

CPR Made Simple **Instructor's Manual**



American Red Cross

**Developed by the Heartland Regional Chapter of the
American Red Cross**

Acknowledgement

The innovation and development of *CPR Made Simple* has been a tremendous team effort! The Heartland Chapter would like to thank our instructors for their help in creating and piloting this program, as well as chapter staff for providing sound leadership, guidance and support throughout the process. The technical curriculum and marketing expertise provided by National Headquarters that has led to the finalization of this program is much appreciated.

Congratulations to the Heartland Chapter team! The *CPR Made Simple* course has been approved by National Headquarters for use by chapters nationwide.

I am truly grateful to each person involved in the success of this exciting new program!

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Administrative Section

Purpose

The goal of this course is to reach more people with life-saving skills by offering a short, inexpensive alternative to certification courses. CPR Made Simple is a one-hour course designed for individuals who want to learn CPR/AED but do not need or desire certification. The course introduces individuals to Adult CPR/AED and focuses on hands-on practice of Adult CPR/AED skills.

Program Content

This is a NON-CERTIFIED training. All the Adult CPR/AED skills in the certified course were reviewed and broken down to their very basic components. CPR Made Simple is a course where the **skills are the most important component**. Participants do not take a written or skills test.

Participant Prerequisites

There are no participant prerequisites for CPR Made Simple.

Instructor Prerequisites

A currently authorized instructor or instructor trainer in Lay Responder First Aid and CPR/AED, Emergency Response, Lifeguarding or CPR/AED for the Professional Rescuer.

Instructor Training

To become a CPR Made Simple instructor, candidates must—

- Obtain copies of the *CPR Made Simple Instructor's Manual*, the *First Aid and Preparedness* booklet and *Emergency Action Steps* wallet card.
- Complete either a self-orientation or attend a group orientation.
- Return the verification form to the chapter of authorization.

Instructor Responsibilities

The *CPR Made Simple Instructor's Manual* is required for instructors to teach *CPR Made Simple*. Instructors should use this manual as a guide to ensure all information has been covered. A Course Outline is provided for experienced instructors to use.

It is **critical** for instructors to be very familiar with the skills, lesson plans and participant materials (*First Aid and Preparedness* booklet and *Emergency Action Steps* wallet card) prior to teaching due to the time constraints.

Course Time and Pace

This course is approximately 1 hour in length.

In order to meet the outcomes in a timely fashion, it is essential that this course be taught at a quick pace. The lesson plan **must** be followed very closely **being careful not to add additional information**.

Adapting the Program

The speed of the course may have to be adapted for some groups. Add about 30 minutes to 1 hour for any course taught to children under the age of 15 or adults over the age of 60. The lesson plan remains unchanged; however, it will need to be at a slower pace.

Class Size

This course is designed for no more than 24 participants per instructor. If the course has more than 24 participants, it is recommended that the instructor have a co-instructor or aide.

Class Room Space

Please refer to pages 9 and 10 of the *First Aid/CPR/AED for the Workplace, Schools and the Community Instructor* manual.

Required Materials

- Course Record form
- Adult Manikins at a ratio of 1 per 2 students
- AED Trainers at a ratio of 1 per 2 students
- 1 *Emergency Action Steps* wallet card (656705) per student **and/or**
- 1 *First Aid and Preparedness* booklet (658232) per student
- 1 CPR breathing barrier per student
- 1 pair of non-latex gloves per student
- *CPR Made Simple Instructor's Manual*

Completion Requirements

This is a non-certified course. If a customer does not want to practice skills on the manikin, they are not required to do so for course completion. Participants should be encouraged to practice on the manikins unless there is an extenuating circumstance (for example they have a disability or some sort of transmittable disease).

If a participant chooses to only observe the course without participation, this is acceptable. However, retention of the information is not as effective as it is for a participant who fully participates. Note that the skill practice sessions, with the exception of checking the unconscious person, can be practiced on a table. This is an exception to the certified course, but can be done only if a participant is unable to practice on the floor.

