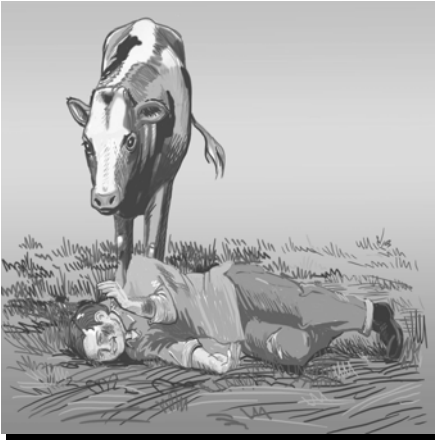
What if you don't have a vehicle and there is no help around to distract the animals?

- *There is nothing you can do alone, you need to call for additional help. You will need to call for help as it is too dangerous for you to enter the pasture.*
- *When help becomes available, use this help to herd the animals away from the scene, long enough to get the victim out.*
- *Use a feed bucket to lure the herd away from the scene.*
- *Move the cows out of the pasture first, the bull should follow the herd.*
- *Move them to another pasture.*
- *Open a gate and herd them out of the pasture.*



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS



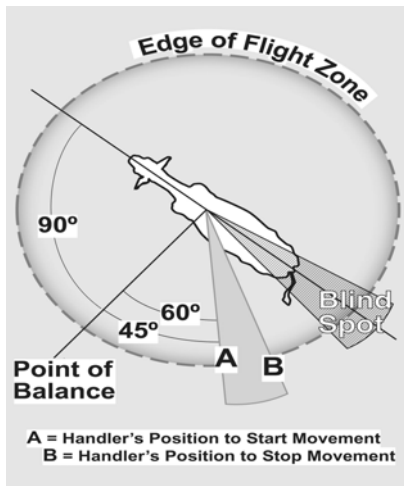
What if the victim regains consciousness before the scene is secure?

- *This can be very dangerous. Any movement from the victim can cause the bull to charge him again so you need to tell the victim to lay as still as possible until the scene is secured.*



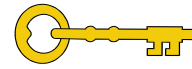
Besides a bull in a pasture, what pasture situation can be equally as dangerous?

- *A cow with her calf. If the cow feels that you are threatening to her calf, she may charge you to protect the calf.*



What are key points to keep in mind while herding or moving a herd of animals?

- *Cattle are herd animals and instinctively have a built in predator "avoidance behavior". They consider strangers as a predator.*
- *All animals have a specific flight zone. Understanding where this flight zone is on cattle will help in their movement.*
- *Allowing the cattle to herd instinctively, by a person walking back and forth at the fringe of the cattle's flight zone, will make it easier to move a herd of cattle.*
- *Make sure you don't intrude into their flight zone too much, always make sure they have an out.*



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS

What is important to consider regarding the flight zone of this particular herd?

- *These animals are going to be very excited because of what has happened thus their flight zone will be larger than normal. It may take over 30 minutes to get them back to their normal state.*

What is one very important thing to keep in mind pertaining to working around animals while you are upset?

- *You are obviously going to be very anxious and the animals will sense this.*
- *Many people are injured or killed from becoming too excited while handling animals. This can result in agitating the livestock to the point where they may react.*

Are dogs helpful in helping move herd animals?

- *If the dog (s) are trained to herd cattle, they would be effective but untrained pets will only cause more agitation.*



What does it mean if while your helper is moving the herd, the bull breaks off from the group and turns sideways toward you?

- *He is getting ready to attack you. He is exhibiting how big he is to you. This is why you should never place yourself in an area where you cannot escape easily.*



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS

How do you move a person that has been injured?



- *Keep the spine in line; don't allow movement of the neck. Grab the shirt or jacket below the shoulders, and support the head with your forearms. Pull in a steady motion, just far enough to assure his safety.*
- *Never turn your back on the animals.*
- *If not safe to do so, go for help.*

What are the medical concerns?



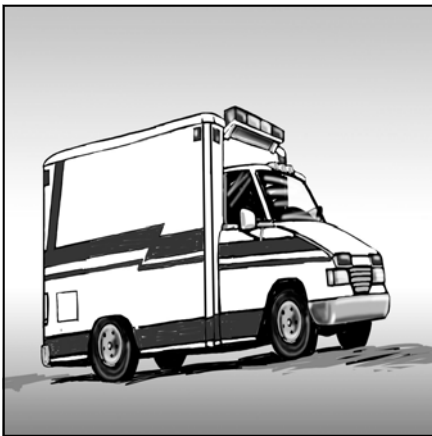
What kinds of injuries could the victim have, other than those that you can easily see?

- *C-A-B*
- *Blunt trauma.*
- *Broken bones.*
- *Neck and spinal injuries.*
- *Internal bleeding.*
- *Ruptured organs.*

How should these injuries be cared for?

- *Very cautiously with as little movement as possible. They need top level hospital care.*

Should you take him to the hospital emergency department yourself?

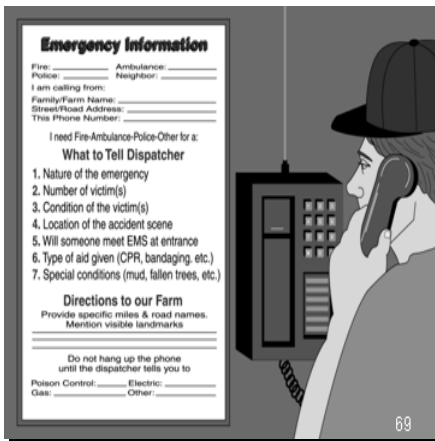


- *No. He could have serious injuries that you cannot see. Emergency Medical Service personnel are trained to manage these injuries and any complications that might occur while they transport him to the hospital.*



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS



Once the victim is safe, and is breathing adequately, what should be your next action?

- *Call for help—EMS to provide care and transport.*

How do you report this incident?

- *Blunt trauma caused by animal (stampede or goring).*
- *Scene is safe.*
- *General condition of the victim and care being given.*



What do you do after the call is made?

- *Attempt to keep the victim comfortable. Blanket to preserve body heat (loss due to shock) and reassurance is about all that can be done.*
- *Possibly splint broken limbs or dislocated joints.*



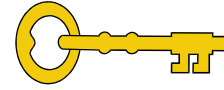
How can you prevent this type of incident from occurring?

