

Two steps to save a life

1. “Call 9-1-1!”



2. “Push hard and fast!”



Two steps to save a life

TEACHING POINTS

1. This is a ___ minute course which can help you save a life.
2. This training covers how to respond to a medical emergency with particular focus on cardiac arrest
3. There are 2 main steps to learn:
 - **“Call 9-1-1”, and**
 - **“Push hard and fast”**
4. This first module covers 9-1-1
5. You will learn when and how to call 9-1-1, and what types of emergencies 9-1-1 responds to.
6. You will also learn how to give critical information quickly to the 9-1-1 dispatcher, and how to get an interpreter if you need one.
7. Structure of course- 2 modules with 15-20 min break in between. Format: Flip chart, group and paired activities, role playing, skills training with manikins
8. Feel free to ask questions as we go along



ACTIVITY

1. SIGN-IN (Please put on a badge)
2. LARGE GROUP BRIEF INTRODUCTIONS (10min)
 - a. Who are you?
 - b. What do you hope to learn from this course to improve your ability to deal with any future emergency?

SUPPLIES

- Flip chart
- Sign in sheet and pen (1-2 for each training)
- Name badges (about 12)
- Black magic marker for name badges (1-2)

FURTHER INFORMATION

- Trainees may ask you what the difference is between a cardiac arrest (CA) and a heart attack.
- A heart attack is when clogged blood vessels that provide oxygen to the heart become blocked. A heart attack often leads to a CA. But CAs can happen for other reasons-medications, electrical shock, and so on.
- The symptoms of a heart attack usually include chest pain, arm pain, sweating, nausea, and a pounding heart.
- The symptoms of a cardiac arrest are collapse, unconsciousness, and no breathing or abnormal breathing.

" Push Hard and Fast! "



“Push hard and fast”

After you have called 9-1-1!

TEACHING POINTS

When it is likely that a person is having a cardiac arrest- a witnessed collapse or an unconscious person who is not breathing normally- time is essential

Call 9-1-1 first, then start hands-only CPR immediately.

Continue until First Responders arrive and take over

The dispatcher will give you instructions

ACTIVITY

- Brief LARGE GROUP DISCUSSION:

Any questions about the 9-1-1 material before we move on?

SUPPLIES

- Flip chart

FURTHER INFORMATION



Hands-only CPR training goals

1. Describe symptoms of a cardiac arrest
2. Explain how CPR can help save a life
3. List the hands-only CPR steps
4. Explain how a 9-1-1 dispatcher can help you do CPR
5. Perform hands-only CPR on a training doll (manikin) for 2-5 minutes

Hands-only CPR training goals

Teaching Points

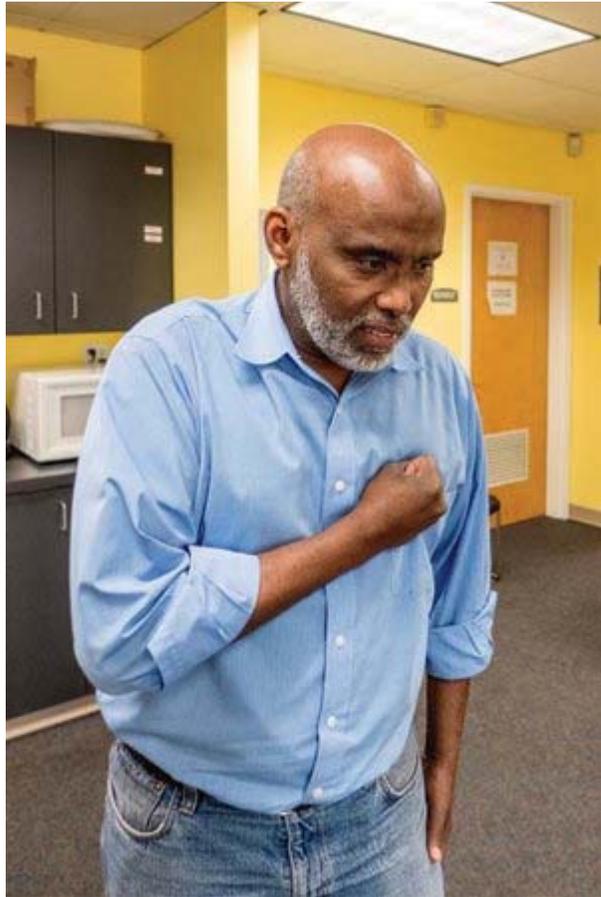
- Read each of the goals our loud

ACTIVITY

SUPPLIES

FURTHER INFORMATION

When to call 9-1-1



When to call 9-1-1

TEACHING POINTS

1. 9-1-1 is an emergency number used across the US to activate a quick response to many kinds of emergencies.
2. 3 main types of emergencies:
 - medical
 - fire
 - police
3. If you are unsure whether or not a situation is an emergency, call 9-1-1
4. When children are old enough to understand, teach them also when to call 9-1-1
5. If you or your child calls 9-1-1 by accident, stay on the phone until you have talked with the dispatcher



ACTIVITY

START with a 5-10 min Group discussion:

1. Have you ever heard of 9-1-1?
2. What is your understanding of what 9-1-1 does?
3. (Optional) Have you every had to use 9-1-1 for a medical experience?