Certification

None. Participant may receive a "has attended" certificate.

Course Code

CGCPR101

Teaching Strategy

Fundamentals of Instructor Training (FIT), Lesson 5 (page 12) discusses “Facilitating Discussions and Task Groups.” Specifically, the terms “push,” “pull,” and “balance.” This course is a delicate BALANCE of “push” and “pull.” The only way to get this course completed in an hour, with the desired retention, is through a high level of interaction with the customers for the entire hour. “Push” teaching and demonstrating the skills, then “pull” the information back out by asking open-ended questions and having the participants demonstrate the skills back. Follow up and reiterate from student’s answers, “Then what?” Frame the course with the “Fast Facts” listed in the Instructor’s Manual.

The simple version of adult learning theory, as it relates to CPR, is adults learn most effectively if they are telling you the information or actually practicing the skills rather than through lecture.

Answering questions

There are certain points in the course for customers to ask questions (see the lesson plan). However, answers should take no more than 30 seconds and you should only allow about 2 questions per Topic. If customers have additional questions, please answer them at the end of the course or encourage them to take a certified course.

Example questions that often get addressed at the end of a class include:

- How do I get certified?
- Can you show me Infant & Child CPR?
- Am I protected by Good Samaritan Laws?
- What is Compression-only CPR?
- What if you do not have breathing barriers?
- What about rescue breathing?
- Why no pulse checks?

Additional Helpful Instructor Resources

Appendix H (pages 229-231) of the *First Aid/CPR/AED for the Workplace, Schools and the Community Instructor’s* manual has a list of common skill errors.

The frequently asked questions at the end of each section in the *First Aid/CPR/AED for the Workplace, Schools and the Community Instructor’s* manual are very helpful in providing answers to common questions customers asked in class.

Glove Removal and Personal Protection

Briefly discuss taking personal responsibility to protect oneself from communicable diseases. This is a good time to quickly introduce breathing barriers and first aid kits that the American Red Cross sells. Doing a brief glove removal demonstration when the student gloves and face shields are handed out is a suggestion.

Statistics

Chapters may add local statistics for EMS response times and survivability to the applicable sections of the lesson plan.

Good Samaritan Acts

Nearly every state has enacted a statute designed to promote humanitarian rescue acts by protecting rescuers from liability. These statutes vary from state-to-state, but there are two common requirements: 1) the rescue act must be voluntary, and 2) the assistance or care rendered during the rescue must be performed in good faith.

Compression-Only CPR

Given that this course is geared toward individuals who do not require certification, compression-only CPR is an option. Educate participants that it is better to do this than to do nothing or to delay care. Compression-only CPR involves giving continuous chest compressions (at a rate of 100 compressions per minute) without rescue breaths. Compression-only CPR can benefit adults suffering cardiac arrest. If a lay responder is unwilling, unable, untrained in full CPR, or unable to continue full CPR they should be encouraged to give continuous chest compressions once someone has activated the EMS system.

CPR Made Simple Verification Form

Instructor Name _____

Address _____

City _____ State _____ Zip _____

Phone _____ E-mail _____ Instructor ID Number (optional) _____

Instructions: Please complete this form and return it to your chapter of authorization.

Verification of Authorization

I verify that I am currently an American Red Cross: (check all that apply)

- Lay Responder First Aid and CPR/AED, Emergency Response, Lifeguarding or CPR for the Professional Rescuer Instructor
- Lay Responder First Aid and CPR/AED, Emergency Response, Lifeguarding or CPR for the Professional Rescuer Instructor Trainer

Instructors and Instructor Trainers must obtain the required materials, complete a self-orientation or group orientation to the course, as well as complete and return this verification form to the chapter of authorization. Upon completion of these requirements, instructors will be authorized as *CPR Made Simple* instructors. A new instructor certificate will not be issued.

