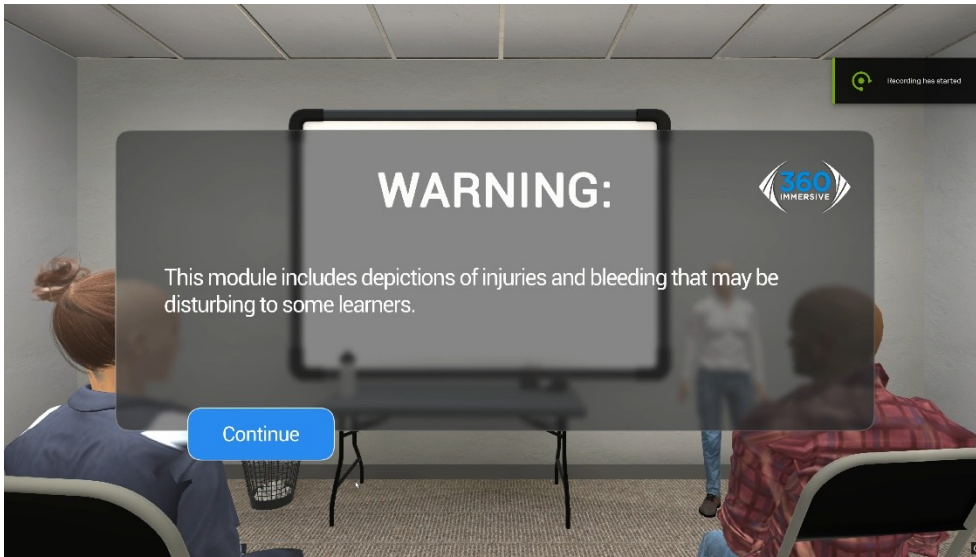


Stop the Bleed Simulation Narrative

Warning

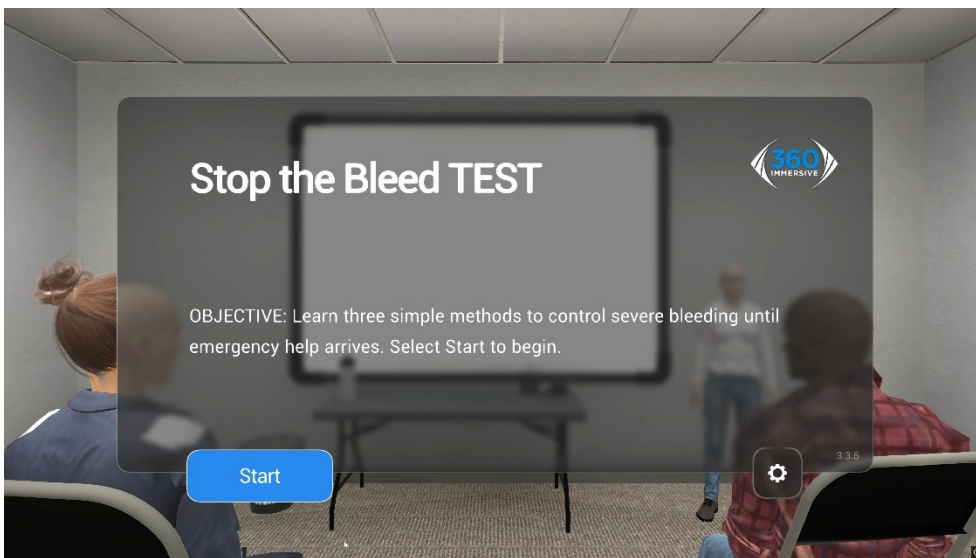
Figure 1: Learners are warned that the Stop the Bleed simulation may be disturbing to some learners.



The learner selects "Continue".

Learning Objectives and Simulation Start

Figure 2: Stop the Bleed learning objectives and Simulation "Start"

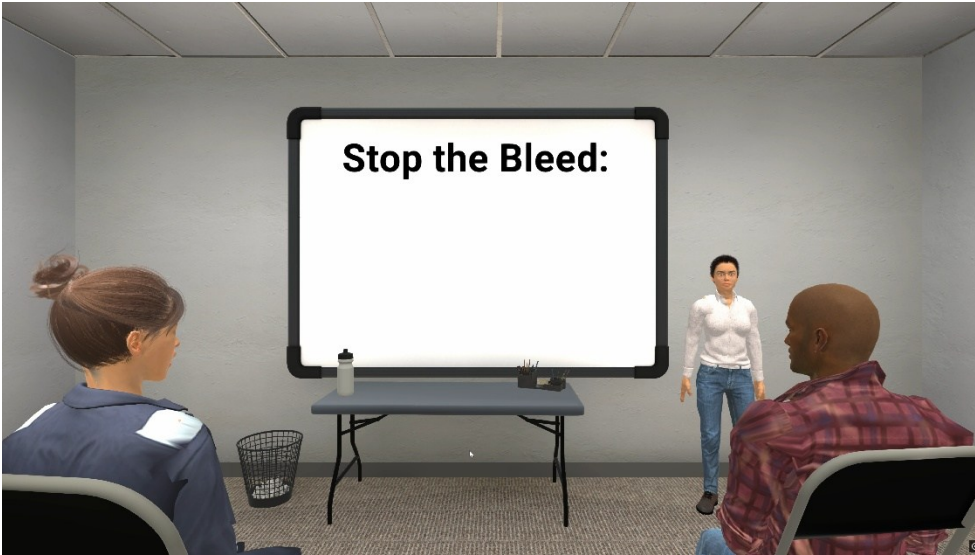


The learner is tasked with learning about three simple methods for controlling severe bleeding until emergency help arrives.

The learner selects "Start".