SUPPLIES

Flip chart

FURTHER INFORMATION

- Because of the Good Samaritan law, you will not have any legal risk if you try to help someone with a medical emergency
- There is no cost to call 9-1-1
- In King County, First Responders coming to your house in an emergency is free as well

9-1-1, what is your emergency?



"9-1-1, what is your emergency?"

TEACHING POINTS

- Be prepared to state which type of emergency as quickly as possible or describe your situation briefly
- "Medical Emergency"- the only type of emergency discussed in this module
- If you cannot state this in English, state your language and immediately ask for an interpreter

ACTIVITY

- LARGE GROUP DISCUSSION (4-5 min)
- Have pictures of medical emergencies- As a group, DISCUSS how you would describe these medical emergencies to the dispatcher

SUPPLIES

- Flip chart

FURTHER INFORMATION



Questions you will be asked

- “911, what is your emergency?”
- “What is the address?”
- Are you the patient?
- Is the patient conscious?
- Is the patient breathing normally?
- What is the patient’s age, roughly?
- “What is your phone number?”



Questions you will be asked

• **TEACHING POINTS**

- These are the questions that the dispatcher will ask, usually in about this order
- As you call 9-1-1, and assess the situation, think about each of these pieces of information. This can be difficult in an emergency!

- “911, what is your emergency?”
- “What is the address?”
- “Are you the patient?”
- “Is the patient conscious (or awake)?”
- “Is the patient breathing normally?”
- “What is the patient’s age roughly?”
- “What is your phone number?”

ACTIVITY

- LARGE GROUP format:
- State each question out loud and clearly.
- Ask group members to explain what the first 3 questions mean.
- Tell the group the next questions about the patient’s status will be discussed in a few minutes.
- Explain that the phone number is obtained in case you get disconnected and 9-1-1 needs to call you back.

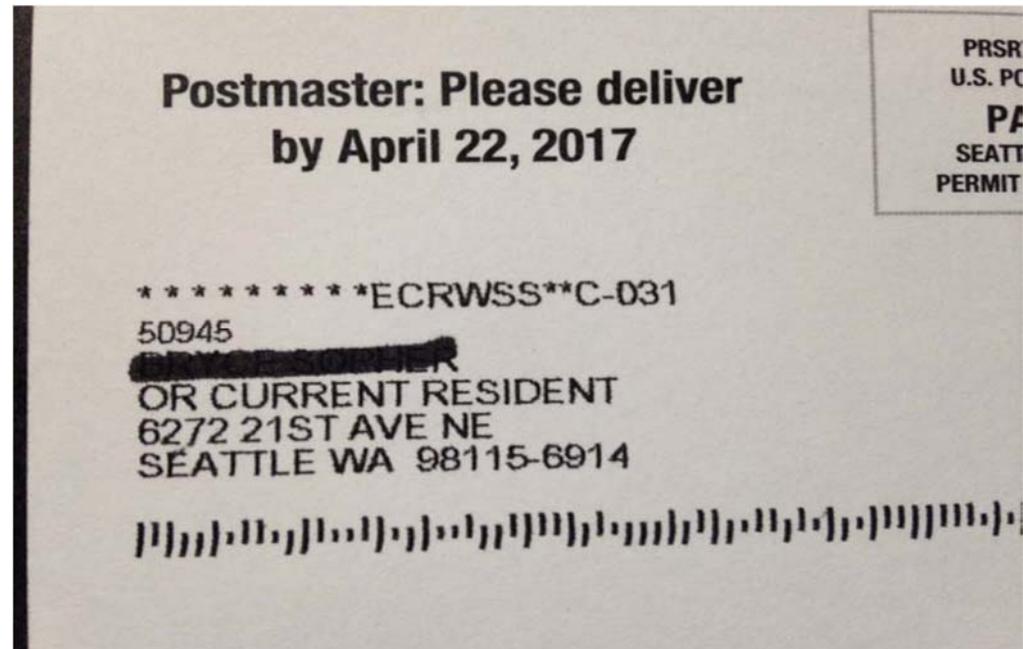
SUPPLIES

- Flip chart

FURTHER INFORMATION

Explain that the phone number is obtained in case you get disconnected and 9-1-1 needs to call you back.

Giving your address or location



Giving your address or location

TEACHING POINTS

- Most cardiac arrests happen at home (80%)
- If you are at home, give your full street address and apartment number
- If you are at another person's home, ask for their address. If no can provide the address, look for a piece of mail and read the address to the 9-1-1 dispatcher
- If you are at a place of business do the same
- If you are at a park or a beach or someplace without clear street signs, provide nearby landmarks and descriptions



ACTIVITY (6-7 min)

- Within the LARGE GROUP, each SEQUENTIAL PAIR could demonstrate how to ask for and provide the address or location in each of these circumstances.
- The first person could say “ What is your address?”, in English if possible. The second person could provide the address including the apartment number or as much information as possible about the location. Each address or location can be increasingly complicated.
- Other group members can provide suggestions for landmarks as the scenarios become more challenging
- Might want to go around the room twice so that each person can role play both the dispatcher and the caller

SUPPLIES

- Flip chart
- Pictures of 5- 6 different locations (home, other person's house, restaurant, movie theater, street, park) with some clues embedded in each location picture.