Verification of Orientation to the *CPR Made Simple* course

- I attended a group orientation session

Date of session _____ Location _____

Signature of IT or H&S Administrator

Printed Name of IT or H&S Administrator

-OR-

- I completed a self-orientation

I certify that I have reviewed the *CPR Made Simple* course as a part of either the self-orientation or group orientation and have my own copies of the following material:

- CPR Made Simple Instructor's Manual*
- First Aid and Preparedness* booklet
- Emergency Action Steps* wallet card

Signature

Date

CPR Made Simple Course Outline

Course Outline:

Topic Number	Topic	Time	Run Time
1	Introduction	3 minutes	3 minutes
2	Check-Call Care	4 minutes	7 minutes
3	Demonstrate Conscious Choking.	2 minutes	9 minutes
4	Conscious Choking Practice	5 minutes	14 minutes
5	Demonstrate Checking an Unconscious Person	2 minutes	16 minutes
6	Checking an Unconscious Person Practice	5 minutes	21 minutes
7	Demonstrate CPR	3 minutes	24 minutes
8	CPR Practice	10-15 minutes	34-39 minutes
9	Unconscious Choking Demonstration	3 minutes	37-42 minutes
10	Unconscious Choking Practice	5-10 minutes	42-52 minutes
11	AED Demonstration	3 minutes	45-55 minutes
12	CPR/AED Practice	8 minutes	53-63 minutes
13	Closing	2 minutes	55-65 minutes
Total Time			55 minutes to 1 hour 5 minutes

CPR Made Simple Lesson Plan

Lesson Objectives

After completing this lesson, participants will:

- Demonstrate or describe how to follow the emergency action steps.
- Demonstrate or describe how to care for a conscious choking adult.
- Demonstrate or describe how to check an unconscious adult.
- Demonstrate or describe how to give CPR to an adult.
- Demonstrate or describe how to care for an unconscious choking adult.
- Demonstrate or describe how to use an AED.

Overview

The lesson plan provides specific information on how to conduct the course. As Instructors gain more experience with the course content and format, they may use the outline (page 9) as the course is fast-paced and the timeline might not be met if the lesson plan is read to the participants.

Answer no more than 2 questions at the end of each segment. Offer a question and answer period at the end of the course for participants who wish to stay.

Topic 1: Introduction

Topic Time	Run Time
3 min	3 min

1. Welcome participants and introduce yourself; just your name and how long you have been teaching as a Red Cross instructor. There is no time for a complete history.
2. Briefly review any facility policies and procedures to include emergency exits, restrooms, eating and drinking, etc.
3. Provide a breathing barrier and gloves to each participant and discuss manikin cleaning procedures. Refer to appendix J of the *First Aid/CPR/AED for the Workplace, Schools and the Community Instructor's manual*. Participants can request their own manikin as long as it does not disrupt the minimum manikin ratio of 1 manikin for every 2 customers. Refer to appendix K of your *First Aid/CPR/AED for the Workplace, Schools and the Community Instructor's manual*.
4. Stress this is a non-certifying course designed as an introduction to Adult CPR/AED. This will not meet the requirements of people who need to be certified.
5. Tell participants that due to the fast pace of the course instructors will only be able to answer a couple of questions at the end of each segment. There will be a question and answer period at the conclusion of the course for those who wish to stay.
6. Pass around course record sheet and have them sign their name.
7. Ask participants "Have you ever taken CPR before?"

Instructor's Notes:

When the Emergency Action Steps wallet card is handed out, Instructors may opt to have the students fill out the back side with their local emergency number, emergency contact information, allergies, and medical conditions, with a brief explanation of why this is important information for EMS to know.

Topic 2: Check—Call—Care

Topic Time	Run Time
4 min	7 min

1. Tell participants the “Fast Facts”:
 - “Sudden cardiac arrest is one of the leading causes of death among adults in North America. Each year, it claims the lives of over 300,000 in the U.S. Once every one or two minutes, another American succumbs suddenly, without warning.”
 - The average response time for first responders once 9-1-1 is called is 8 to 10 minutes.”
 - “For a victim whose heart has stopped beating, brain death will occur in 8-10 minutes. If care does not begin before EMS arrives, there is little chance the person will survive.”
 - “For each minute defibrillation is delayed, the chance for survival for a person in cardiac arrest is reduced approximately 10 percent.”
 - “85 percent of out-of-hospital cardiac arrests occur at work or at home.”
 - “Sudden cardiac arrest can be treated most effectively by a combination of CPR and defibrillation.”

