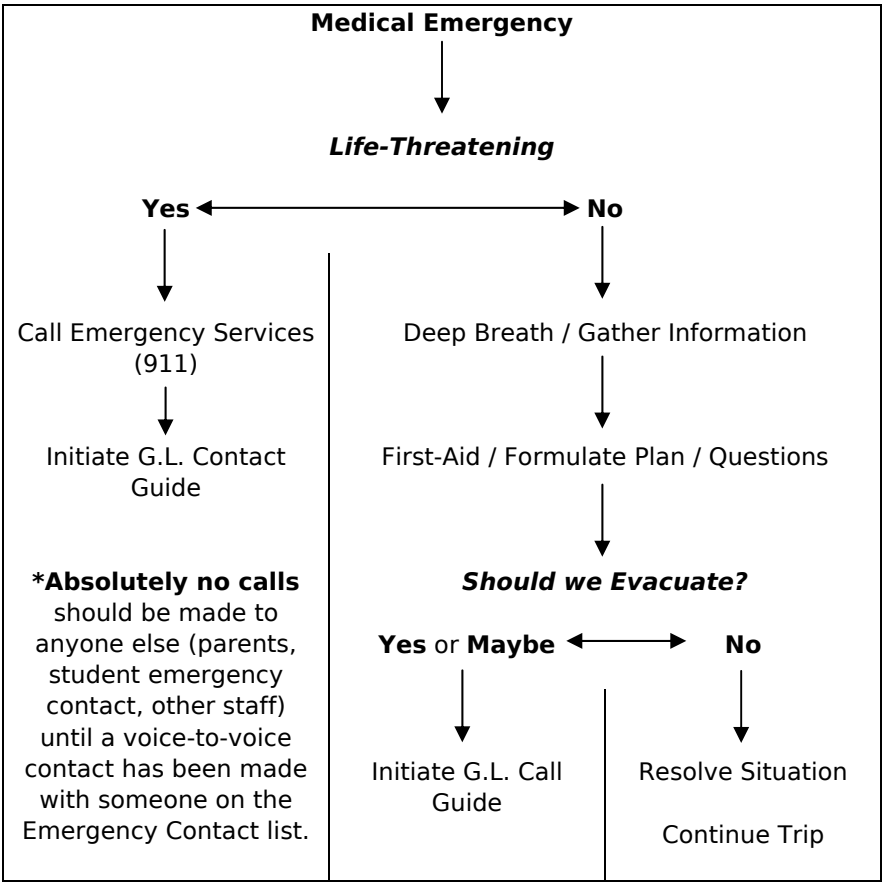
EMERGENCY PROTOCOLS

The primary aim of this information is to reduce the complexity of a critical incident. The goal is not to reduce decision making ability, but rather to increase the capacity to make decisions, while at the same time collecting critical information.



Emergency Services

Ontario	New York State	Quebec / Anticosti
General Emergencies 911 OPP 888 310 1122	General Emergencies 518 891 0235 State Police 518 897 2000	General Emergencies 911

Important Reminders

- ***Absolutely no calls** should be made to anyone else (parents, student emergency contact, other staff) until a voice-to-voice contact has been made with someone from the Emergency Contact list.

- Ensure you are familiar with the operation of the satellite phone before leaving on trip.

- **When in doubt, call. At the very least, you'll be contacting someone who can provide additional support in terms on knowledge, judgment and decision making.**

Possible Steps in a Medical Emergency

Note: First staff on scene initially becomes the Primary Rescuer. When the second staff arrives on scene, assume roles appropriate to your level of experience and certification.

1. Check Scene Safety – Is there a threat to either patient or the rescuer?
   - If YES, deal with threat, possibly initiate G.L. contact guide?
2. a) Primary Rescuer should initiate a Primary Survey (ABCDE)
   b) Secondary Rescuer assemble the group away from the incident and begin assessing next steps
3. a) Life-Threatening Emergency? – Call Emergency Assistance
   b) Non Life-Threatening Emergency? - Begin Secondary Survey – Treat all other injuries - Begin filling out a SOAP Note
4. Gather information for transport, or extended stay
5. Assess and plan for evacuation
6. Initiate G.L. Contact Guide – talk to the emergency contact for input and further direction

Injuries that will most likely require an evacuation:

- Broken Bones – leg, arm, finger, wrist
- Sickness that is progressively worsening when it should be getting better
- Extreme pain and discomfort
- Burns large enough to get infected (anything larger than your palm), or exceedingly painful
- Lacerations or open wounds that require stitches or that are infection risks
- Head injuries, loss of any consciousness, or suspected concussion
- Life-threatening situations and suspected spinal injuries
- Injuries on the face (facial lacerations that may need special attention)
- Dental problems (braces that become broken, wisdom teeth that become infected etc)

LIGHTNING PROTOCOL

Lightning Action Protocol

1. **Prepare**
   If you can hear thunder or see lightning or
   If you are setting up camp for the night
2. **Stop Travel or Activity and Move to Safe Location**
   When lightning strikes are 10km away (30 seconds between the lightning and thunder "Flash/Bang")
3. **Resume Activity**
   When lightning strikes have been 10km away for 30 minutes

Details

Prepare

- Staff should inform student of lightning protocols and practice a lightning drill in both daylight hours and night time hours.
- Staff must be aware of approaching storms (Flash/Bang Time – Direction of Travel – Lightning Occurrences)
- Avoid putting tents up near widow makers (dead trees).
- Avoid putting tents up near the tallest trees and large root systems.
- Avoid open points of land where you are exposed to wind and lightning (be selective and find areas with a tree line or choose another site).
- Ensure tents are properly setup and well secured at initial setup.
- Get in the habit of having students put their dry PFD's in the tent or vestibule every night.