FURTHER INFORMATION

- If you happen to have the address of your location on your contact list, read it to the dispatcher from there
- If you are on the street, or in a park or some other public place, read the street signs if you can see them. Otherwise provide the best description you can
- The group can practice seeing if you can look up an address while on a call on your cell phone

If you don't speak English well

1. STATE YOUR LANGUAGE, in English
2. Ask for an INTERPRETER

SAY: "Mandarin" or
"Cantonese"
INSTEAD OF
"Chinese"



If you don't speak English well

TEACHING POINTS

- If you have limited English, you will need a translator for some or all of your 9-1-1 call.
- If you are able to state the type of emergency and the address BEFORE asking for the interpreter, help will come a bit faster
- After you state your language (in **English**, if possible) and ask for an interpreter, wait on the phone until the interpreter comes on. This make take a few minutes.
- The 9-1-1 dispatcher may herself suggest using an interpreter. If she does, don't be surprised. It will help her get the information she needs as quickly as possible to provide you the best care.



ACTIVITY

- 1. In the LARGE GROUP (if comfortable), have each person state his or her language (In English if possible)
- 2. Taking turns in the LARGE GROUP, have each person say
 - " Interpreter, please" (in English if possible)

SUPPLIES

- Flip chart

FURTHER INFORMATION

- Advantages of an interpreter- Can communicate more clearly
- Disadvantages of an interpreter- Can slow down initial steps
- You do **NEED** an interpreter eventually if you need to explain a complicated situation or to receive CPR instruction

Interpreter services: A 3-way phone call



1. Dispatcher
talks to
interpreter



3. Interpreter
talks to
dispatcher



2. Interpreter
talks to caller



Interpreter services: A 3-way phone call

TEACHING POINTS

- The dispatcher will ask questions, which the interpreter will translate for you. Wait until you hear and understand the full question to respond.
- When you respond, the interpreter again needs to translate for the dispatcher. Wait for them to talk to each other.



ACTIVITY

- Brief LARGE GROUP PRESENTATION

SUPPLIES

- Flip chart

FURTHER INFORMATION

Is the patient conscious?



Is the patient conscious?

TEACHING POINTS

1. “Unconscious” means a person can’t respond.
2. An unconscious person is often (but not always) motionless.
3. You can try to see if a person is conscious by tapping his or her shoulder or calling him or her by name.
4. If that does not work, you can rub his chest hard or even pinch him.
5. If the person does not respond to any of those measures, he is almost certainly unconscious.
6. Tell the dispatcher what you observe.



ACTIVITY

- Brief LARGE GROUP DISCUSSION

SUPPLIES

- Flip chart

FURTHER INFORMATION

- As soon as a dispatcher knows you have an urgent medical problem and your address she will send help. Keep answering her questions. It won't delay the help.

Is the breathing normal?

NOT
normal
breathing!



See if chest is rising and falling in a normal fashion

Is the breathing normal?

TEACHING POINTS

1. Watch for the rise and fall of the chest. You may have to unbutton or pull up the shirt to see.
2. Listen near the nose and mouth for breathing sounds for no more than 10 seconds.
3. Feel for air movement with your face next to the nose and mouth for no more than 10 seconds.
4. If there is only a rare rise and fall of the chest with snorting, sighing, gurgling or snorting sounds, that is not normal effective breathing.
5. Tell the 9-1-1 dispatcher what you observe.



ACTIVITY

Brief LARGE GROUP DISCUSSION

SUPPLIES

- Flip chart

FURTHER INFORMATIONL:

When the patient is making snorting sounds or gasping or moaning sounds, this is NOT normal breathing. In 50% of cardiac arrests patients make such noises which is called “agonal respirations”. This is just air leaving the body. The patient is NOT breathing!

How old is the patient roughly?

Infant



Child



Adults

How old is the patient, roughly?

TEACHING POINTS

1. General categories only are fine, unless you know with certainty
 - Infant - < 1 year old
 - Child- 1 year old up to early adolescence
 - Adults- All others including adolescents (teenagers), young adults, middle aged people, and the elderly
2. Give the dispatcher this information
3. The dispatcher will give you specific CPR instruction over the phone for the patient based on age.

ACTIVITY

- Brief LARGE GROUP DISCUSSION about these categories.

SUPPLIES

- Flip chart

FURTHER INFORMATION

- When first responders arrive, they will perform a slightly different type of CPR on an infant or a child.

If a patient is unconscious
and not breathing normally:

CPR!



If a patient is unconscious and not breathing normally, CPR!