Instructor’s Note: Chapters may add local statistics for response times and survivability.

2. Next, tell participants: “There are 3 basic things that have to happen for any person to survive an emergency. The emergency action steps are:
 - “Check the scene for safety and the person for life-threatening conditions.”
 - “Call 9-1-1 or the local emergency number.”
Instructor’s Note: Point out if a person is conscious and refuses care, still call 9-1-1!
You only need permission to provide care, not to call 9-1-1.
 - “Care for the person.”

Topic 3: Conscious Choking

Topic Time	Run Time
2 min	9 min

1. Tell participants “If a person is actively coughing, they are not choking. In these cases, encourage them to keep coughing.”
2. “Now, we will go through the emergency steps for helping a person who is choking.”
3. Ask participants, “What is the first thing you do in an emergency?” **Answer:** Check the scene for safety and the person.
4. “A person who is choking:
 - “May clutch at their throat. This is the universal sign of choking.”
 - “Cannot cough, speak or breathe.”
 - “If a person is actively coughing, they are not choking. In these cases encourage them to keep coughing.”
5. “If a person is choking, have someone call 9-1-1 or the local emergency number and ask the person if you can help. If you are the only person who can help, provide care before 9-1-1 is called.”
6. Select a volunteer from the class and demonstrate the skill for adult conscious choking:
 - “Give 5 back blows followed by 5 abdominal thrusts.”
 - “To perform back blows—
 - “Provide support by placing one arm diagonally across the chest and lean the person forward.”
 - “Firmly strike the person between the shoulder blades with the heel of your other hand.”
 - “To perform abdominal thrusts—
 - “Stand or kneel behind the person and wrap your arms around the waist.”
 - “Make a fist with one hand and place the thumb side just above the navel. Grab your fist with your other hand and give quick, upward thrusts into the abdomen.”
 - “Continue back blows and abdominal thrusts until—
 - “The object is forced out.
 - “The person can breathe or cough forcefully.”
 - “The person becomes unconscious.”
8. Tell participants “There may be special circumstances in which you may not be able to properly give abdominal thrusts, for example the person may be pregnant or too large. In this case, chest thrusts must be given.”
9. Demonstrate chest thrusts for a larger conscious choking person:
 - “To perform chest thrusts—
 - “Place your fist against the center of the person’s breastbone and give quick thrusts into the chest.”

Topic 4: Conscious Choking--Practice

Topic Time	Run Time
5 min	14 min

Instructor’s Note: Before you have them practice, explain to the class that all the steps will be practiced in sequence and all groups will go at the same pace. Inform participants not to give actual back blows or abdominal thrusts to their partner.

1. Have the participants stand up and get a partner and select a victim and a responder.
2. Facilitate the skills practice as a group starting with checking the scene and the person.
3. Each participant should practice the skill two times.

Topic 5: Checking an Unconscious Person--Demonstration

Topic Time	Run Time
2 min	16 min

1. "Tell participants, "Now we are going to learn how to check a person who is unconscious."
2. "Before you approach the person, check the scene."
3. Tell participants "When checking the scene, ask yourself the following questions":
 - "What happened?"
 - "Is it safe?"
 - "How many people were hurt?"
 - "Can anyone else help me?"
4. Tell participants "If the scene is safe, check the person for consciousness by tapping on the shoulder and asking, are you OK?"
5. "If the victim is unconscious, call 9-1-1, and then provide care."
6. "If an unconscious person is face down, you will need to roll the person onto his or her back."
7. Ask for a volunteer from the class and tell the participants how to roll a person on their back while you demonstrate:
 - "Position yourself so you are facing the back of the person's head."
 - "Move the arm that is closest to you up next to the head."
 - "Place your hands at the back of the neck and your other hand on the hip."
 - "Gently roll the person toward you, keeping the head, neck and back in a straight line."

