



Facilitator Training Script

Speaking about step 1 – Assessment:

“Assessment is one of the most important aspects of the training process. A quick and effective assessment serves as the foundation of which steps to take next so be sure to convey the importance of how this is done for hands-only CPR. The card shows step one being the “shake and shout” or “tap and shout” method of determining the victim’s level of consciousness. This step needs to be done forcefully and with a loud voice – remember, we are trying to determine if this person is dead or alive! If the victim does not respond to the “shake and shout” we need to encourage the learner to TAKE CHARGE and get help coming immediately! Remind the learner that we do not take time checking pulses or opening the airway – if the patient is unconscious, get help by instructing someone to call 9-1-1 and locate an AED. Mention that if the learner is alone in this situation, 9-1-1 should be called first and then we proceed to the next step – providing compressions.

As a facilitator, you need to have the learners in your group practice “shaking and shouting” and then calling for help. Have the learners grasp the manikins on both shoulders and shake the manikin as they shout “HEY, HEY! Are you OK?!?” At this point, the learner should be looking for any response. Our victims will not respond so have your learners point at someone in the group and tell them to call 9-1-1 and locate an AED. Make sure this is done with urgency and clarity – have the learners speak LOUDLY!

Now, let’s look at step 2 – Compressions.”

Speaking about step 2 – Compressions:

“Explain to the learners that in the event the victim is in cardiac arrest and the heart has indeed stopped pumping, compressions will serve to circulate blood to the vital organs of the body. It is important that we as facilitators encourage the learners to do the best they can in this situation and feel confident that doing this for a victim of cardiac arrest is one of the most important things that can be done in this moment. We have already called 9-1-1 and sent someone to get an AED so now we need to get into the “hands-only” process of providing compressions.

Facilitators need to demonstrate the process of correct hand position as indicated on the reference cards. If you are working as a “super-user” (used for quality assurance and only applies at certain events) today and overseeing a group of facilitators, be sure that you watch closely to ensure this is being taught correctly since incorrect hand placement can result in ineffective compressions.

Facilitators, have the learners in your group practice hand placement on the manikin and ensure that everyone is doing this the right way. After you are sure everyone in your group understands this step, move on to demonstrating compressions.

As a facilitator, you will need to show the learners in your group how effective compressions are done as you emphasize the need to compress the chest to a depth of at least 2 inches and maybe slightly deeper on a larger victim. Remember to mention that full chest recoil is just as important as the compression so



that the heart has a chance to refill with life-giving blood. Stress the importance of the rate being at least 100 compressions per minute and remind your group that the beat of the song “Stayin’ Alive” is a good measure of that rate. Have your group practice this and try to make it fun as they do this – have them sing out loud if they know the song! Memory is tied directly to emotion and if your learners are enjoying themselves, they will retain far more of this information!

Have your learners perform compressions in the correct method making sure they change compressors about every 30 seconds. Remind them that this continues until EMS arrives.

As the last step in the compression stage, describe the importance of the AED and what it does for the victim of cardiac arrest. Do not go into too much detail and remind them that the health fair has AED demonstrators they can practice with later if they want to.

Now let’s talk about some of the information about heart attacks that is found on card three.”

Speaking about step 3 – Heart Attacks:

“Remember that the learners in your group are lay persons and many of them will not have a formal understanding about what a heart attack is or perhaps even about what someone having a heart attack will look like. Regardless of this, we need to remind them that if a person looks and acts like they are sick or in pain, they probably are and it is in everyone’s best interest to get help. We are not here to teach the specifics of cardiac assessment but instead to teach how to help someone in cardiac arrest. If we can provide enough information to the learners about what a heart attack looks like, the hope is that the learner can identify some of the more common signs and symptoms and get the victim the help they need before time runs out.

Read through the information found on the reference card and briefly discuss these points with your group. Stress the importance of getting help if these symptoms are present and persist for any length of time beyond 10 minutes. It is important that everyone in your group be reminded of the fact that 9-1-1 is the best resource for an emergency of this nature and encourage them to call sooner than later.

Finally, let’s look at how we are going to teach about choking.”

Speaking about step 4 – Choking. (can be switched with Step 5)

“Just as important but often overlooked are the skills necessary to help a person who is choking. As facilitators, we are all familiar with what has come to be known as the “international sign of choking” wherein victims will put their hands to their neck in a manner showing that something is very wrong. Demonstrate this universal sign to your group as you emphasize the key points of choking – the victim is unable to cough, speak, or make any sounds at all since the airway is completely obstructed.

Have a member of your group play the role of a choking victim and show the universal sign of choking. As the rescuer, you need to ask them if they are choking and then tell them that you are going to help. Demonstrate the steps of performing abdominal thrusts on a conscious choking victim with correct hand

placement. DO NOT actually perform the inward/upward thrusts but be sure to remind the learner that the process is done until the object is expelled or the victim becomes unconscious. Stress the point that if this is happening in a situation where it is the victim and the rescuer alone with no other people around, that trying to clear the airway should happen first and THEN emergency help should be called if there is no relief of the choking emergency.

Have the learners in your group practice these steps with a partner and again, remind them that they DO NOT actually perform the abdominal thrust on each other.

If you have time at the end of the training session, be sure to mention what to do for a choking victim that is pregnant or big enough that a rescuer cannot encircle the abdomen in the normal manner.

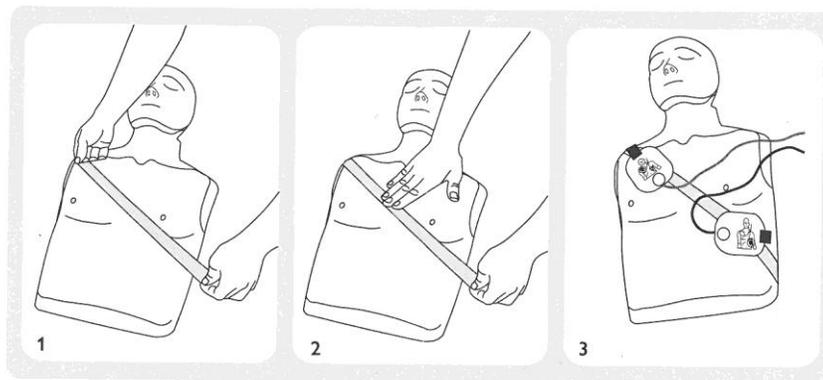
And with that, we have discussed everything needed to be an effective facilitator for Project Heart Start... thank you!"

Speaking about Step 5 – AED (can be switched with Step 4)

Explain what AED stands for and what it does.

Demonstrate opening the case and attaching the pads. Follow instructions on the machine and pads.

If using a Philips AED trainer please be sure to use the metal strip to create a simulation. Attach strip carefully to manikin and then apply the pads on the strip. (see illustration)



Follow the prompts and demonstrate. Let your participants go through the process. Let them open the case and get used to the voice of the machine and let them push the button when indicated. What you



are trying to do is, have people understand what the AED does and loose the fear of ever using one. Remind them that they cannot hurt the victim and that the device will only shock someone when a “shockable” rhythm is detected. Remind your learners that they need to continue until either the patient wakes up or EMS arrives.