Hands-only CPR training goals

TEACHING POINTS

1. Hands only CPR is a method which can save a life of a person likely having a cardiac arrest
2. Prompt CPR helps a patient survive until help arrives to stabilize and transport the patient to a hospital
3. A nearby bystander can recognize a life-threatening emergency, call 9-1-1, and perform CPR when necessary until First Responders arrive
4. The 9-1-1 dispatcher notifies the First Responders.
5. The 9-1-1 dispatcher will instruct you in CPR unless you tell her you know how to do it
6. Through the skills training, we want you to know how to call 9-1-1 and how to do hands only CPR

ACTIVITY

- LARGE GROUP DISCUSSION

SUPPLIES

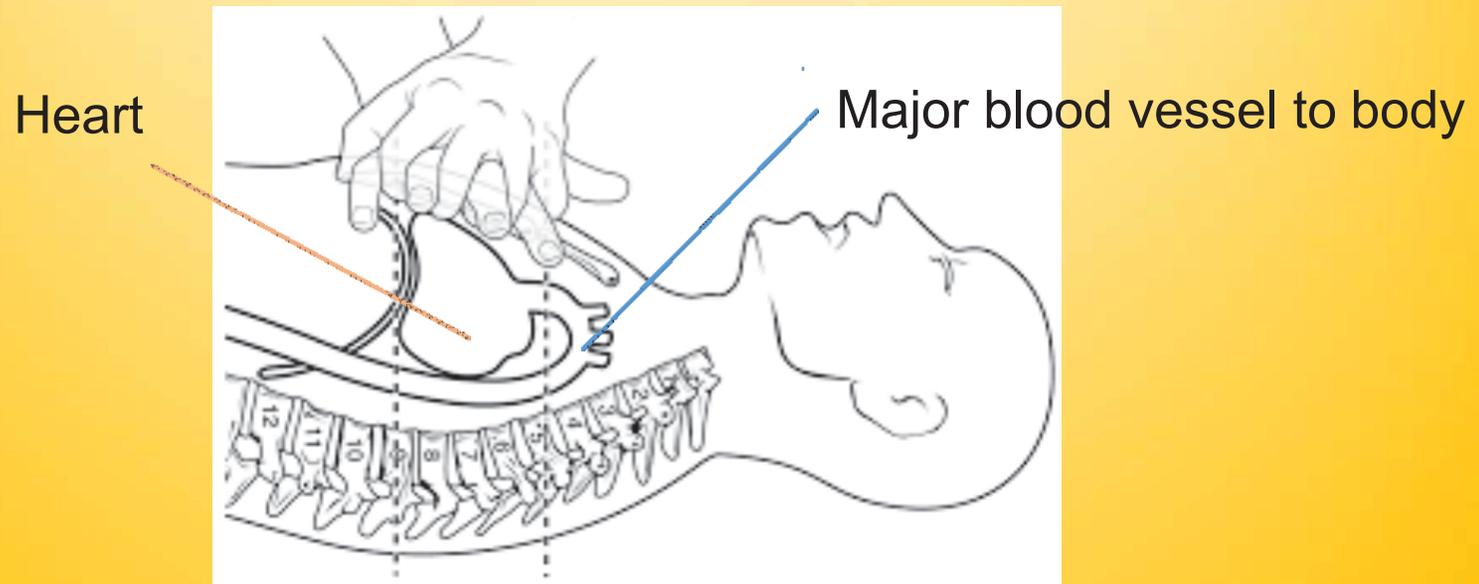
- Flip chart
- For module 2- 1 manikin for each 2 students plus 1-2 extras
- Cell phone metronome app for group
- Wipes to clean the manikin
- Role playing scenarios

FURTHER INFORMATION

NOTE: Sometimes a patient will make sounds such as moaning, gasping or snorting. These are NOT normal breathing sounds. Best way to check if a person is breathing normally is to look and see if the chest is going up and down in a normal fashion.

How hands-only CPR works

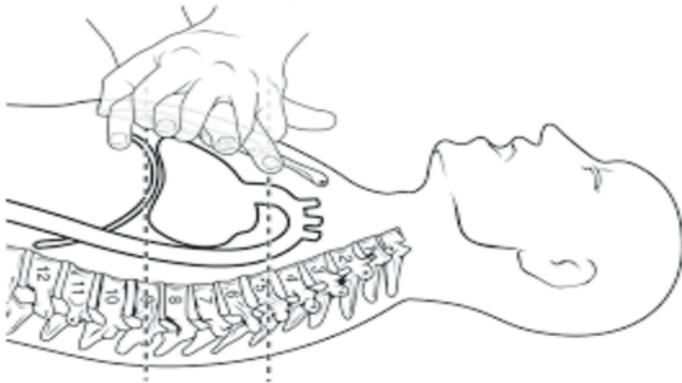
Pushing down hard forces the heart to pump blood to the body



How hands-only CPR works

TEACHING POINTS

The chest is squeezed repeatedly. Pushing down hard forces the heart to pump blood to the body which will deliver oxygen to the brain (which lessens the damage to the brain if a person survives)



ACTIVITY

- Brief LARGE GROUP PRESENTATION

SUPPLIES

- Flip chart

FURTHER INFORMATION

- The depth needs to be deep enough to squeeze the heart.
- Between contractions the heart needs to be able to fill.

How does CPR save lives?



How does CPR save lives?