Simulation Environment

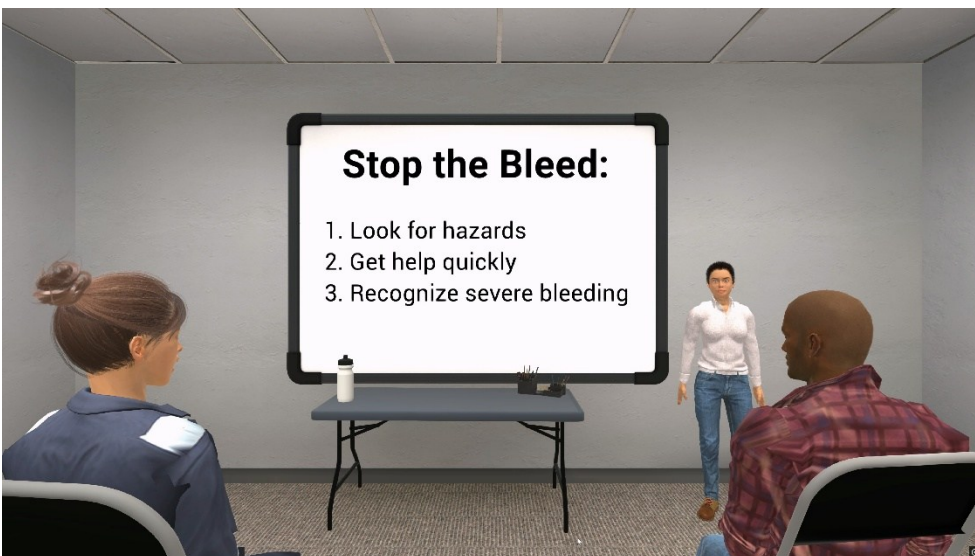
Figure 3: The simulation environment



The simulation takes place in a training room and workplace scenarios where Stop the Bleed techniques are discussed.

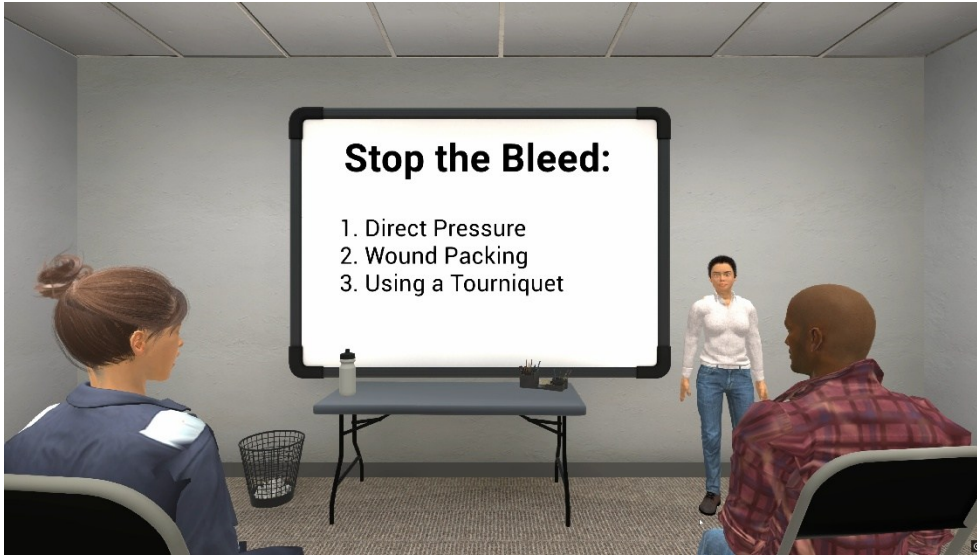
The simulation opens with a female instructor welcoming the learners to the Stop the Bleed course

Figure 4: The instructor welcomes the learner to the Stop the Bleed simulation.



Instructor comments: Welcome to the Stop the Bleed Course. In this module, you will step into the role of an immediate responder. Before you help, your safety comes first. Take a moment to look for hazards and make sure the scene is safe. If it becomes unsafe at any point, leave and call for help. Next, contact Emergency Medical Services EMS as quickly as possible.

Figure 5: The instructor discusses the reasons for learning about bleeding control.



Instructor comments: Then focus on the injury, recognize severe bleeding, and choose the method that best matches the type, location, and severity. We will now review these three methods to help control bleeding until emergency help arrives. Severe bleeding can become life-threatening in minutes before stepping in. Put on gloves if available to reduce contact with blood.

Figure 6: The instructor discusses putting on gloves to protect yourself.



Instructor comments: Before helping someone who is bleeding, protect yourself whenever possible by putting on gloves. Gloves help reduce contact with another person's blood. If gloves are not available, you may use a clean cloth or clothing to apply pressure if you come into contact with someone's blood. Tell EMS when they arrive.

Figure 7: The instructor discusses blood flow.



Instructor comments: To understand how bleeding control works, it helps to understand how blood moves through the body. Your body holds about four to six liters of blood, and losing even a small amount starts to take a toll. Severe blood loss can lead to shock or death within minutes. That's why every second matters and why acting quickly can save a life.