- *Don't keep bulls on the farm, especially in open pastures.*
- *If bulls are kept in pasture, never go in pasture alone.*
- *Keep fences in order.*
- *Consult with experts when laying out pastures and paddocks for efficient movement and control.*

LOGGING INCIDENT

(Suggested Time: 30 minutes)

After finishing repairs to your skidder (a job that took over two hours to complete), you drive to where your co-worker began felling trees. As you arrive at the site, this is what you see:



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS



What is your reaction?

- *Panic and urgency.*

What is your first decision?

- *Go or call for help, or*
- *Help the person, or*
- *Lift the tree off, and take him out of the woods yourself.*

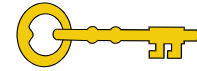
What factors help you decide what to do?

- *Length of time it would take to go for help and return.*
- *Length of time he has been trapped (This tree could be acting as a tourniquet. And if he has been trapped over an hour, there are medical reasons not to lift the tree off).*
- *Whether he is breathing or having severe difficulty breathing.*
- *Where the tree is resting. If it is on his chest and he's having trouble breathing, it should be moved. But if it's resting on his pelvis and/or legs and his breathing is adequate, it should be left in place as moving it could cause further complications.*



What are your primary concerns?

- *Your safety.*
- *Are there other trees hung up?*
- *Will this tree move?*



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS

What are the medical concerns?

- C-A-B
- Movement of the legs.
- Hypo/hyperthermia.

Of these, which are the most important?

- Airway and breathing.

How long can a person live without breathing?

- 4 minutes before brain cells begin to die.
- After 10 minutes, all of the brain cells have died.

Will CPR always work or be effective?

- No, actually it will only be effective during that first 4-10 minutes of not breathing.



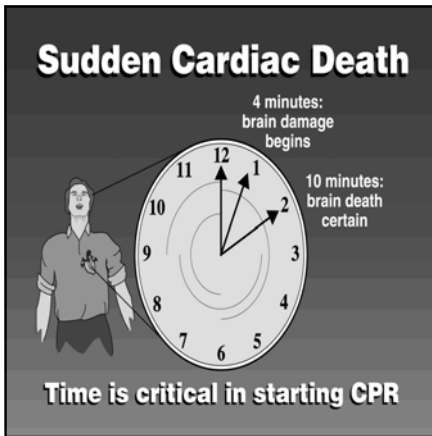
If this person is NOT breathing, what can you do?

- Rescue breathing: Give 1 breath for every 5 seconds.



If this person is not breathing and has no pulse, what can you do?

- CPR for a few minutes may afford the victim the best chance; then go for help.



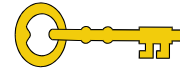
If you come upon this scene and this person is not breathing, what should you do?

- Lift the tree and begin CPR.



What are some ways to lift the tree?

- Use the skidder, a jack, or lever/fulcrum.



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS

What is a very critical component involved with the lifting of the tree?

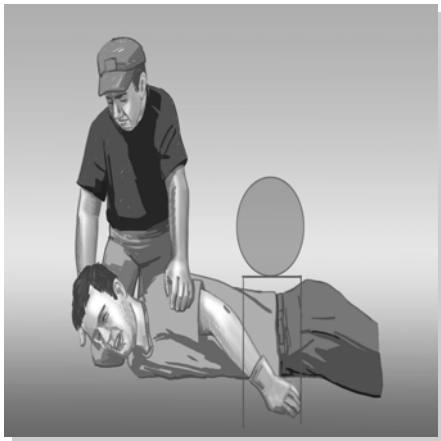
- *Using blocking to prevent the weight coming back down on the victim if the load slips.*

What can be used for blocking?

- *Chunks of wood can be cut with the chain saw.*

What if it is unsafe to lift the tree or you lack the knowledge or ability to achieve this?

- *Call for help as you have done everything you can do at this point.*



Once the tree is securely off of him, what should you do?

- *Roll him on his back very carefully to avoid further spinal injury. You should then try to pull him from beneath the tree.*



How should you move this person?

- *Keep the spine in line; don't allow movement of the neck. Grab the shirt or jacket below the shoulders, and support the head with your forearms. Pull in a steady motion, just far enough to assure his safety.*



KEY POINTS

KEY QUESTIONS INSTRUCTOR NARRATIVE



If this person is having trouble breathing and you cannot lift the tree, is there anything you can do to help with his breathing?

If he's alert, breathing adequately and he's been trapped for over an hour, should you attempt to lift the tree off of him?

What kinds of complications?

Why not just lift the tree and bring the person out?

- *You can try to dig beneath his back area to provide room for chest expansion toward the back. Do not dig a deep hole because of possible spinal injuries.*

- *Do not move or release the pressure because doing so can cause serious complications.*

- *Crush injury syndrome.*
- *Nerve damage.*

- *The tree is acting as a tourniquet. Removing it will enable deadly toxins that have been accumulating to enter the bloodstream. This will cause fatal heart arrhythmias. You can also cause permanent nerve damage this way.*

- *Usually within 4-6 hours of a "crushing" entrapment, but this can occur within just 1 hour of entrapment in some situations.*

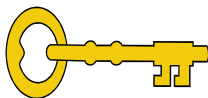
When does crush injury syndrome occur?

What happens during "crush injury syndrome"?

- *When tissue cells die because of a lack of oxygen, they produce toxins. When these toxins reach the heart, they cause the heart to stop beating or to beat improperly. In essence, they cause a fatal heart attack. Death can be immediate when these toxins reach the heart.*

How is this treated?

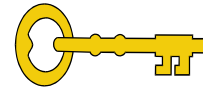
- *IV's and perhaps even drug therapy must be started PRIOR to extrication to compensate or reverse the effects of these toxins.*



The **KEY** to making this work!

As the Instructor with this program, it is your responsibility to review the materials on the overheads and to have your audience, with your help if needed, bring out the **KEY POINTS** that are listed.

Can there be other **KEY POINTS**? Certainly there can be, and it is up to you and your audience to find them.



**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS

Is there anything you can do for hypothermia or hyperthermia?

- *Hypothermia: Wrap or cover with blanket or jacket.*
- *Hyperthermia: Attempt to cool; remove jacket; use wet sponges.*

Is it OK to give warm or cool liquids to help warm or cool the body?