CPR prepares the body for the AED (automatic electronic defibrillator)

TEACHING POINTS

1. CPR slows down the dying process while waiting for the Automatic External Defibrillator (AED)
2. AEDs are the definitive treatment for cardiac arrest.
3. First responders carry an AED
4. Sometimes AEDs are in public places like airports



ACTIVITY

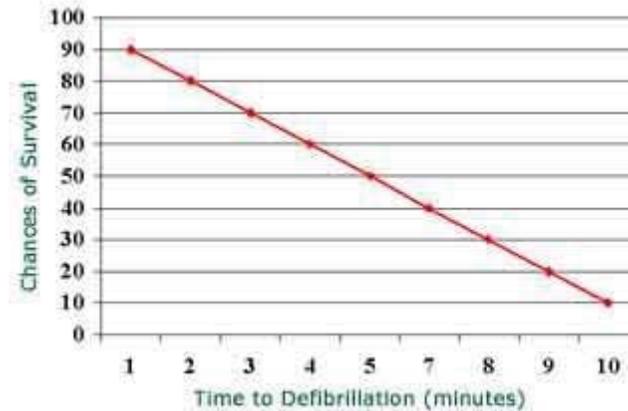
- LARGE GROUP DISCUSSION

SUPPLIES

- Flip chart

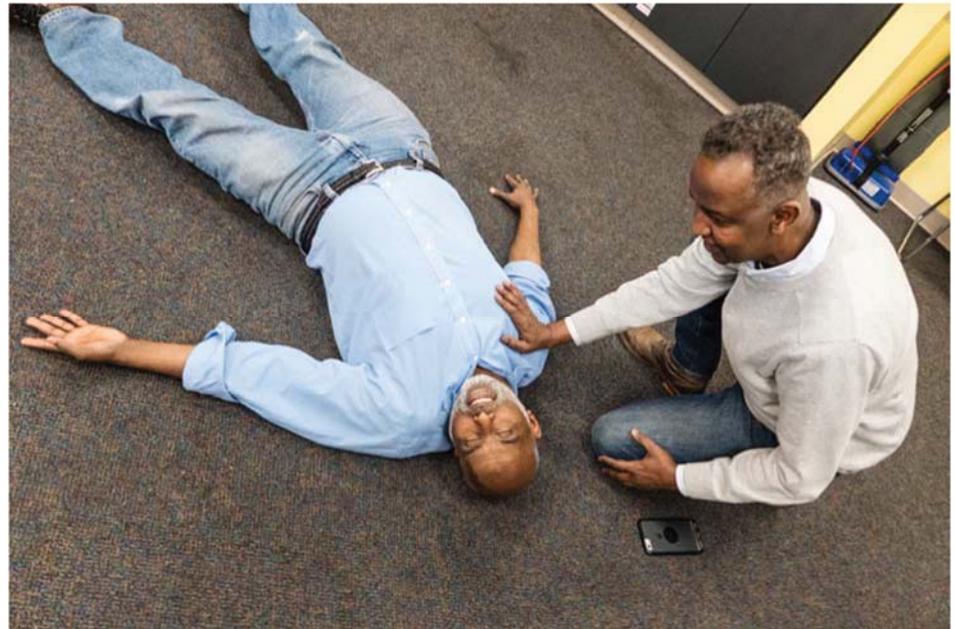
FURTHER INFORMATION

For every minute of delay there is a 10% lower chance that a patient will survive



Preparing for CPR

1. **Call 9-1-1!**
2. **Assess:** Is the area *safe for you?*
3. **Prepare:** Put patient on a flat, hard surface



Preparing for CPR

Call 9-1-1, assess the situation, and prepare for CPR

TEACHING POINTS

- If you are in a potentially hazardous area, make sure you are safe first.
- Can you think of some potentially dangerous situations? (Imagine you are next to a busy freeway after a car accident, near downed power lines, near flood water, or in a location where gasoline has spilled on the ground.



ACTIVITY

- LARGE GROUP DISCUSSION

SUPPLIES

- Flip chart

FURTHER INFORMATION

Hands-only CPR Steps

The dispatcher will give you instructions!

1. Put the person flat on his or her back on a hard surface
2. Kneel beside the patient
3. Put one hand in the middle of the chest right between the nipples
4. Place the other hand on top of the first hand
5. With arms locked, push down **hard and fast!**

Count out loud with the dispatcher!

Hands-only CPR steps

TEACHING POINTS

- The patient needs to be on a hard flat surface (usually the floor) where you can work on him relatively easily from above
- Kneel to the side (Don't straddle the patient)
- Take the time to find the proper hand position
- Arms should be locked and straight
- Push straight up and down
- Don't remove your hands from the chest between compressions
- If you get tired take turns with someone else if they are available
- Change places quickly if you do so.
- Depth: About 2 inches (5-6 cm) in an adult
- Rate: 100-120 hard compressions/min ideally

ACTIVITY

- **Break up into GROUPS OF TWO**
- **Make sure everyone has a manikin**
- **Make sure the metronome rate is set for 100 beats/minute**

SUPPLIES

- Manikins
- Metronome
- Wipes

FURTHER INFORMATION

- It is possible to break ribs and cause local bruising with CPR, but you can save a life and these other injuries will heal.
- Good Samaritan law protects you legally if you provide aid for another person.