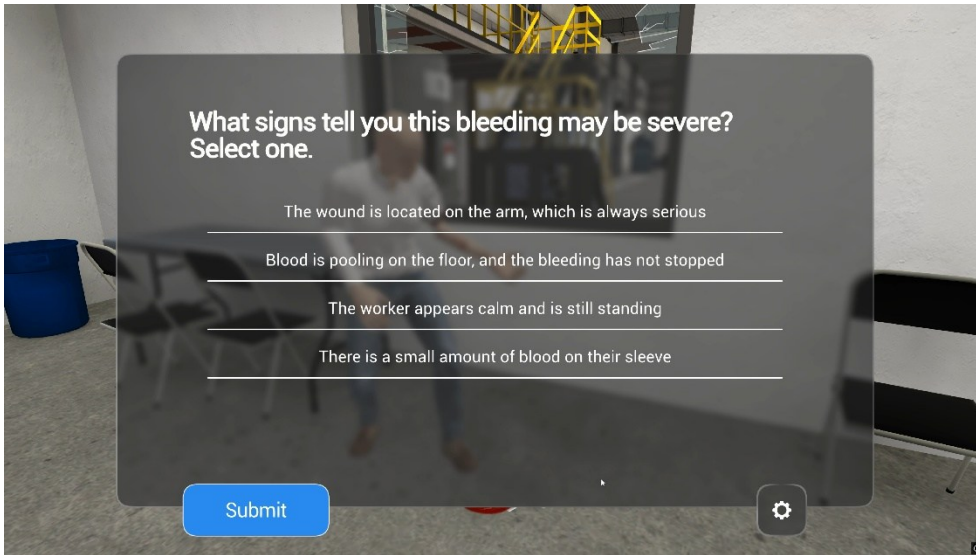
Scenario #1

Figure 8: A worker has sustained a severe cut from a broken window.



Instructor comments: It looks like this worker was cut on the forearm by broken glass. Before helping, take a moment to assess the scene. Make sure the area is safe before you enter to provide care. If the scene becomes unsafe at any time, leave immediately and get help. Now look more closely. This injury shows signs of severe bleeding.

Figure 9: The learner is presented with a dialog panel asking a question.



The learner is presented with the following question and four multiple-choice answers.

Question: What signs tell you this bleeding may be severe? Select one.

The following multiple-choice options are presented:

- 1) The wound is located on the arm, which is always serious.
- 2) Blood is pooling on the floor, and the bleeding has not stopped.
- 3) The worker appears calm and is still standing.
- 4) There is a small amount of blood on their sleeve.

The learner selects the correct answer of 2) Blood is pooling on the floor, and the bleeding has not stopped.

Figure 10: The instructor comments on the severe cut from a broken window.



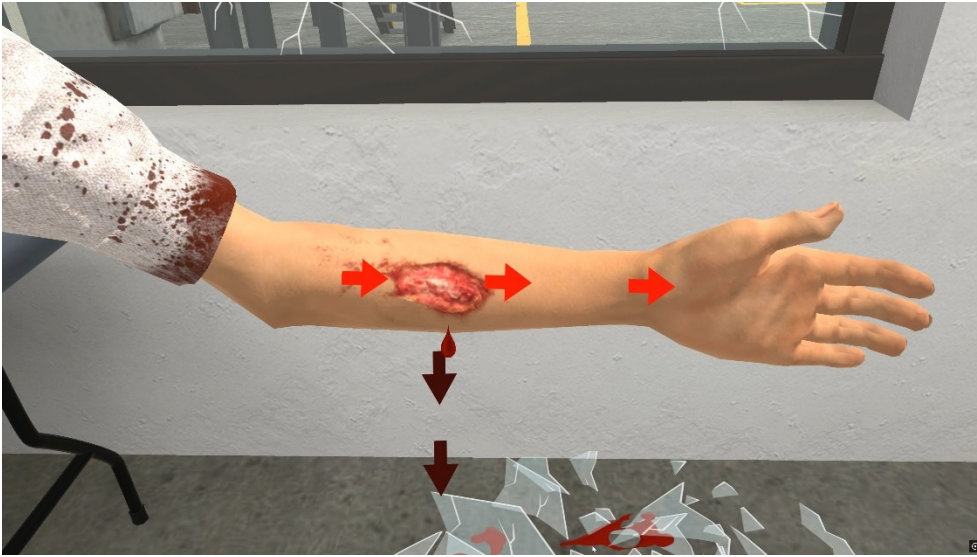
Instructor comments: Blood is pooling, and the bleeding hasn't stopped. This is severe bleeding. Don't wait. Have someone call EMS immediately. If you're alone, use hands-free mode so you can call and provide care at the same time. A person can bleed to death in as little as three to five minutes, often before emergency responders can arrive.

Figure 11: The instructor comments on asking for consent.



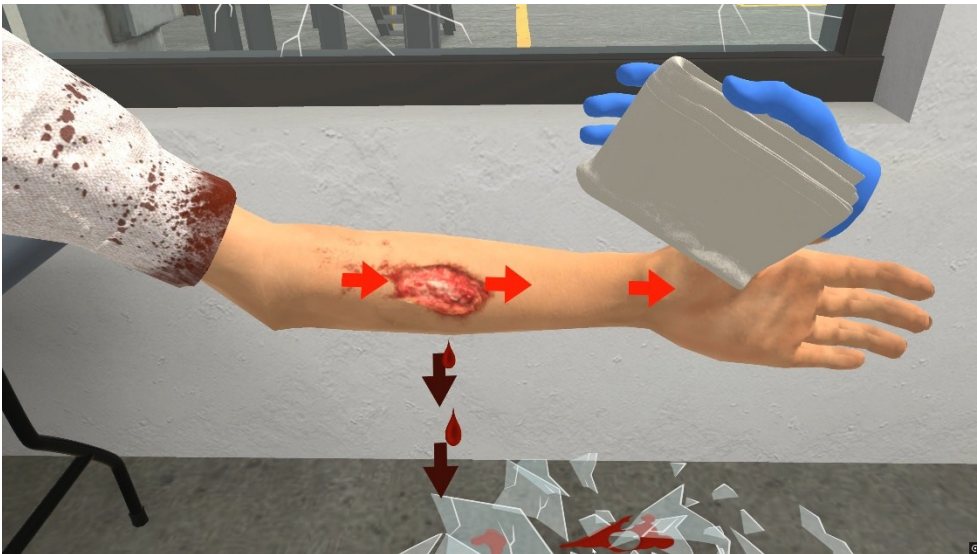
Instructor comments: Before helping someone, ask for consent if they're awake and responsive; if the person is confused or unconscious, consent is implied.