- *This is not a good idea unless you know for sure that this person is not bleeding inside and/or is not in shock. This person will need to go to surgery to take care of any internal problems.*



What should you do next?

- *Call for help.*

What do you tell emergency dispatchers?

- *Person trapped with crush injuries.*
- *Approximate length of time of entrapment.*
- *How far in the woods.*
- *Access to the site (drive, skidder, 4 wheeler, foot, etc.)*
- *Specific directions.*



After the call is made, what should you do next?

- *Consider what resources would be helpful/useful at the scene: skidder, saws, blocks, chains, 4 wheeler, blankets, first-aid kit, radios, someone to meet emergency services.*

How will rescuers extricate the victim?

- *They will use cribbing and lifting with either jacks or airbags. They will not use the machinery to lift, unless there is no other choice.*



What are some ways to prevent these incidents from occurring or be better prepared to manage them if they do occur?

- *Follow safe tree cutting practices.*
- *Never work alone.*
- *Develop a system of checking on remote workers at regular intervals.*
- *CPR and first-aid training.*

Skid Steer Injury

(Suggested Time: 20 minutes)

Suddenly you hear screaming coming from the other side of the barn, where your dad has been working with the skid steer. Over the screams, you can hear the skid steer running. As you come through the barn to investigate, this is what you see. Somehow your dad got caught under the bucket.



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS



What is your reaction?

- *Panic and urgency is natural but you need to stay in control.*

What is your first decision?

- *Go for help, or help him get out.*

What are your primary concerns?

- *Your safety.*

What are the immediate hazards?

- *The machine may be running.*
- *The machine may move.*
- *The bucket may drop further.*

Of these three very important points, which is the most critical right now?

- *Keeping the bucket from dropping further. You want to prevent this even before attempting to shut off the engine due to hydraulic creep. That is, when the engine is shut off, the weight of the bucket could cause the bucket to “creep” downward.*

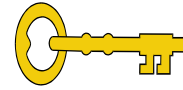


Is there anything you can do to keep this from occurring?

- *Put some blocking under the bucket or between the bucket and the frame of the machine if this is possible. Do this even if the engine is off.*

How can you keep the machine from rolling?

- *The machine probably will not roll unless it is manually put in gear, but it still is a good idea to block the wheels in front and back.*



KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS

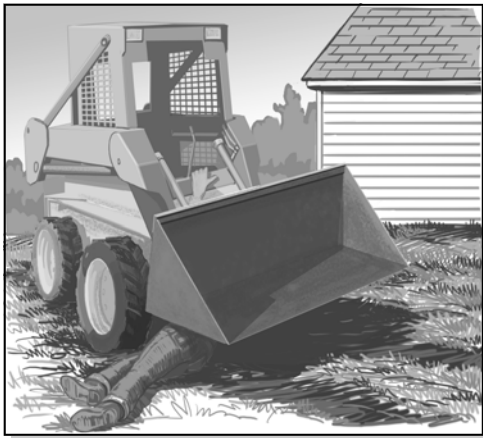


What's next?

How do you shut off the engine?

What if you can't safely find the key to shut off the engine?

- *Shut off the engine.*
- *Find the key and turn it off if you can do so safely and without stepping on the bucket or frame to enter the operator station. The key is normally in the upper part of the cab on the right of the operator.*
- *Go for help as by now, you have the machine stable against movement.*



Should you attempt to raise the bucket before you shut off the engine?

What are the medical concerns?

What might happen medically if the pressure is released from the leg?

How should you treat this injury?

- *No! There could be a failure in the hydraulic system that may end up causing further injury to the victim.*
- *Also, you could push the hydraulic lever the wrong way, causing the bucket to lower versus raise.*
- *Severe bleeding.*
- *Broken bones.*
- *The bucket could be acting as a tourniquet and if pressure is released, there could be excessive bleeding.*
- *First control any bleeding with direct pressure and pressure bandage if it is safe to do so.*

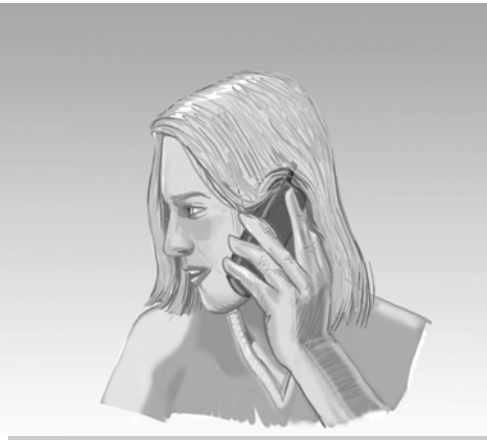


KEY QUESTIONS INSTRUCTOR NARRATIVE

KEY POINTS

What is your primary safety issue?

- *You must not put yourself in an area where you may become trapped. Keep away from any area where the hydraulic arms or bucket may fall or where the machine could roll.*



What is next?

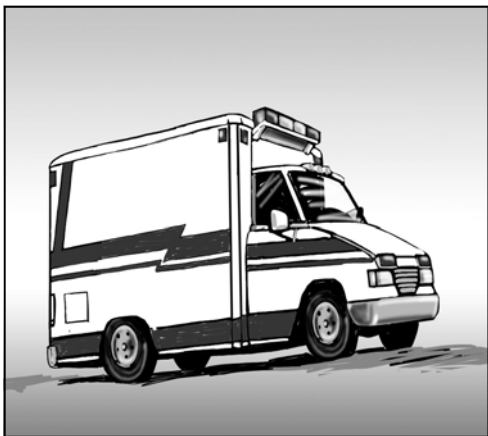
- *You have done everything that you safely can. You need to get help.*

How do you report this incident to get help on its way?

- *Person trapped under the bucket of skid steer.*
- *Condition of patient.*
- *Specific location.*

How will rescue services extricate him?

- *They should manually lift the bucket with some lifting device and block as they lift. That way, if there is a failure they have control of the situation.*



What are the benefits of transporting this person to the hospital by ambulance versus private vehicle?

- *Ambulance personnel can immobilize the injury and control bleeding effectively.*
- *They may be able to provide some pain relief.*
- *They can manage any complications much better than you can.*

**KEY QUESTIONS
INSTRUCTOR NARRATIVE**



KEY POINTS



After you have called for help, what should you do next?