Hand Position

Place one hand on middle of chest, the second hand on top of the first



Right
between
the nipples

Hand position:

Place one hand on middle of chest and the second hand on top of the first

TEACHING POINTS

- Correct hand position is essential to squeeze the heart effectively so take the time to get positioned first.
- Even though this picture shows a patient, we practice on manikins because it is much safer!



ACTIVITY

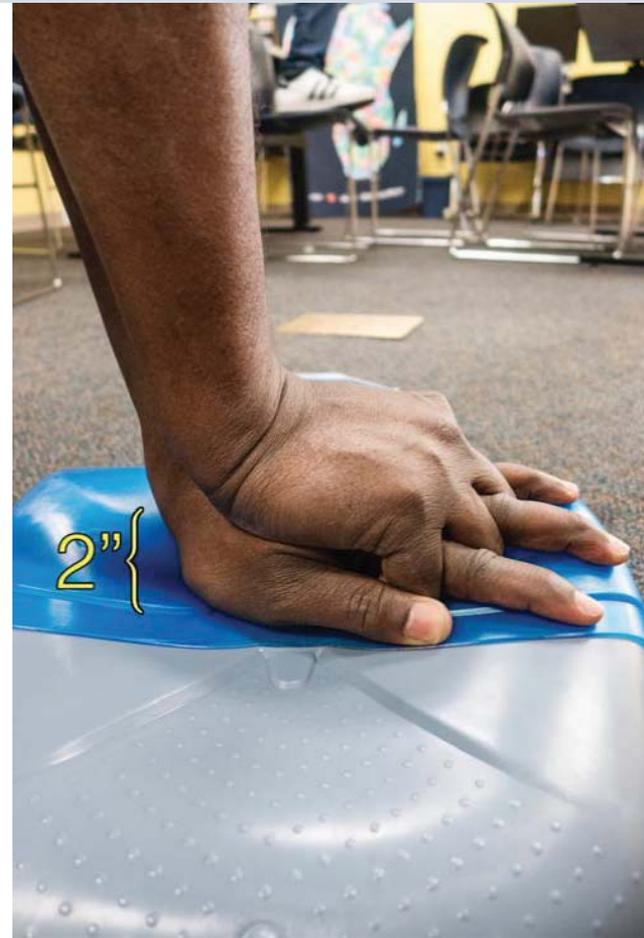
- Brief DEMONSTRATION on a manikin, then PAIRS. One individual from each pair practices on a manikin while their partner watches, then switch places.

SUPPLIES

- Flip chart
- Manikins

FURTHER INFORMATION

“ Push Hard!”



“ Push hard”

TEACHING POINTS

- There are many kinds of manikins. They let you practice without using a real person.
- Correct position: Hands mid chest, between the nipple line, one hand on top of the other, arms locked
- Correct depth: 2 inches for an adult



ACTIVITY

- **PAIRS SKILLS TRAINING:** One student performs hands-only CPR while his or her partner observes the positioning and depth of compression. Then the two students switch places
- Instructor can circulate and observe and provide additional feedback

SUPPLIES

- Flip chart
- Manikins
- Rulers (optional) to check the depth
- Cleaning wipes

FURTHER INFORMATION

“ Push fast!”



“Push fast”

TEACHING POINTS

- Correct rate is 100-120 beats/minute
- Provide phone app references for metronomes
- Practice in pairs until you can do CPR at the right rate



ACTIVITY

- Have the metronome running for the whole class for the whole activity period
- PAIRED ACTIVITY: In groups of 2, take turns doing CPR at the correct rate. Then switch places.

SUPPLIES

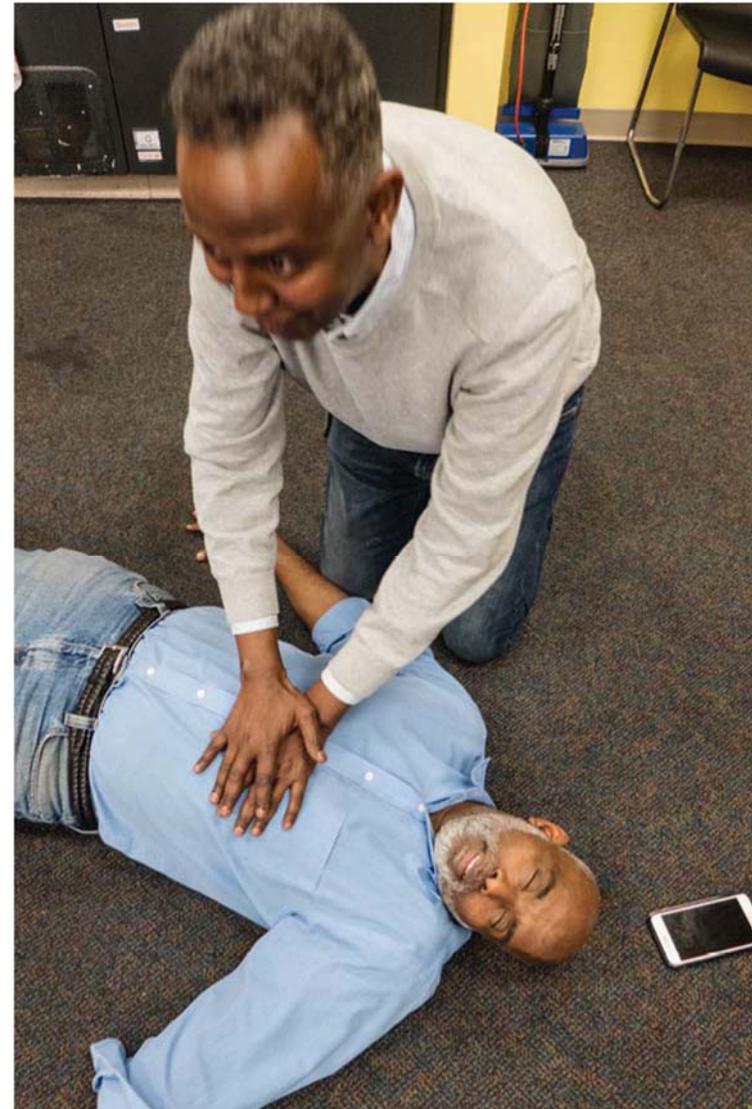
- All the supplies from previous page plus
1 metronome for the whole group