Figure 12: The instructor comments on applying direct pressure to the wound.



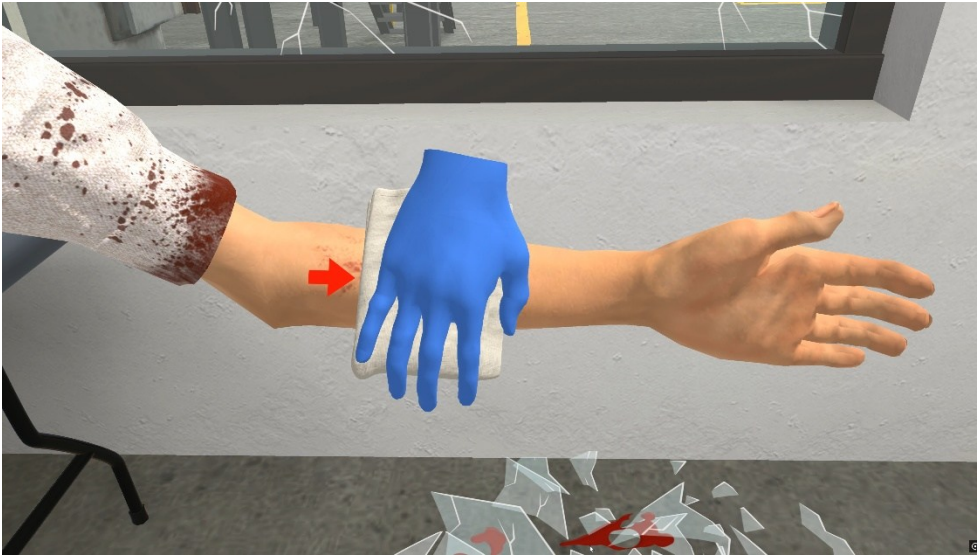
Instructor comments: If your coworker is responsive and asks for help. The first method we will practice is direct pressure.

Figure 13: The instructor comments on using a cloth towel.



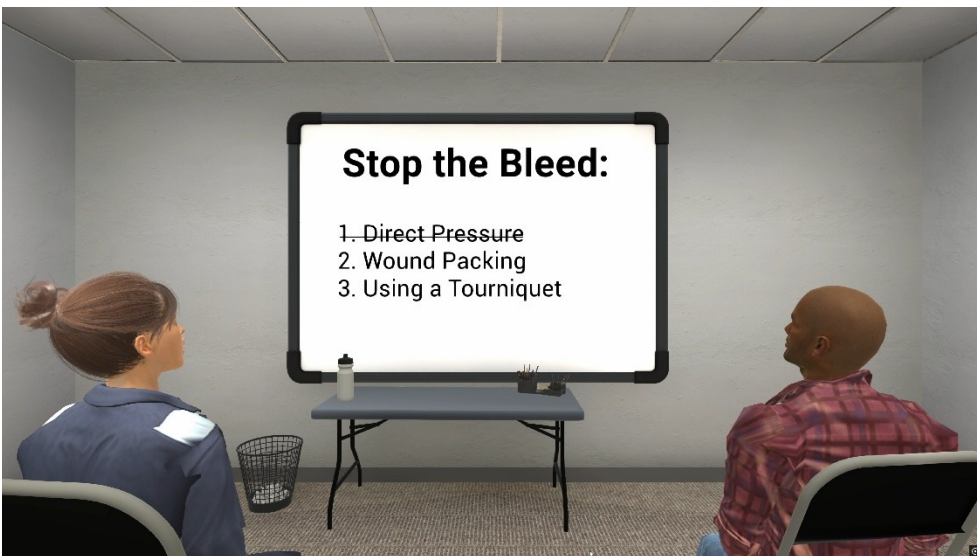
Instructor comments: This means placing a cloth towel or other absorbent material directly over the wound and pressing down firmly with steady pressure.

Figure 14: The instructor comments on the results of proper direct pressure.



Instructor comments: Pressure helps slow or stop the blood flow by compressing the damaged blood vessels. Keep pressure on the wound until help arrives or another bleeding control method is needed.

Figure 15: The instructor reviews the three methods to Stop the Bleed.



Instructor comments: Great job. You helped control the bleeding until EMS arrived. Let's move on to another injury where a different method is needed.

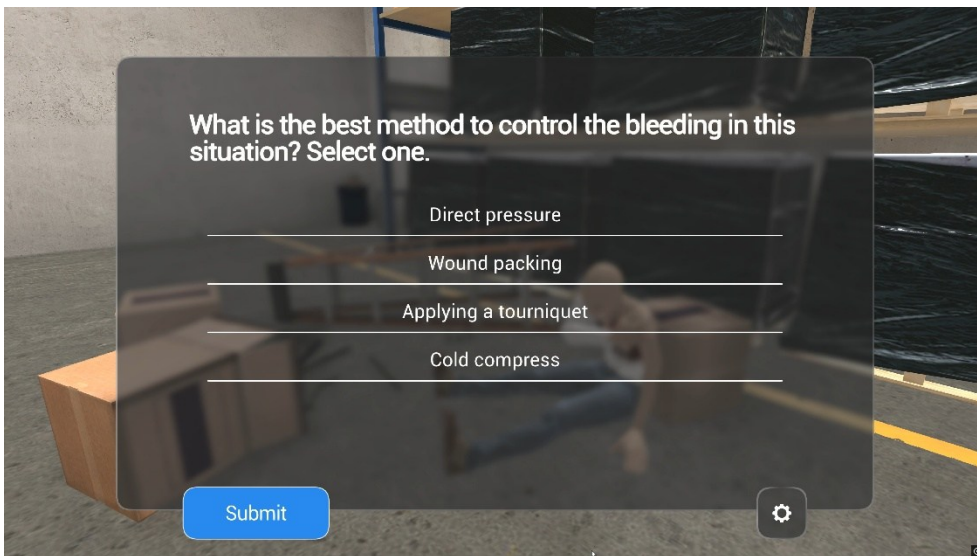
Scenario #2

Figure 16: The instructor reviews the second scenario in learning about Stop the Bleed techniques.