Stop Travel or Activity and Move to Safe Location

- Get off the water and out of boats, or off mountain peaks
- Secure boats so that they do not blow away in the storm.
- **Avoid** water, metallic objects, high ground, solitary trees, open spaces.
- **Avoid** close contact with others and the tendency to huddle
  - In daylight hours spread the group into 2 smaller groups with a staff with each group and spread out 15 – 20 ft apart.
  - Resist the temptation to wait out a storm lying in your sleeping bag. Assume the crouch position on dry, insulating material, away from metal tent poles and not touching each other.
- **Avoid** contact with dissimilar objects (water & land, boat & land, rock & ground, tree & ground)
- **Seek** clumps of shrubs or trees of uniform height.
- Assume a crouching position, feet touching each other with no other part of the body touching the ground. If possible crouch on dry insulating material at hand (sleeping pad, PFD). Never lie down, or stand with your feet apart.

SEARCH PROTOCOLS

Pre-Search

1. Check that the person is actually missing.
   - Is it certain that the person is lost?
2. Gather and record information about the person:
   - Interview the other students.
     - What is he/she wearing?
     - Does he/she have a watch?
     - Does he/she have a whistle?
     - Are there any special considerations / concerns (behavior, state of mind, medical conditions)
     - How long has he/she been missing?
     - When was the last time he/she was seen?
     - Where was the last time he/she was seen?
     - Where are the most likely places he/she would be?

Search Notes

- Consider prevailing weather conditions, # of searchers, size of area to be searched, and daylight remaining.
- Make sure the remaining group is supervised, attended to and accounted for.
- Students may be involved in a search. Be sure to assign them appropriate tasks for their abilities. (Ensure they are safe at all times, know where to search, when to return, carry a whistle, and travel in groups of 2 or more).
- Keep a clear record of where each person is searching and establish a plan of what to do if the lost person is found (i.e. Two long whistle blasts).
- One person should remain at the campsite or search base-camp in case the lost person returns.

The Search

1. Search danger zones first: (eg. waterfront, cliffs)

2. Do a sweep of tents, kybo, any nearby area that they may go for a nap.

3. Reality Check
   - At this point, you need to use your professional judgment taking into consideration where you are, time of day, weather, how long the person has been missing, your particular group and any other factors that may affect your situation to make a decision on how to proceed.

Possible Options for 4 (with Examples)

- **Modified Confinement Search**
  (this is modified due to our limited search resources)
  Staff (and possibly students) run trails/portage, search shorelines, leave notes, blow whistles, call lost person's name
  - Give special consideration to student participation and length of this search before getting additional help.
  - This might be appropriate if a person were lost on a portage, has only been lost a short period of time or there is a short network of trails behind a campsite.
- **Contact the Call Guide**
  - This should be the next step if the student's safety is a heightened concern (pre-existing condition – allergy, asthma…) or the environment is deteriorating and therefore the lost person's safety may be compromised (i.e. it is getting dark, cold, stormy)
- **Contact your Twin Group**
  - This could be a next step if the location of the twin group is known and could be used as additional resources for a confinement search
  - This might be a necessity if the twin group has the sat phone.

<u>Theory of a Real Search (Continued from 3 Above)</u>

4. Define your Confinement Area.
   Draw 2 circles with PLS (Place Last Seen) as the centre. The outside circle's radius is the farthest distance the lost person could have traveled based on the time missing and average speed (1.5 km/h). The inner circle is simply half the radius of the outside circle.

5. Send **Hasty Search** teams to where the circles intersect trails, shorelines, drainages…routes a lost person would possibly follow. Your hasty team should leave notes, markers, or communications at intersecting locations, then either continue to more locations or return to search base-camp.

(50% percent of all lost people are found within the confines of the small circle, 90% within the large.)

At this point, if you have not found the lost person, outside help is required. You must assume that the lost person is injured, unable to respond, or possibly outside of the confinement.

6. Divide your confinement circles into sections.

7. Use a **Line-Voice Search** to search section by section, working from the closest sections to the farthest sections.

8. Use a **Line-Body Search** to search section by section, working from the closest sections to the farthest sections.

Types of Search

Hasty Search

Searchers use their judgment and knowledge to focus on trails, drainage, water boundaries, and other areas most likely to contain the lost person.

Line-Voice Search

Searchers are spaced more than 15m apart and move parallel in a line where everyone in the search keeps contact with other group members by calling the persons name in order as they walk in a line over the search area. When this type of search is used, it is expected that the subject is responsive.

Line-Body Search

This is the same as Line-Voice search but the search team members are close enough to each other in the line that they can see and feel under every possible place the person may have fallen. This search is only be used as a last resort, or when the subject is considered unresponsive.