Topic 6: Checking an Unconscious Person--Practice

Topic Time	Run Time
5 min	21 min

1. Have the participants get a partner and facilitate skills practice as a group by asking:
 - "What is the first step after recognizing an emergency?" **Answer:** *Check the scene.*
 - "What questions should you ask yourself?"
 - What happened?
 - Is it safe?
 - How many people were hurt?
 - Can anyone else help me?
 - "What do you do to determine if a person is unconscious?" **Answer:** *Tap the person on the shoulder and ask them if they are OK.*
 - "If the person is unconscious and not on their back, what do you do?" **Answer:** *Roll the person on their back.*

Instructor's Note: As the group answers each question, have them perform the skill. Once participants have practiced the skill, have them switch roles and practice again.

Topic 7: CPR--Demonstration

Topic Time	Run Time
3 minutes	24 min

1. Tell participants—
 - “CPR should be performed when a person is unconscious and shows no other signs of life (movement or breathing).”
 - “Adult CPR is a combination of 30 chest compressions and 2 rescue breaths.”
 - “Continue cycles of 30 chest compressions and 2 rescue breaths until:
 - “The scene becomes unsafe.”
 - “You find an obvious sign of life such as normal breathing.”
 - “An AED is ready to use.”
 - “You are too exhausted to continue.”
 - “Another trained responder arrives and takes over.”
2. Tell participants the steps for CPR while you demonstrate :
 - “Locate the correct hand position by placing the heel of one hand on the person’s breastbone in the center of the person’s chest.”
 - “Place your other hand directly on top of the first hand. Try to keep your fingers off the chest.”
 - “Position yourself so your shoulders are directly over your hands.”
 - “Push straight down with the weight of your body, then release, allowing the chest to return to the normal position.”
 - “Tilt the head and lift the chin, then pinch the nose shut.”
 - “Make a seal over the person’s mouth.”
 - “Give 2 rescue breaths.”
 - “Give cycles of 30 chest compressions and 2 rescue breaths.”

Instructor’s Note: We **do not** recheck for signs of life every 2 minutes.

Topic 8: CPR--Practice

Topic Time	Run Time
10-15 min	34-39 min

1. Have the participants get a partner and facilitate skills practice as a group starting with checking the scene and the person.
2. Continue facilitating skills practice for a minimum of 2 minutes of CPR.

Instructor’s Note: Once participants have practiced the skill, have them switch roles and practice again. Repeat the practice if time permits.

Topic 9: Unconscious Choking--Demonstration

Time	Run Time
3 minutes	37-42 min

1. Tell participants “If a person is unconscious and their airway is blocked, provide care for unconscious choking. You may suspect choking due to one of the following reasons:
 - “They may have been a conscious choking person who became unconscious and collapsed.”
 - “You may be providing care for a person who is not breathing and air does not go in when you attempt rescue breaths.”
2. Tell participants the steps for caring for an unconscious choking adult while you demonstrate:
 - “Check the scene and the person.”
 - “Call 9-1-1 or the local emergency number.”
 - “Tilt the head and lift the chin, then pinch the nose shut.”
 - “Make a seal over the person’s mouth.”
 - “Give 2 rescue breaths.”
 - “If breaths do not go in, tilt the head farther back and try 2 rescue breaths again.”
 - “If the chest does not rise—
 - “Give 30 chest compressions.”
 - “Look for an object and sweep it out with a finger if you see one.”
 - “Try 2 rescue breaths.”

Topic 10: Unconscious Choking--Practice

Time	Run Time
5-10 min	42-52 min

1. Have participants get a partner and facilitate skills practice as a group starting with checking the scene and the person.
2. Continue facilitating skills practice for a minimum of 2 cycles of the skill, alternating effective ventilations and ineffective ventilations. The first practice there is no object to sweep; the second practice there is an object obstructing the airway.
3. Once participants have practiced the skill, have them switch roles and practice again.