Instructor comments: This worker has a deep puncture wound to the shoulder caused by a fall. For deep or large wounds like this, direct pressure alone may not be enough to control the bleeding. What is the best method to control the bleeding in this situation?

Figure 17: The learner is presented with a dialog panel asking a question.



The learner is presented with the following question and four multiple-choice answers.

Question: What is the best method to control the bleeding in this situation? Select one.

The following multiple-choice options are presented:

- 1) Direct pressure
- 2) Wound packing

3) Applying a tourniquet

4) Cold compress

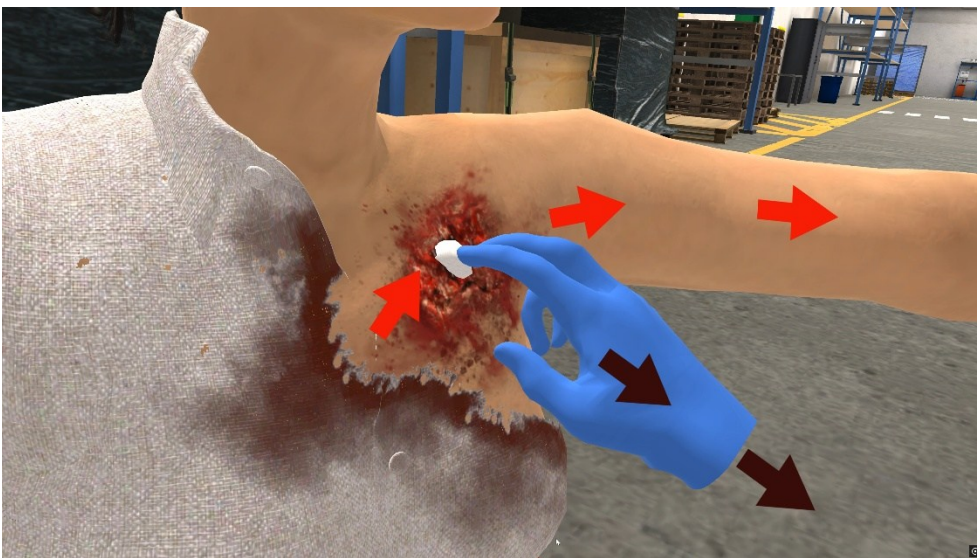
The learner selects the correct answer of 2) Wound packing

Figure 18: The instructor instructs the learner on how to pack a wound.



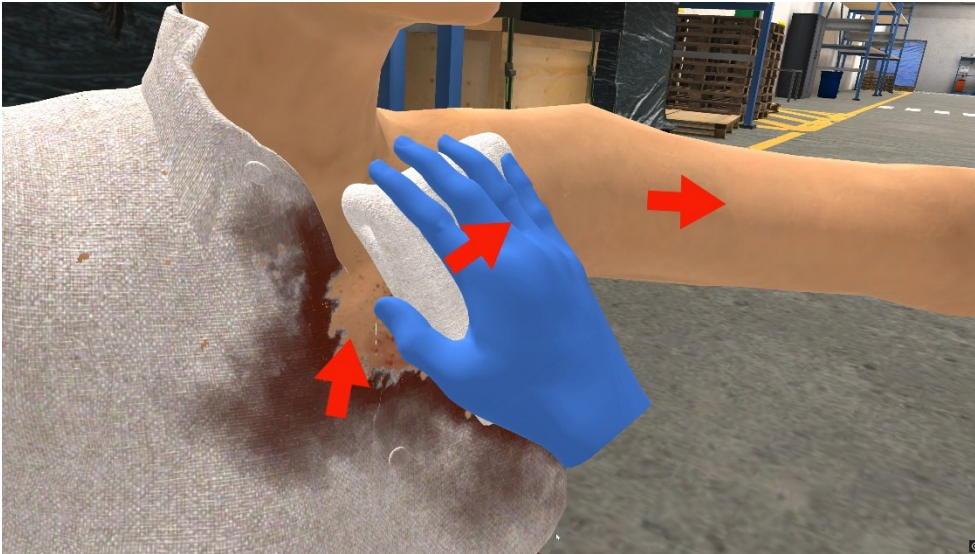
Instructor comments: This is when wound packing may be needed. Wound packing means placing gauze or cloth directly into the wound to help create pressure from the inside.

Figure 19: The instructor continues the instruction.



