

RESOURCES FOR SAVE MO HEARTS TRAINING COURSE

MUSIC

Please feel free to use our Now That's Lifesaving Music! Spotify playlist during your trainings. Each song has a rhythm of 100 to 120 beats per minute — perfect for performing CPR!

TIMELINES

When planning a MO CARES CPR training event, it's helpful to make long-term, short-term and day-of timelines.

- **Long-Term Plan (two months before event)**
 - Designate a primary leader for your event and allocate other roles to other members of the group
 - Meet to assign other duties on this timeline for planning and implementation
 - Contact facility about event, if necessary
 - Estimate the scope of event, including the number of participants and number of trainers required
 - Begin promoting event (review toolkit resources) — Add your own dates, times and location to flyer and social media post templates
 - Review toolkit curriculum
- **Short-Term Plan (two weeks before event)**
 - Edit and distribute promotional flyers from toolkit
 - Add your own dates, times and location
 - Prepare manikins and training equipment
 - Review toolkit curriculum
- **Day of Event**
 - Set up manikins and handouts, including:
 - Save MO Hearts Training Manual
 - Save MO Hearts CPR Card
 - At least one adult manikin, one infant/pediatric manikin and one AED trainer
 - Test any sound equipment if playing the Spotify playlist
 - Set out table tents – see toolkit
 - Prepare your tablet(s) or laptop(s) for participants to take the pre-survey via our Qualtrics QR Code
 - Have participants take pre-training survey before you begin training
 - Facilitate training

CURRICULUM

The following curriculum should serve as a foundation for your community training. Please utilize it to guide the conversation and cardiac arrest simulation for your event. Feel free to add your own agency's personal data or information and include other statistics that are up-to-date and evidence based.

1. Introduction

- Introduce yourself and any other trainers who are present.
- Highlight the goal of today's training: to improve survival from cardiac arrest.
- Explain that this training course is based on the Save MO Hearts initiative. Save MO Hearts is a MU Health Care outreach program that teaches the public to assist someone who has suffered sudden cardiac arrest by performing hands-only CPR until professional medical help arrives.

2. Gauge the Audience

- Ask the following questions:
 - Has anyone taken a CPR class or have prior medical experience?
 - What is cardiac arrest?
 - Answer: a sudden, unexpected loss of heart function, breathing and consciousness.
 - Can use the following analogy of electricity versus plumbing:
 - Cardiac arrest is an electrical problem. Cardiac arrest occurs when the heart malfunctions and stops beating unexpectedly. Just like when your electricity goes off during a storm, we must wait for an external source (like the power company) to restart the electrical power.
 - A heart attack is a plumbing problem. A heart attack occurs

when blood flow to the heart is blocked. Sometimes if you have a plumbing problem, your faucet may only drip instead of producing a stream of water. You need to unclog the pipe to allow proper water flow.

- Explain the Good Samaritan Law
 - The Good Samaritan Law offers limited protection to someone who attempts to help a person in distress. This includes providing bystander CPR for someone experiencing a sudden cardiac arrest. Thanks to these laws, you should have no fear of being sued if your actions inadvertently contribute to a person's injury or death. Your interventions could help improve a person's survivability while you wait for an ambulance to arrive.

3. Statistics

- You may refer to the Save MO Hearts brochure for more statistics related to sudden cardiac arrest events.
- Use your CARES data to determine your agency's average response rate to a cardiac arrest. Test the audience and see if they can guess your time of arrival. Afterwards, stress the importance of their bystander interventions.

4. Being Prepared and Comfortable

- This course should help everyone feel better prepared to provide CPR in an emergent situation.
- Address the concerns for providing CPR to women and children. Explain that it's okay if you must expose the chest of a woman. It is also okay to lift their breasts to apply the AED pads. Children are like adults when providing bystander CPR — just smaller in size.
- Highlight the statistic: About 70% of cardiac arrests occur within the home.
 - Ask the audience if their entire family knows how to perform CPR.
 - If they have children, ask if their child would know what to do in this type of emergency.

5. Chain of Survival

- Most of the chain of survival occurs within the community settings.
- We rely on our community members to:

- Activate the emergency response by calling 911.
- Provide high-quality CPR.
- Defibrillate the patient if an AED is available.

6a. Demonstration – Algorithm and Dispatch

- Have the attendees take out their CPR cards.
 - Go through the call, push, shock algorithm.
 - Remind the attendees they can keep this card in their wallet as a reminder.
- Go over what happens when they call 911:
 - Dispatch will provide instructions (talk about the no-no-go method).
 - Think about your surroundings — where can EMS access you and the patient?
 - Is there another individual nearby who can go meet the ambulance while you continue CPR?
 - Stress the importance of minimizing interruptions.

6b. Demonstration – Mechanism/Instruction

- We no longer need to provide rescue breaths!
- Always perform compressions until EMS arrives.
- Show the audience exactly how to perform proper compressions and at what rate.
- If your manikins have a feedback device, explain how the device works and what dictates a “proper” compression (depth and rate).
- Have the attendees practice compressions on the manikins.
- Activity idea: See who can perform CPR for the longest. This will demonstrate just how exhausting it can be performing CPR without a partner.

6c. Demonstration – Partner CPR and AED Application

- Introduce the second instructor.
 - Show the attendees how to perform a trade-off during compressions.
 - Providing closed loop communication to their partner (for example, on my count of three we will switch...1, 2, 3...take over compressions).
 - Ensure the partner has their hands laced and ready to perform compressions.

- Tell them it is okay to switch especially when they become tired.
- Show the AED and how to use it:
 - Turn it on.
 - Apply the pads.
 - Always follow the prompts.
- Remind the audience they should start recognizing where AEDs are located in their

own community places like the grocery store, mall, etc. They can also utilize PulsePoint AED to start tracking AEDs within their own community.

- Again, reiterate minimizing interruptions, if possible.
- Have the attendees partner up and practice switching out.

6d. Demonstration – Introducing the Roles

- Breakout into groups – try to have an instructor available in each group, if possible.

- Talk about the varying roles during CPR:
 - Someone to call 911.
 - Someone to meet EMS.
 - Someone to locate and use the AED.
 - Someone to start compressions .
- Remind everyone that it is okay to start assigning roles — do not resort to the bystander effect!
- Begin a simulation with the entire group.
- Determine roles and have each person rotate.

7. Course Wrap-Up

- Allow time for questions.
- If there is an AED on-site, go locate the AED with the group and check it for efficiency.
- Remind all attendees to sign in on the attendee list and use the QR code to complete their survey.

SURVEY LINK REFERENCE GUIDE

[Participant
Pre-Test Survey](#)



[Participant
Post-Test Survey](#)



[Lead Trainer/
Organizer Survey](#)



ATTENDEE LIST MO CARES COMMUNITY CPR COURSE

[illegible]