FURTHER INFORMATION

**“ Push hard
and fast!”**

At least 2
inches deep
(5-6 cm)

100-120
beats/minute



“Push hard and fast!”

TEACHING POINTS

- Each student should have an opportunity to perform 2-3 minutes of uninterrupted CPR
- Notice your partner’s position and rate
- Make sure each person has a cellphone close by so that a 9-1-1 dispatcher can help them count the rate.
- Be sure to let your students know that they can stop if they are becoming really tired
- In a real life situation, however, if someone does not continue CPR, the heart will not pump blood to your patient’s body.



ACTIVITY

PAIRS EXERCISE

- Leave flip chart open to the picture
- Have the metronome on at a rate of 100 beats/minute
- Have students take turns doing CPR and observing their partner

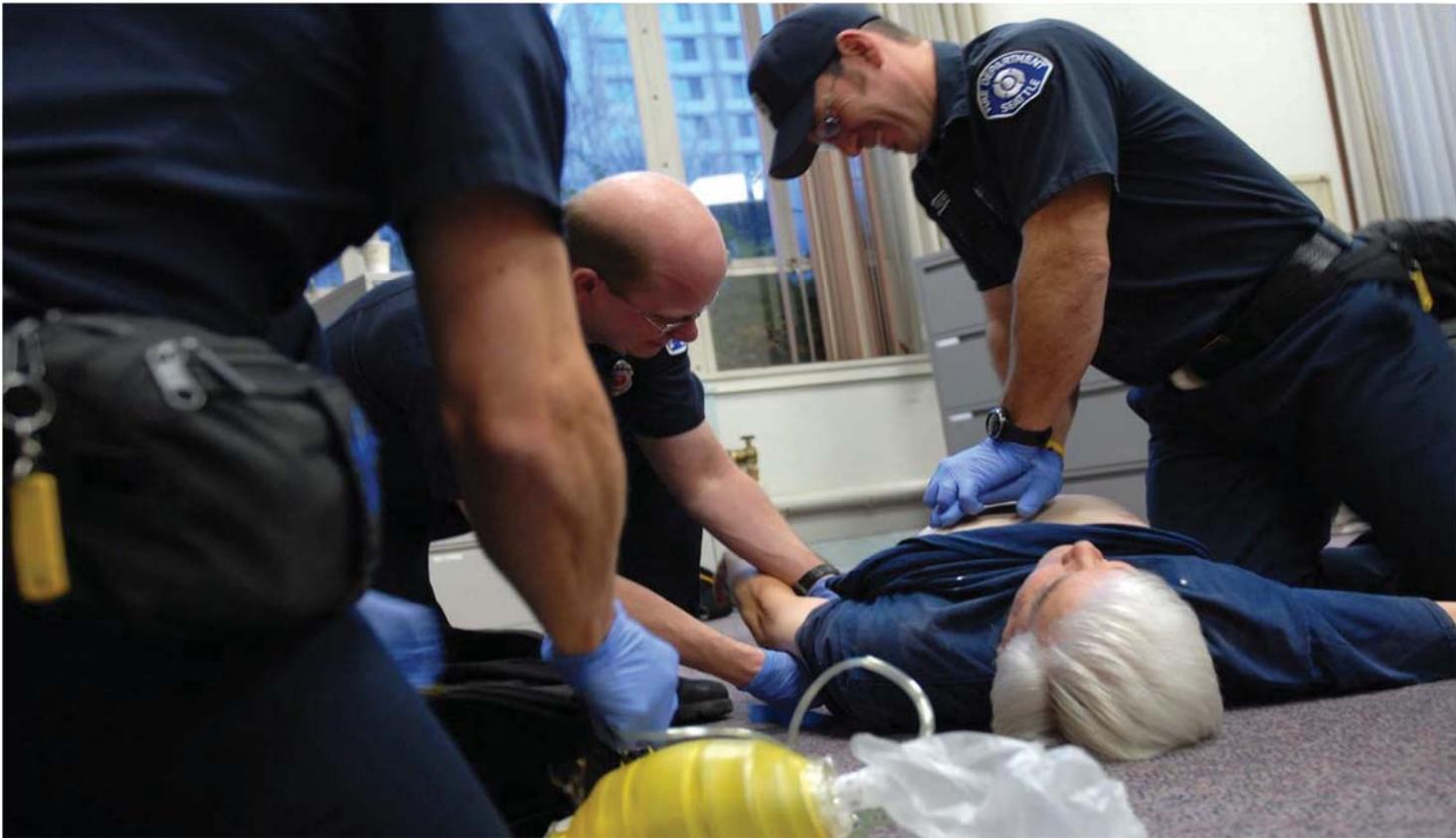
LARGE GROUP QUESTION AND ANSWER PERIOD

- Field questions and comments from the large group
- Discuss getting tired and what to do about it. In a real situation, it would be a great idea to switch off with someone else about every 2 minutes, but there should be no prolonged stopping to switch

FURTHER INFORMATION

Let students know that firemen and other First Responders usually DO take turns every 2 minutes because of fatigue. It is CRITICAL however not to stop while switching off.

Don't stop until help arrives
and takes over!



Don't stop until help arrives and takes over!

TEACHING POINTS

- When you stop doing CPR, blood is no longer pumped to the body.
- Continue CPR until your patient becomes conscious and pushes you away, until help arrives and takes over, or unless you are simply too exhausted to continue.
- Be sure to **unlock the door** for the First Responders
- When they do arrive they will usually take over almost immediately.
- Stay around to provide any necessary information.
- The firemen will almost always arrive first. They are trained in resuscitation methods. Paramedics are usually the people who stabilize and transfer the patient to the hospital.

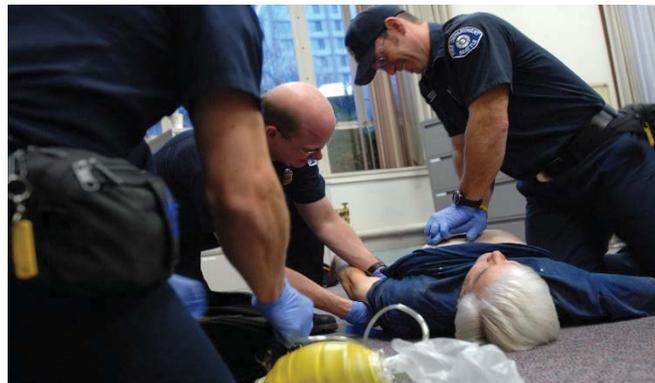
ACTIVITY

- LARGE GROUP DISCUSSION

SUPPLIES

- Flip chart

FURTHER INFORMATION



Hands-only CPR training



Hands-only CPR training

TEACHING POINTS

- Hands-only CPR means pushing down hard and fast on the chest (compressing the heart) without doing rescue breaths.
- For the rest of this training, we will use manikins and work in small groups to learn and practice hands-only CPR.