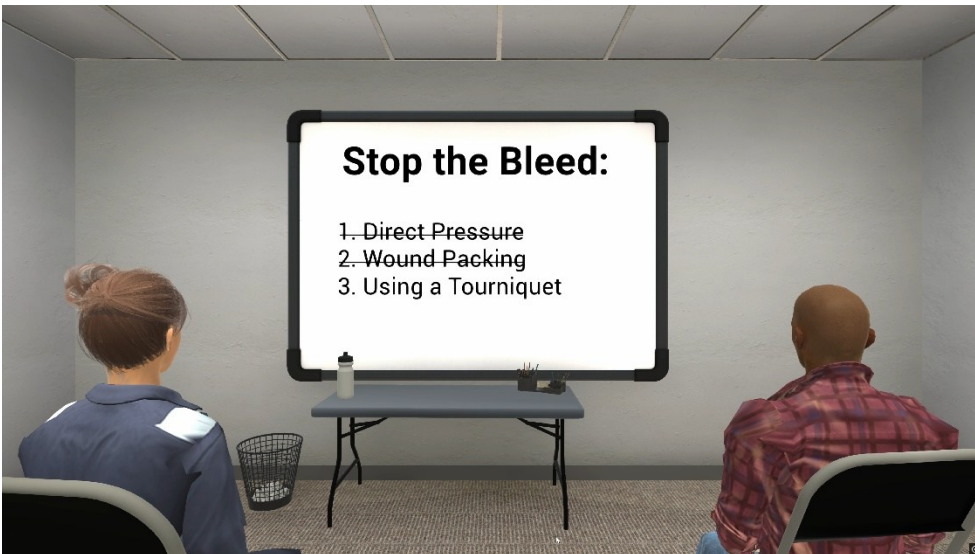
Instructor comments: To pack a wound, place gauze or cloth directly into the wound and continue packing until the space is filled.

Figure 20: The instructor continues the instruction.



Instructor comments: Once the wound is packed, apply firm pressure over the packing material. If a bleeding control kit is available, use the gauze provided. If not, use a clean cloth or clothing.

Figure 21: The instructor comments on scenario #2.



Instructor comments: Nice work. By packing the wound and applying pressure, you helped control the bleeding until help arrived. Now let's look at a situation where a tourniquet is needed.

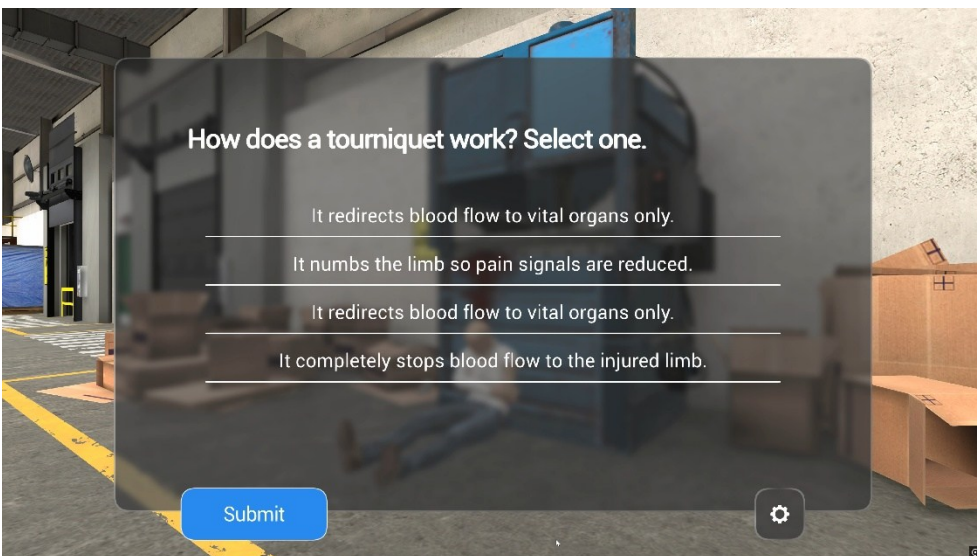
Scenario #3

Figure 22: The instructor reviews the third scenario in learning about Stop the Bleed techniques.



Instructor comments: This worker has a severe arm injury caused by machinery. This injury is too severe for direct pressure or wound packing alone. This is when a tourniquet may be the best option. A tourniquet is used for severe bleeding in an arm or leg. When the injury is too severe, other methods will not be enough.

Figure 23: The learner is presented with a dialog panel asking a question.



The learner is presented with the following question and four multiple-choice answers.

Question: How does a tourniquet work? Select one.

The following multiple-choice options are presented:

- 1) It redirects blood flow to vital organs only.
- 2) It numbs the limb so pain signals are reduced.
- 3) It redirects blood flow to vital organs only.

4) It completely stops blood flow to the injured limb.

The learner selects the correct answer of 4) It completely stops blood flow to the injured limb.

Figure 24: The instructor explains how a tourniquet works.



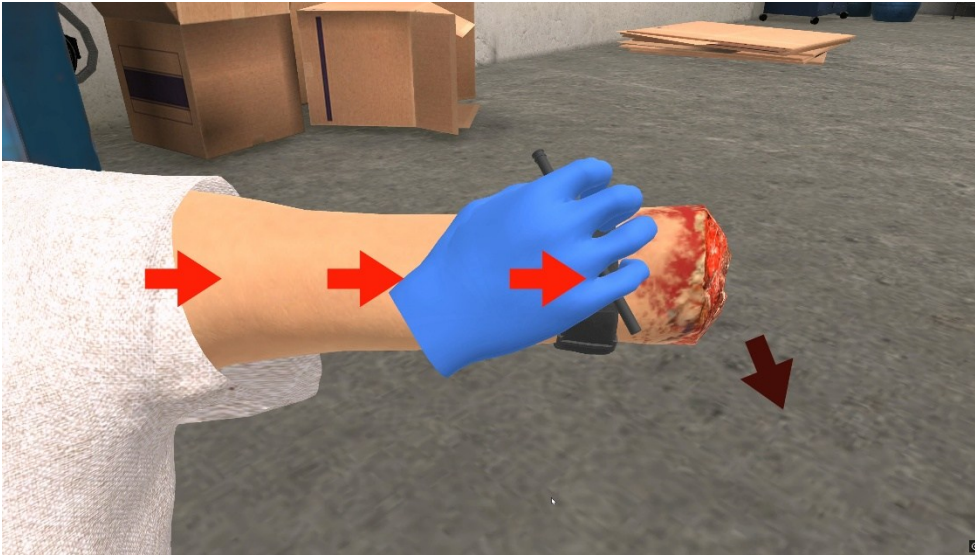
Instructor comments: A tourniquet works by completely stopping blood flow to the injured limb.