- *Gather additional resources that you think might be needed such as wood blocking for the wheels or bucket; chain to stabilize the bucket; blankets, towels, boards to use as splints; etc.*



How can you prevent this type of emergency?

- *Keep your entire body inside the cab whenever the engine is running or the hydraulic arms are raised.*
- *Use a helper if you need to change the tool that is mounted on the front of the machine.*
- *Always lower the lift arms completely and shut off the engine before getting out of the operators station.*
- *Use mechanical lockouts whenever lift arms are raised.*
- *Learn CPR & First Aid.*
- *Everyone should understand how to shut off the machine.*

Post Hole Digger

Suggested Time: (20 minutes)

You are working with your dad digging post holes. You are on your last hole and your dad pushed down on the gear box to add additional pressure to the auger (as he has been doing on many of the other holes) only this time, before either of you knew it, his arm became entrapped up to his shoulder.



KEY QUESTIONS INSTRUCTOR NARRATIVE

What is your initial reaction?

What is your most important consideration?

What should you do first?

What else should you do while you are shutting off the engine?

Should you disengage the PTO control or leave it engaged?

Once the machine is stabilized, what's next?

What are the patient care priorities?

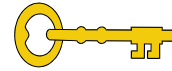
How can you make breathing easier if you notice that the shirt or jacket are constricting the airway?

If the clothing is constricting the airway, what else might the clothing be doing?

KEY POINTS

- *Panic and urgency is normal but you need to stay in control.*
- *Your safety. You will be of no help if you get injured.*
- *Shut off the engine of the tractor.*
- *Set the parking brake and/or put the tractor in gear or park.*
- *Leave it engaged as disengaging it could release stored energy, which could cause the PTO to move resulting in more danger to the victim.*
- *Check the condition of the victim.*
- *Airway and breathing are most crucial.*
- *Heartbeat and serious bleeding are also important.*
- *Attempt to cut the clothing that is constricting the airway.*
- *It could be acting as a tourniquet and constricting blood flow.*





**KEY QUESTIONS
INSTRUCTOR NARRATIVE**

KEY POINTS



If this is happening, is it wise to loosen the clothing if it results in serious bleeding?

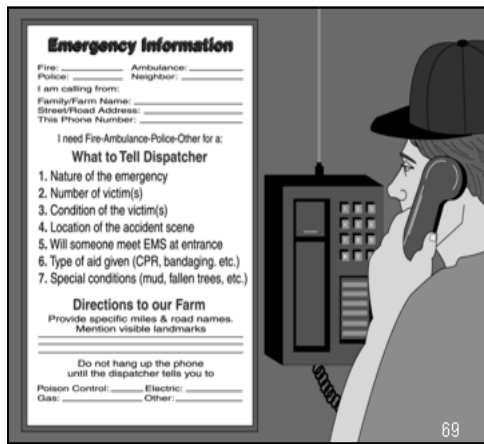
- *Yes because you have to provide for the best breathing as is possible. Bleeding can be controlled but inadequate breathing is not easy to correct.*

What if bleeding starts after you cut the clothing free?

- *Apply pressure directly over the area that is bleeding.*
- *Use a shirt for a bandage and tie it in place with the sleeves.*

Should you attempt to unwind the arm from the auger?

- *No, doing so can cause permanent nerve and vascular damage.*



What should you do next?

- *Call for emergency services.*

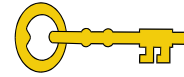
How should you report this incident?

- *Entrapment in auger post hole digger.*
- *Conditions: alert or unconscious; breathing or not; bleeding or not; pain or not.*
- *What's been done: bleeding controlled; etc.*
- *Specifically where.*



After you have made the call for help, what should you do next?

- *Call a neighbor or friend that can come assist you. Return to the scene with items that you think might help you make the person more comfortable, such as first aid kit; towels; blanket; etc.*



KEY POINTS

KEY QUESTIONS INSTRUCTOR NARRATIVE



The victim may be thirsty, as a normal reaction to this injury. Should you provide him with a drink of water?

- *No, if he is going into shock, the water will not digest well and vomiting may occur. This will compromise the airway. Besides, this injury needs surgery to be fixed and this requires no food or fluid.*

How will emergency services remove the victim?

- *Depending on the severity of entrapment, more than likely they will try to stabilize the arm in place, and disassemble or cut the auger and take the patient with the piece of auger to the hospital.*



What are some ways families can prevent an auger entrapment from occurring and/or prepare for dealing with injuries involving augers?

- *Understand how to operate the machine.*
- *Stay away from all moving parts.*
- *Keep all shielding in place.*
- *Use the leveling arm to position the auger.*
- *Learn CPR and First-Aid.*

STUDENT WORKBOOK

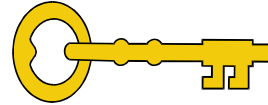
FARM FAMILY EMERGENCY RESPONSE

" Program Overview "

Farm Family Emergency Response Program



- Why
- Goals & objectives
- Key decisions
- What we will do



Your Instructor will assist you in developing a number of "key points" about the emergency as your group discusses things to do and not to do. Use this workbook to commit your ideas to paper as they become your "action plan".

KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

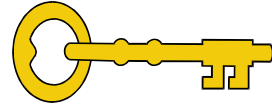
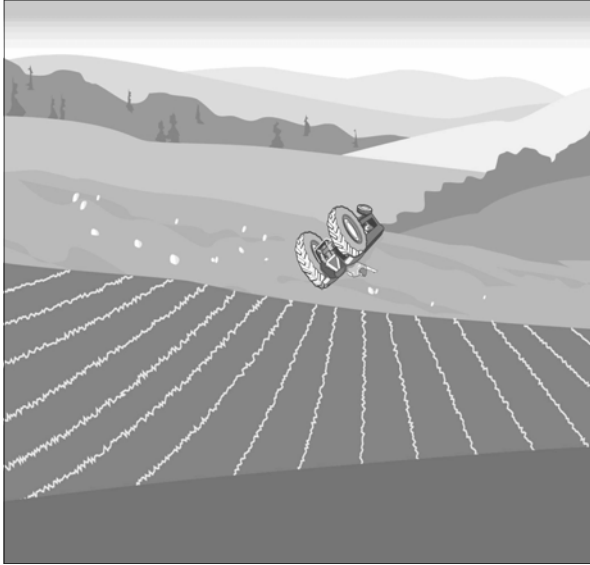
EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