- Hands- only CPR is easier to do than traditional CPR. There is no risk of infection. It is almost as effective as regular CPR in the first several minutes before First Responders arrive.



ACTIVITY

- Brief LARGE GROUP DISCUSSION

SUPPLIES

- Flip chart
- Manikins
- Metronome
- Rulers (optional)
- Cleaning wipes

FURTHER INFORMATION

Putting it all together



“9-1-1, what is your emergency?”

Putting it all together: Calling 9-1-1, followed by CPR

TEACHING POINTS

Putting it all together

- Calling 9-1-1
- Providing essential information
- Obtaining language assistance if needed
- Performing hands-only CPR

SUPPLIES:

- Flip chart
- Metronome
- Phones for use by dispatcher, interpreter, and caller
- Manikins



ACTIVITY

Role playing, GROUPS OF 3 OR MORE (10-15 minutes)

- 1 person in group is the **caller**, the second the **dispatcher**, the third the **interpreter**.
- Instructor and 2 volunteers can model role playing first.
- Provide a picture and/or a verbal description of a medical emergency to the designated caller.
- Have caller call 9-1-1
- Have dispatcher ask all the important questions about the situation
- Caller can identify his language and ask for an interpreter whenever he or she wants
- Caller states that he has a **MEDICAL** emergency and provides the **ADDRESS**.
- Caller answers other questions from the dispatcher regarding if he or she is the patient, is the patient **CONSCIOUS**, is the patient **BREATHING NORMALLY**, and what is the patient's **AGE?**
- Caller provides **PHONE NUMBER**
- Dispatcher recommends starting CPR
- Dispatcher provides CPR instructions to the caller
- Caller follows CPR instruction, via interpreter as needed
- Caller stays on the line until First Responders arrive and take over
- After about 2-3 minutes of CPR, instructor can state that First Responders have arrived and are assuming care for the patient.
- Review the scenario as a large group- What went well? What could use some improvement

End of Course

- Take home materials
- Evaluations
- Certificates

- *Thanks!*
- *Tell your friends about what you have learned!*

End of Course

- Take home materials: In the bags. Show each item and explain its function). Offer to help students in filling out their language and address on wallet cards if desired. Provide extra wallet cards for family members.
- Certificates- Fill out certificates at the break and hand them out at the end.

Thank your students for completing this important training for themselves, their family, and their community.

Have them tell their friends about the trainings.