Figure 25: The instructor explains how a tourniquet works.



Instructor comments: To apply a tourniquet, wrap it around the limb, two to three inches above the wound. Pull the strap as tight as possible and secure it.

Figure 26: The instructor explains how a tourniquet works.



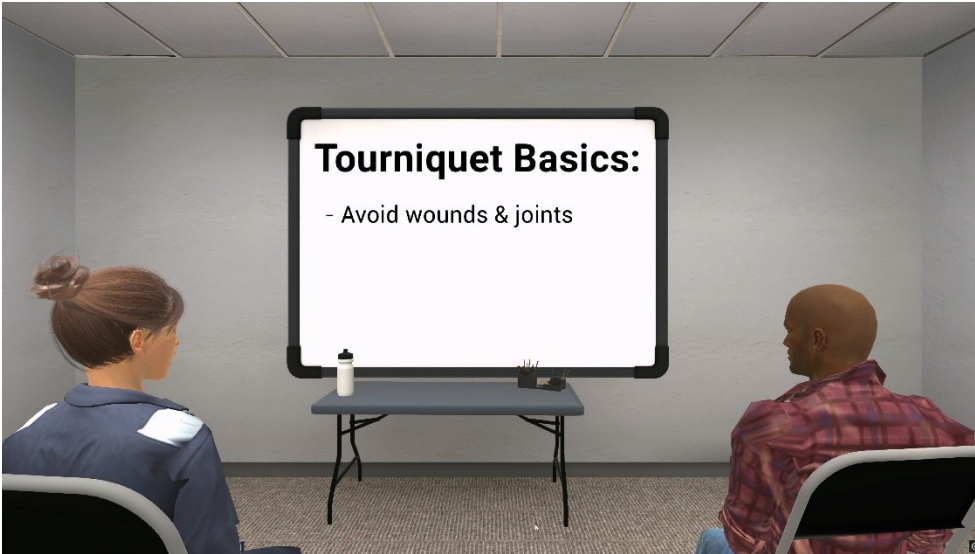
Instructor comments: Then twist the rod until the bleeding stops.

Figure 27: The instructor explains how a tourniquet works.



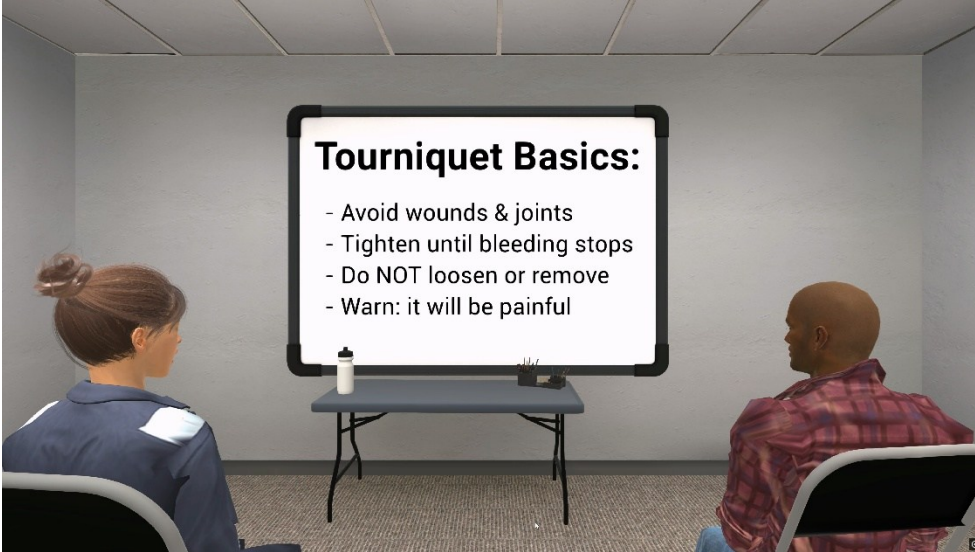
Instructor comments: Lock the rod into place. Secure the strap and note the time the tourniquet was applied.

Figure 28: The instructor comments on scenario #3 and some tourniquet basics.



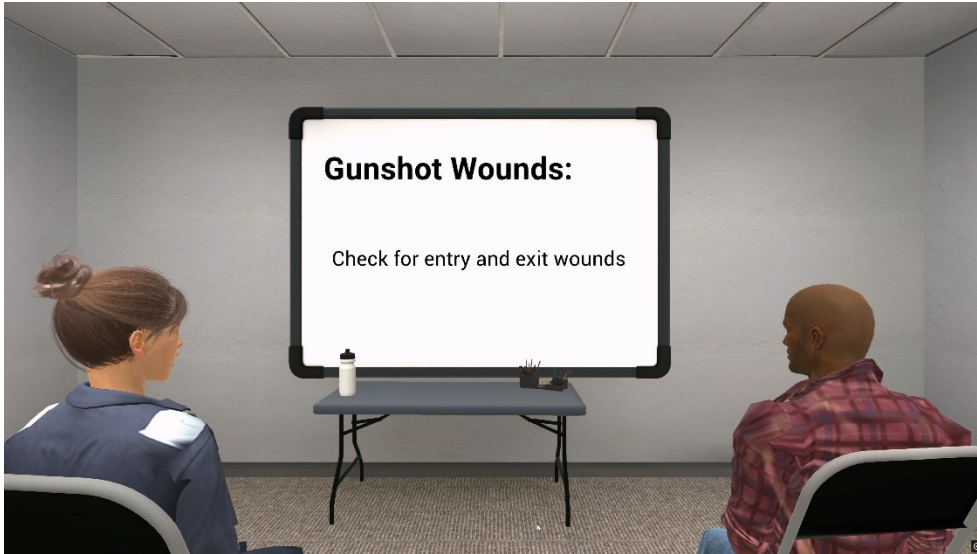
Instructor comments: Here are a few key things to remember about tourniquets. Never place one over a wound or joint, like an elbow or knee.