STUDENT WORKBOOK

FARM FAMILY EMERGENCY RESPONSE

" Tractor Overturn I "



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KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

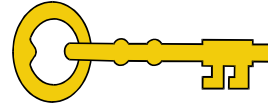
EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

STUDENT WORKBOOK

FARM FAMILY EMERGENCY RESPONSE

" Tractor Overturn II "



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KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

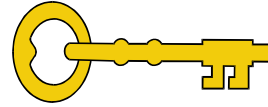
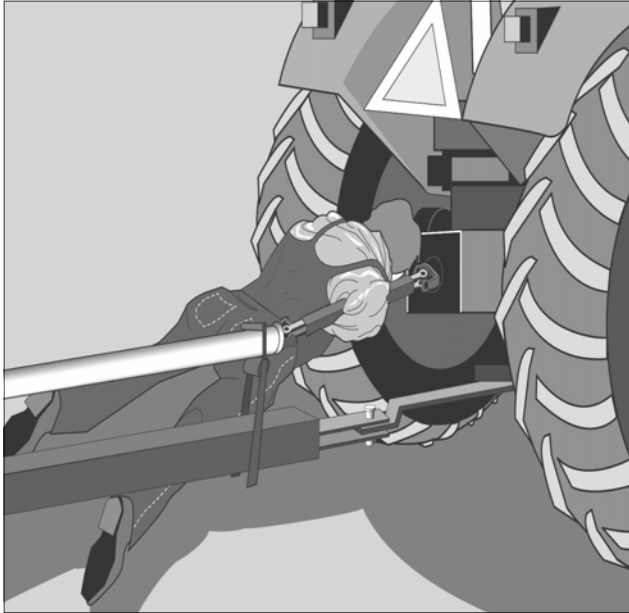
EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

STUDENT WORKBOOK

FARM FAMILY EMERGENCY RESPONSE

" PTO Entanglements "



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KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

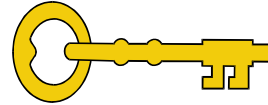
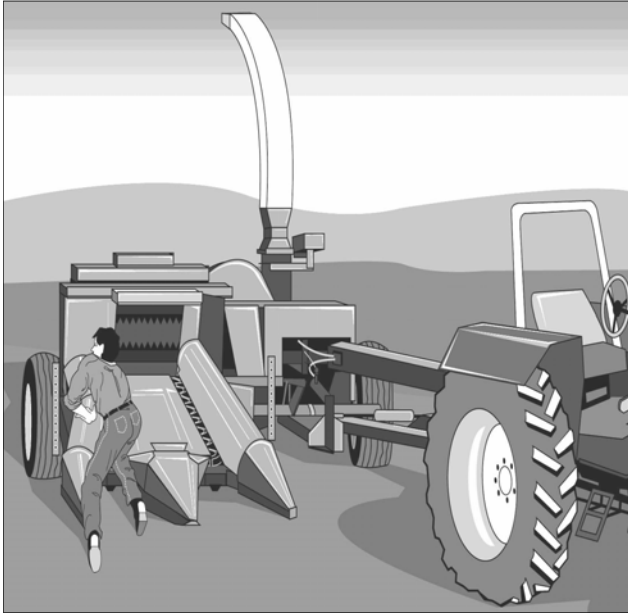
EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

STUDENT WORKBOOK

FARM FAMILY EMERGENCY RESPONSE

" Machinery Entanglements "



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KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

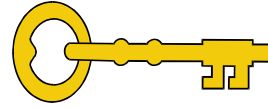
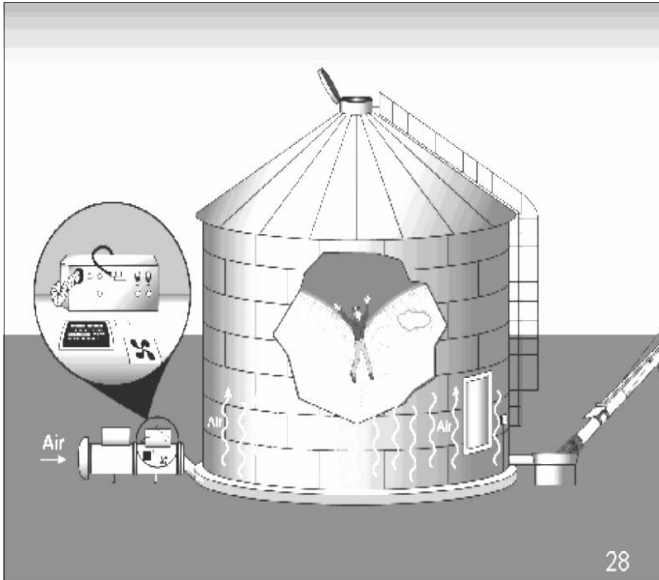
EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

STUDENT WORKBOOK

FARM FAMILY EMERGENCY RESPONSE

" Grain Bins "



Your Instructor will assist you in developing a number of "key points" about the emergency as your group discusses things to do and not to do. Use this workbook to commit your ideas to paper as they become your "action plan".

KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

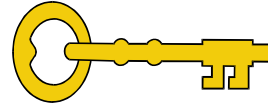
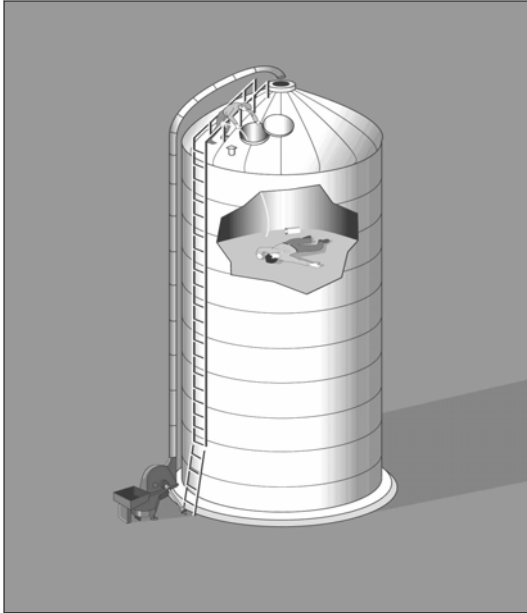
EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