Topic 11: AED--Demonstration

Topic Time	Run Time
3 min	45-55 min

1. Tell participants

- “Most people in cardiac arrest need an electric shock called defibrillation.”
- “Defibrillation may help the heart to establish an effective heart rhythm.”
- “Each minute that defibrillation is delayed reduces the chance of survival by about 10 percent.”
- “Use an AED as soon as it is available and safe to do so.”

Instructor’s Note: *There is no need to go into specific details about how the machine operates but indicate that they are easy and safe to use. Emphasize that rescuers should follow the voice prompts given by the AED.*

2. Tell participants the AED precautions:

- “Do not touch the person while the AED is analyzing or providing a shock.”
- “Do not use an AED in a moving vehicle.”
- “Do not use an AED on a person in contact with any standing water.”
- “Any medication patch on the chest must be removed while wearing gloves.”
- “Do not use cell phones within 6 feet of an AED.”

3. Tell the participants the steps for using an AED while you demonstrate:

- “Turn on the AED.”
- “Wipe the person’s bare chest dry.”
- “Apply the pads to the person’s chest:”
 - “Place one pad on the upper right chest.”
 - “Place one pad on the lower left side.”
- “Plug the connector into the AED, if necessary.”
- “Let the AED analyze the heart rhythm (or push the button marked “analyze” if indicated and prompted by the AED).”
 - “Advise all responders and bystanders to “Stand clear.”
 - “Do not touch the person.”
- “Deliver a shock by pushing the button if indicated and prompted by the AED.”
 - “Ensure that no one is touching the person and that there are no hazards present such as puddles of water.”
 - “If the AED tells you “No shock advised,” you may have to continue CPR.”
- “In some cases, defibrillation is not required and the AED will not prompt you to deliver a shock. If no shock is indicated, leave the AED attached to the person and continue CPR for about 2 minutes.”
- “Continue to follow the voice prompts of the AED.”

Topic 12: AED—Practice

Time	Run Time
8 min	53-63 min

Instructor’s Note: Each participant should practice the role of lead responder and bystander. Set the AED trainer to a 1 – shock scenario. Instructors may use Scenario 1: AED--Adult located on page 131 of the First Aid/CPR/AED for the Workplace, Schools and the Community Instructor’s manual. A quick summary of the scenario is listed below.

1. Have participants get a partner and facilitate skills practice starting with checking the scene and the person. Once participants have practiced the skill, have them switch roles and practice again.
2. “Tell participants “A person has collapsed and you are the only person trained in CPR and AED. A bystander is available to call for help and bring an AED.”
3. “After observing several cycles of CPR, say “The bystander arrives with an AED and confirms that EMS is on the way.”
4. The responder will:
 - Turn on and prepare the AED for use.
 - Apply the pads.
 - Follow the voice prompts and remind all to stand clear while AED analyzes.
 - Give 1 shock.
 - Allow the AED to analyze and remind all to stand clear while AED analyzes.
 - Follow prompts and give CPR for about 2 minutes.
 - Allow the AED to analyze and remind all to stand clear while the AED analyzes.
 - Begin CPR, as no shock will be advised by the AED.
5. Tell participants “Obvious signs of life are found.”

Topic 13: Closing

Topic Time	Run Time
2 min	55-65 min

1. Congratulate participants for successfully participating in the course.
2. Tell participants: “CPR training combined with Automated External Defibrillation SAVES LIVES and helps increase the survival rates in your community!”
3. Have participants complete the “has attended” certificate (optional).
4. Offer to answer participants’ questions.

Instructor’s Notes:

- Provide a copy of the course record sheet to the organization.
- Provide information on certified courses (i.e. Community Calendar).
- Opportunity to show, tell and sell First Aid kits and breathing barriers.

Total Time	55 minutes to 1 hour 5 minutes
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