Figure 29: The instructor comments on some tourniquet basics.



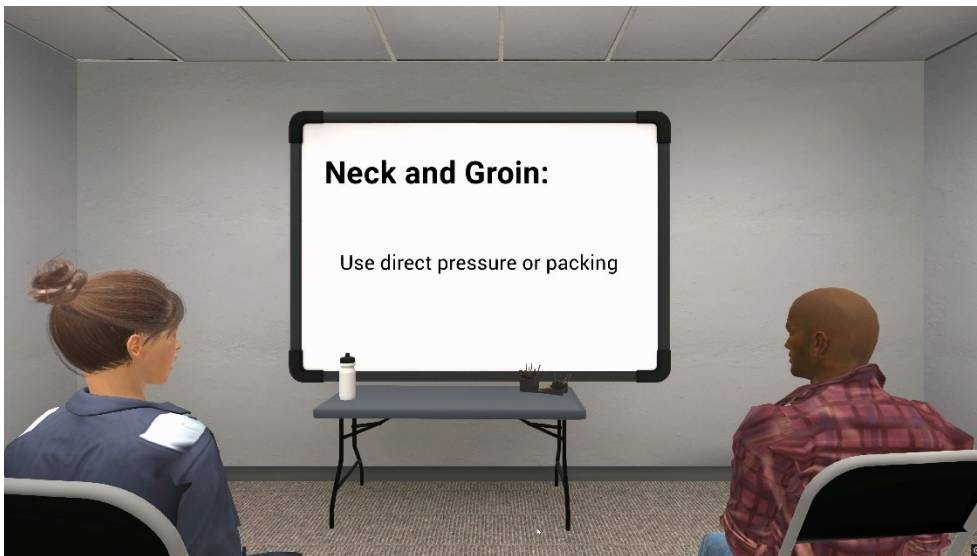
Instructor comments: Tighten it until the bleeding stops and do not loosen or remove it when supplied. Tourniquets are painful. So if the person is conscious, tell them what you're doing.

Figure 30: The instructor comments on some special situations.



Instructor comments: Before we wrap up, let's look at a few special situations that may require a different approach. With gunshot wounds, there may be both an entry and an exit wound. Always check for more than one source of bleeding. For neck or groin injuries, use direct pressure or wound packing. Do not use a tourniquet in these areas.

Figure 31: The instructor comments on some special situations.



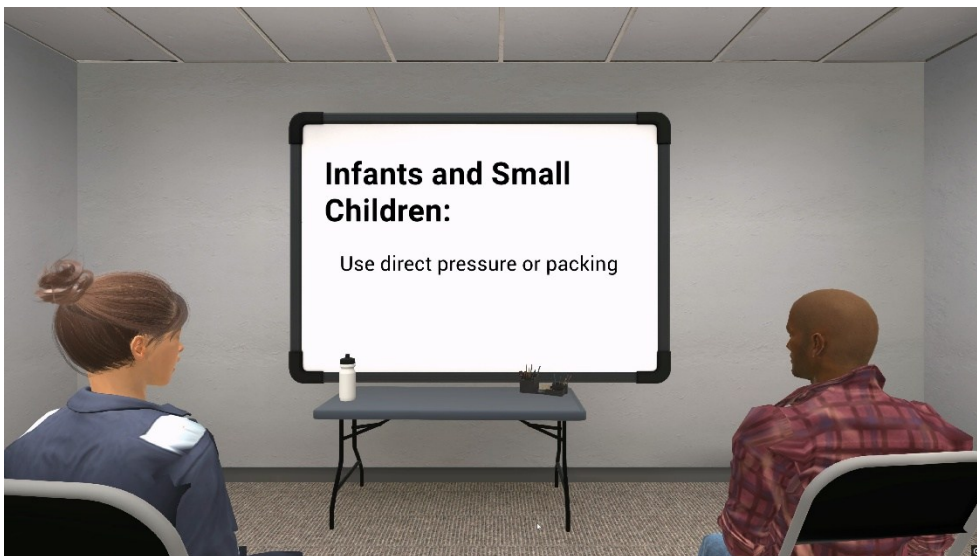
Instructor comments: Do not remove an object stuck in the body. It may be slowing the bleeding. Pack around it instead.

Figure 32: The instructor comments on some special situations.



Instructor comments: Improvised tourniquets are not recommended. If one isn't available, use direct pressure or a wound pack. For amputations, use a tourniquet if possible. Bag the detached body part, keep it cool, and give it to EMS.

Figure 33: The instructor comments on some special situations.



Instructor comments: For infants and small children, direct pressure or wound packing is usually the best approach.

Figure 34: The instructor comments on bleeding control kits.



Instructor comments: Here's what matters most, and it's all within your control. When stress hits, take a breath. Stay calm. Focus on what you see, what to do next, and how to help safely. After this course, do one more thing - find your nearest bleeding control kit. They're often near AEDs or mounted on walls. Knowing where to look saves time when seconds matter.

Figure 35: The instructor comments on the simulation wrap-up.



Instructor comments: Remember, the only thing more tragic than a death is a death that was preventable.

End of Simulation

This training is for educational purposes and does not replace employer-specific safety procedures.