STUDENT WORKBOOK

FARM FAMILY EMERGENCY RESPONSE

" Oxygen Limiting Silos "



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KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

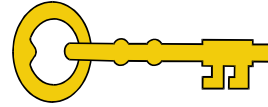
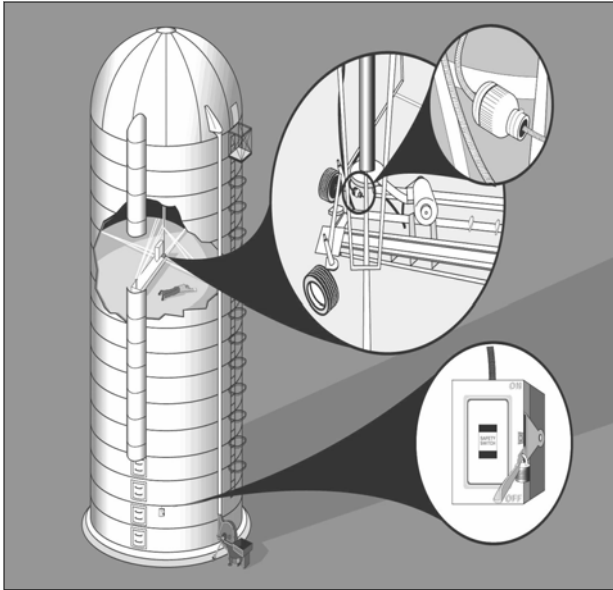
EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

STUDENT WORKBOOK

FARM FAMILY EMERGENCY RESPONSE

" Conventional Silos "



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KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

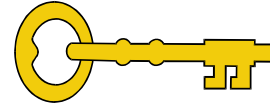
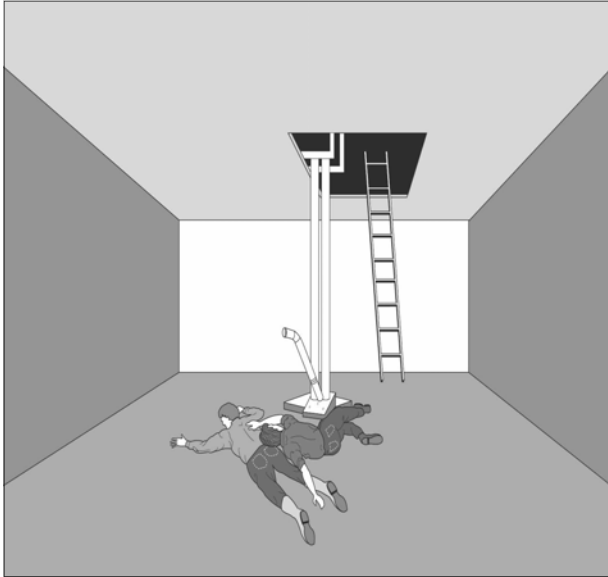
EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

STUDENT WORKBOOK

FARM FAMILY EMERGENCY RESPONSE

" Manure Storage - Underground "



Your Instructor will assist you in developing a number of "key points" about the emergency as your group discusses things to do and not to do. Use this workbook to commit your ideas to paper as they become your "action plan".

KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

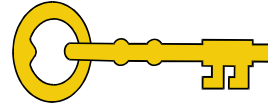
EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

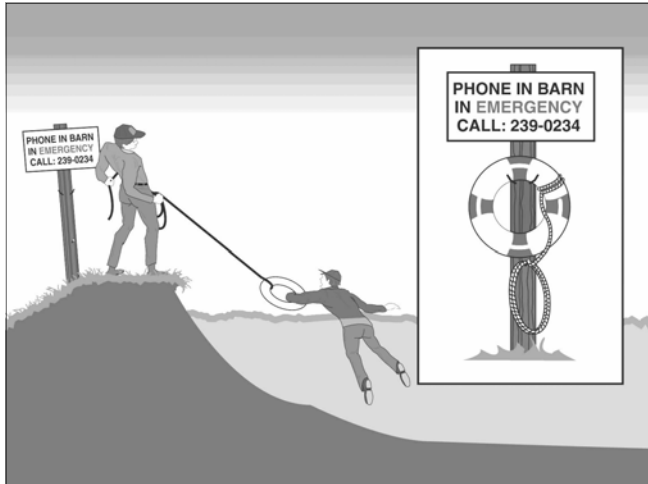
STUDENT WORKBOOK

FARM FAMILY EMERGENCY RESPONSE

" Manure Storage – Pond "



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KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

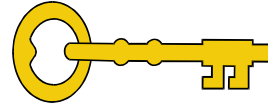
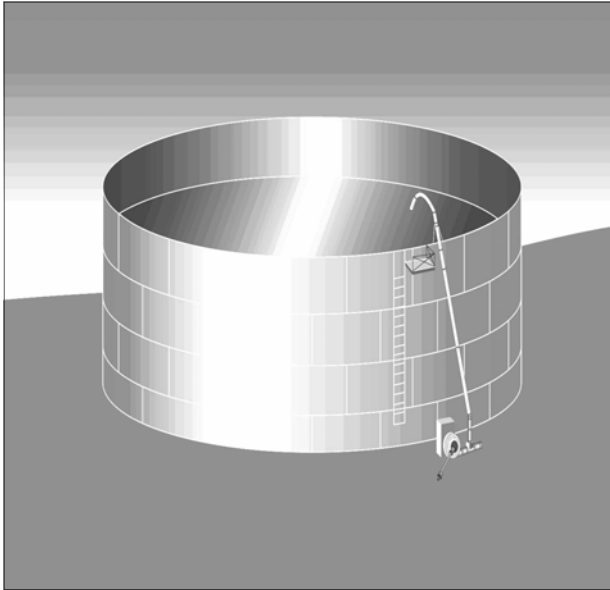
EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

STUDENT WORKBOOK

FARM FAMILY EMERGENCY RESPONSE

"Manure Storage—Tank"



Your Instructor will assist you in developing a number of "key points" about the emergency as your group discusses things to do and not to do. Use this workbook to commit your ideas to paper as they become your "action plan".

KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

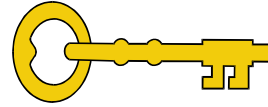
EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

STUDENT WORKBOOK

FARM FAMILY EMERGENCY RESPONSE

" Chemical Emergencies "



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KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

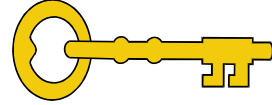
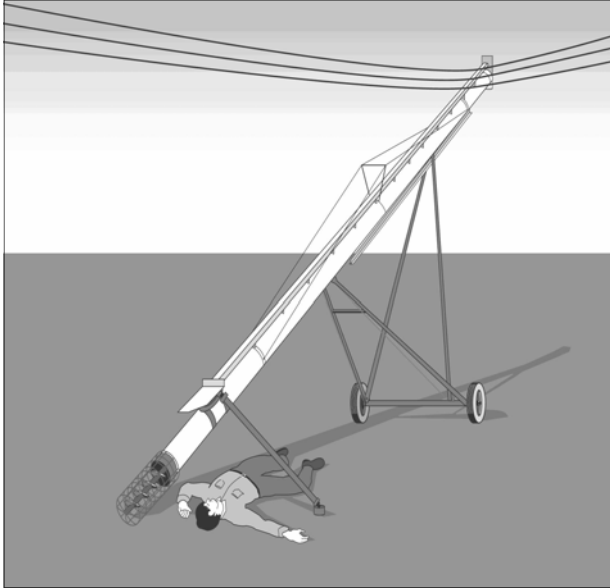
EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

STUDENT WORKBOOK

FARM FAMILY EMERGENCY RESPONSE

" Electrical Emergencies "



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KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

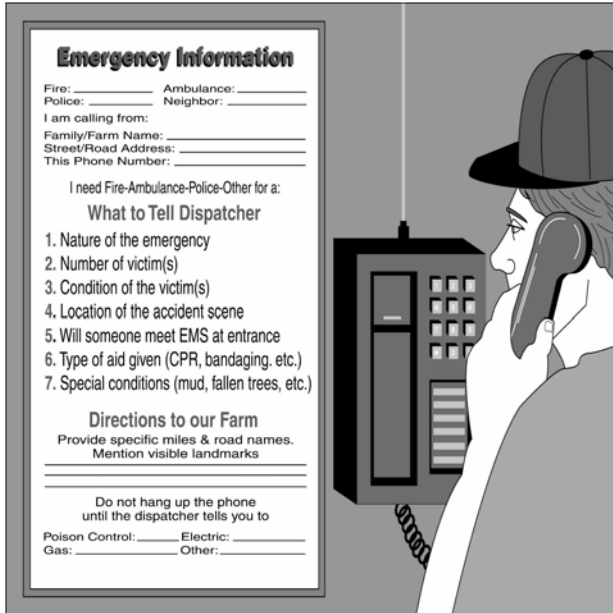
EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

STUDENT WORKBOOK

FARM FAMILY EMERGENCY RESPONSE

" Reporting Farm Emergencies "



Emergency Information

Fire: _____ Ambulance: _____
Police: _____ Neighbor: _____

I am calling from:
Family/Farm Name: _____
Street/Road Address: _____
This Phone Number: _____

I need Fire-Ambulance-Police-Other for a:

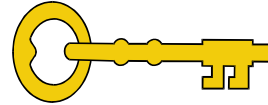
What to Tell Dispatcher

1. Nature of the emergency
2. Number of victim(s)
3. Condition of the victim(s)
4. Location of the accident scene
5. Will someone meet EMS at entrance
6. Type of aid given (CPR, bandaging, etc.)
7. Special conditions (mud, fallen trees, etc.)

Directions to our Farm
Provide specific miles & road names.
Mention visible landmarks

Do not hang up the phone until the dispatcher tells you to

Poison Control: _____ Electric: _____
Gas: _____ Other: _____



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KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

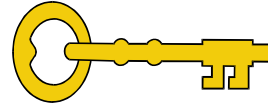
EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

STUDENT WORKBOOK

FARM FAMILY EMERGENCY RESPONSE

" What Else ? "



Your Instructor will assist you in developing a number of "key points" about the emergency as your group discusses things to do and not to do. Use this workbook to commit your ideas to paper as they become your "action plan".

KEY POINTS

APPROACHING THE SCENE

HAZARDS AT THE SCENE

EMERGENCY FIRST AID

ACTIONS AFTER THE EVENT

Chapter 5

Reproducible Forms

The documents in this chapter are provided to help you promote, quantify, and evaluate your local program efforts. You may take them out of this notebook to make copies. They are also located in the “Forms” section of the Class Materials CD.

Course Announcement will help you promote your program locally. Simply fill in the date, time, and location as well as your organization’s name and you are on your way.

Participant Registration Form will help you build a database of who is attending your program. In Pennsylvania we plan to use this data in future years in follow up evaluation efforts to see what changes were made based on this training program. If you are a Pennsylvania Instructor, we would appreciate you sending this data back to our office, listed on page 3 of the Instructor Manual.

Pre/Post Test and Answer Sheets will help you evaluate whether or not your participants learned the main points of the program. Administering the same quiz before and after may be simplistic, but it should show an improvement before and after.

Program Evaluation Form is a document that participants can rank the program in general and your skills as an instructor, from their perspective. This can be a valuable tool for instructors as well as sponsors.

Program Report Form helps to collect certain demographic information about your audience mainly for sponsors reporting purposes. Pennsylvania Instructors are asked to return this form to the address listed on page 3 of the Instructor Manual after each presentation.

FARM FAMILY EMERGENCY RESPONSE PROGRAM

What if you were first to discover an injury to a family member.....

Would YOU know what to do?

You may be the critical link in the chain of survival...



The decisions you make can be the difference between life and death.....for the victim and yourself.

Farming is an occupation that exposes workers to many hazards. The key to survival involves not getting caught by these hazards. This program will lead participants through various scenarios that will force them to think about typical injury incidents and make proper decisions and reactions to them.

This program is intended for all farm groups, i.e. farm managers, employees, spouses, 4-H and FFA groups, etc. Participation as a family or farm work group is encouraged.

Date: _____ Time: _____

Location: _____

Sponsored by:

PENNSYLVANIA STATE UNIVERSITY
FARM FAMILY EMERGENCY RESPONSE PROGRAM
Participant Registration Form

Please help us.

