

SECTION 01 - Choking

Choking

Start by asking student “*You see a child eating a hotdog and has the universal choking sign engaged. The child is coughing profusely. What should you do?*” If the student replies “Heimlich Maneuver” they are **incorrect** this child is passing air (via his/her coughing) so the child must be encouraged to cough.

Ensure the student understands that choking is occurring when there is no passing of air. Have the student explain the “Heimlich Maneuver” to you by demonstrating (without *actually* doing) the maneuver on another staff member. Hand-over fist, thrusting over abdomen in an upward position.

Ask victim what to do with pregnant women? Chest Thrust.

victim what to do with an infant? Minding the infants throat, delivery back slaps with the child at 30-45 degree angle, after 5 back blows then child should be flip to deliver 5 chest thrust between the nipple line (repeat until 911 arrives).

Ensure the student knows 911 is the first thing to be assigned to another staff member which should be assigned by the EIC whenever possible.

SECTION 01 - CPR

Unconscious Victim (CPR)

Note: it is normal and common to break ribs while performing good CPR; explain to student to expect this possibility and to not be alarmed if it occurs.

ADULT:

Here you will use a gym spring board with 2-3 springs in it as your “adult patient” tell the student that the *adult* patient is the spring and has been found unconscious, tell the student to perform by acting out what he/she will do.

01) The student must try to waken victim verbally and by tapping on shoulders etc then the student must attempt a sternal rub... if nothing works (verbalize nothing works to student): check for breathing (tell student there is no breathing).

02) Student should appropriately assign someone for calling 911.

03) Student must find the nipple line and with a 90 degree angle directly over the victim, student must begin chest compressions utilizing the hand over fist method.

04) Chest compressions should be none stop “hard and fast” about two-inches deep (The

beat/pace of the popular “staying alive” song is a classically good rule of thumb).

05) Student should ask someone to switch with him/her every 2 minutes and not stop the CPR process until EMS takes over or breathing resumes.

For adults G.USA utilizes “Hands Only CPR” thus “Rescue Breaths” are not necessary.

Have the student should you at least 20 seconds of good compressions before approving.

CHILD:

Here you will use a gym spring board with 2-3 springs in it as your “child patient” tell the student that the *child* patient is the spring and has been found unconscious, tell the student to perform by acting out what he/she will do.

01) The student must try to waken victim verbally and by tapping on shoulders etc then the student must attempt a sternal rub... if nothing works (verbalize nothing works to student): check for breathing (tell student there is no breathing).

02) Student should appropriately assign someone for calling 911.

03) Student must give two slow breaths for about a second each (“Rescue Breaths”) while watching for chest rise; student must be careful not to pump *too* much air into the child. *“If they are half your size, give half your breath”*. Have the student act out these breaths without touching their lips to the pretend patient.

04) Student must find the nipple line and with a 90 degree angle directly over the victim, student must begin chest compressions utilizing only **one arm/hand**.

05) Chest compressions should be none stop “hard and fast” just enough to visibly push the chest down. Student should give only 30 chest compressions. Student is to count out loud 30 chest compressions.

06) Immediately student should give two more slow breaths (“Rescue Breaths”) while watching for chest rise; being careful not to pump *too* much air into the child. *“If they are half your size, give half your breath”*. Have the student act out these breaths without touching their lips to the pretend patient.

07) Student should hypothetically ask someone to switch with him/her every 2 minutes (or about every 5 cycles) and not stop the CPR process until EMS takes over or breathing resumes.

Have the student demonstrate at least 3 good cycles of this.

INFANT:

Here you will use a baby doll as your “infant patient” tell the student that the *infant* patient is the baby doll and has been found unconscious, tell the student to perform by acting out what he/she will do.

01) The student must try to waken victim verbally and by tapping on shoulders etc (no sternal rub on infants)... if nothing works (verbalize nothing works to student): check for breathing (tell student there is no breathing).

02) Student should appropriately assign someone for calling 911.

03) Student should give two slow breaths for about a second each (“Rescue Breaths”) while watching for chest rise; student must be careful not to pump *too* much air into the infant. **Infants should receive what is the equivalent to a “puff” of air.** Student should verbalize that he will cover the mouth and nose of infant’s face with their own mouth. Have the student act out these breaths without touching their lips to the pretend patient.

04) Student must find the nipple line and with their hand placed directly over the victim, student must begin chest compressions utilizing only **two fingers**.

05) Chest compressions should be none stop “hard and fast” with the depth being just enough to visibly push the chest down. Student is to count out loud 30 chest compressions.

06) Student must immediately give two more slow breaths (“Rescue Breaths”) while watching for chest rise; being careful not to pump *too* much air into the infant. **Infants should receive what is the equivalent to a “puff” of air.** Student should verbalize that he will cover the mouth and nose of infant’s face with mouth. Have the student act out these breaths without touching their lips to the pretend patient.

07) Student should hypothetically ask someone to switch with him/her every 2 minutes (or about every 5 cycles) and not stop the CPR process until EMS takes over or breathing resumes.

Have the student demonstrate at least 3 good cycles of this.