In an effort to improve this program, we would like to know who you are so we might ask you certain questions related to this program in follow up surveys. We will not share the following information with anyone.

Name: _____

Address: _____

Town: _____ State: ____ Zip: _____

Telephone: (____) _____

____ I am a farm owner/operator or a family member.

____ I am a farm employee.

____ I work with farmers (as an agri-business representative)

____ I belong to a farm member organization.

____ I am a member of 4-H or FFA. ____ I am a 4-H or FFA leader.

PENNSYLVANIA STATE UNIVERSITY
FARM FAMILY EMERGENCY RESPONSE PROGRAM
Pre/Post Test

1. If a person stops breathing, how long will it be before there is permanent brain injury?
 - a. 4-6 minutes
 - b. 15-20 minutes
 - c. 45-60 minutes
 - d. a few days

2. What is the correct order of importance to follow on an injured person?
 - a. Control bleeding, help with breathing, take care of pain.
 - b. Take care of pain, help with breathing, control bleeding.
 - c. Help with breathing, take care of pain, control bleeding.
 - d. Help with breathing, control bleeding, take care of pain.

3. Which class of fire extinguisher should be carried on a tractor?
 - a. Class A is best.
 - b. Class B is best.
 - c. Class C is best.
 - d. Class ABC is best.

4. If an injured person is thirsty, you should...
 - a. Give him/her all they can drink so they will be more comfortable.
 - b. Give him/her just little sips of something to drink.
 - c. Give him/her a sports drink if you have one, otherwise nothing.
 - d. Give him/her nothing to drink.

5. After calling for help, what should you do?
 - a. Get someone to meet emergency services and think of other resources that might be useful to the rescue effort.
 - b. Rush back to the scene and try to get the victim out of the situation.
 - c. Call the neighbors to come over to help you get the victim out of the situation.
 - d. If you can load the victim in your vehicle, do so with hopes that you will meet the ambulance along the way.

6. For serious bleeding, you should
 - a. Tie on a tourniquet immediately.
 - b. Put direct pressure on the wound to try to stop the bleeding.
 - c. Put ice on the wound to stop the bleeding.
 - d. Put hot water on the wound to stop the bleeding.

7. The best way to care for an amputated part is to
 - a. Bury the part in ice.
 - b. Keep the part warm by wrapping it in a towel and put the towel and part in a plastic bag.
 - c. Put the part in cold water.
 - d. Wrap the part in a towel and a plastic bag and put it on ice in a cooler.

8. If a person has a potential neck or back injury, you should
 - a. Get them to the hospital as soon as possible, even if you have to drive them there yourself.
 - b. Assure that they don't move, and wait for EMS to arrive on scene, even if it takes a long time for them to arrive.
 - c. Drag them by their shoulders until you get them home.
 - d. Help them to their feet and assist them as they walk to the house.

9. If a person is caught in a machine (or on a PTO shaft), you should
 - a. Reverse the machine or PTO until they are free.
 - b. Drive the machine to the barn so you can free him/her with tools.
 - c. Assure that the tractor is off and the tractor and machine is secure and call for help.
 - d. Call the machinery dealer or neighbors to have them take or cut the machine apart.

10. At the scene of any emergency, what is the most important consideration?
 - a. Your safety.
 - b. The condition of the injured person.
 - c. The condition of the equipment involved.
 - d. Whether or not you can rescue the injured person.

PENNSYLVANIA STATE UNIVERSITY
Farm Family Emergency Response Program
Pre Course Answer Sheet

Print Name

Course Number

Circle the correct answer. X through or erase a wrong answer.

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D

PENNSYLVANIA STATE UNIVERSITY
Farm Family Emergency Response Program
Post Course Answer Sheet

Print Name

Course Number

Circle the correct answer. X through or erase a wrong answer.

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D

PENNSYLVANIA STATE UNIVERSITY
 FARM FAMILY EMERGENCY RESPONSE PROGRAM
 Program Evaluation

 Name-optional

 Date

 Sponsor

 Location

1. Do you feel more confident to approach an emergency on your farm?
 ____ Yes ____ No Please explain below.

2. Do you feel more confident in determining the seriousness of a victim's injuries?
 ____ Yes ____ No Please explain below.

3. Do you feel more comfortable in being able to call for help?
 ____ Yes ____ No Please explain below.

4. Do you feel that everyone on your farm would know how to deal with an injury emergency?
 ____ Yes ____ No Please explain below.

5. The most important thing I got from this course was:

6. Based on this class, I plan to suggest or make sure our farm does:

	<u>Very Satisfied</u>				<u>Very Dissatisfied</u>
7. How would you rate the program?	ف	ف	ف	ف	ف
8. How would you rate the scenarios?	ف	ف	ف	ف	ف
9. How would you rate the demonstrations?	ف	ف	ف	ف	ف
10. How would you rate the instructor?	ف	ف	ف	ف	ف

11. Please use the back to write any additional comments you have about this program.

PENNSYLVANIA STATE UNIVERSITY
FARM FAMILY EMERGENCY RESPONSE PROGRAM
Program Report

SPECIAL NOTE TO INSTRUCTORS: Please complete this form and return it to the address below. This information is very important as we seek additional support to keep this program current and widely available.

Instructor: _____ Date: _____

Location : _____

Type of program: Stand alone Part of another program: _____
Identify

Modules covered: Tractor Overturn Machinery Entanglement
 PTO Entanglements Grain Bins
 Silos Manure Storage
 Chemicals Electrical Emergencies
 Reporting Emergencies Forestry
 Lawn and Home Care Equipment
 Livestock Emergencies

Who was the primary sponsor of this presentation?
(e.g. Cooperative Extension, farm organization, agri-business, emergency services, local hospital, etc.)

Check this box if a youth group (4-H, FFA, etc.) was involved as a primary sponsor.

Please provide the following information about program participants (you may have to ask participants to raise their hands for an accurate count for one or two of these questions).

Number of: _____ Females
 _____ Males
 _____ 17 or younger
 _____ 18 or older
 _____ farmer, farm worker, farm family member
 _____ emergency services or health care provider
 _____ others

Mail to: Dave Hill
 Managing Agricultural Emergencies
 Penn State University
 205 Ag Engineering Building
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