



American Red Cross Community CPR





Workbook

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Acknowledgments

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About This Course

Why the American Red Cross Teaches This Course

The American Red Cross has designed this course to teach you lifesaving skills to use in respiratory and cardiac emergencies. A respiratory emergency is a situation (such as near-drowning or choking) that makes it difficult or impossible for a person to breathe. A cardiac emergency occurs when the heart is not working properly or when the heart stops beating.

A respiratory or cardiac emergency can happen to an adult, to a child, or to an infant. This course will help you learn about these emergencies and how to give first aid, whether the victim is an adult, a child, or an infant. Your desire to learn this information and important lifesaving skills will help you succeed in this course.

For adults over the age of 45, heart disease is the leading cause of death. This year about a million and a half people in the United States will have a heart attack. One third of these people will die. This means that about 1,500 people die every day from heart attacks.

One out of every two people in the United States can expect to die from a heart attack or a related disease of the blood vessels. This is an important national problem.

Most people who die from a heart attack die before they get to a hospital. Some people survive a heart attack because a bystander trained in the skills taught in this course knows what to do and because the community has an emergency medical services (EMS) system to give advanced medical care at the scene of the emergency.

Another important national problem is the number of children killed and injured in accidents. More than 8,000 children under 14 years of age die of injuries each year in the United States. Injury from accidents is the leading cause of death for children ages one through 14. For infants under one year of age, injury is one of the four leading causes of death. You could be the one to prevent a life-threatening injury by reducing the risk of injury. This course will help you make a plan you can use to prevent injuries to children and infants.

When a respiratory or cardiac emergency does happen—for example, when a child chokes or an infant suffocates—you could be the one to help save that child or infant by giving first aid until advanced emergency medical care arrives.

This course will teach you—

1. How to give first aid for choking and other respiratory emergencies.
2. How to recognize when someone needs CPR.
3. How to give CPR to someone whose heart has stopped.
4. How to use the emergency medical services (EMS) system.
5. How to reduce the risk of dying from a heart attack.
6. How to recognize the signals of a heart attack and give first aid to reduce the chance that the victim's heart will stop.
7. How to reduce the risk of injury to children and infants.

About This Course

In the first part of this course, you will learn lifesaving skills to help adults. You can use these adult skills to help a person nine years of age or older. In the second part of the course, you will learn lifesaving skills to help a child age one through eight. You will then learn skills to help an infant less than one year old.

The materials for the course are described below.

Workbook

This workbook is structured to help you get the most out of the course. Both the workbook and the course are divided into two units. Unit One focuses on first aid for respiratory and cardiac emergencies in adults. Unit Two highlights prevention of childhood injury and focuses on first aid for respiratory and cardiac emergencies in children and infants.

Objectives

Each chapter in this workbook begins with a list of objectives. The objectives tell you what you should be able to do when you finish the course activities for that chapter.

Review Questions

There are review questions in each chapter. Answer the questions to check how well you are learning and to prepare for the final test. Write your answers in the workbook. The correct answers follow each group of review questions, so be sure to go back and correct any wrong answers.

Skill Sheets

Some chapters have skill sheets that tell how to do certain first aid skills. The skill sheets also have pictures to help you understand and follow the directions on the skill sheets. Use the skill sheets when you practice the skills that are shown to you in this course. You will practice on a partner and on manikins.

Glossary

There is a glossary at the end of this book to explain words that you may not know.

Film/Video

You will see short films. These films show real-life situations in which you would use the skills you learned in the course. These films show you the skills that you will practice. Watching the films closely will help you do well when you practice.

Tests

There are two kinds of tests in this course: skill tests and a written test. You will take a skill test after you have practiced each skill and you are ready to be tested. You will take a written test at the end of the course. It is a multiple-choice test about things you have learned in the course.

Some Health Precautions and Guidelines to Follow During This Course

Infection and Disease

Since the beginning of citizen training in CPR (cardiopulmonary resuscitation), the American Red Cross and the American Heart Association have trained more than 50 million people in these lifesaving skills. According to the Centers for Disease Control (CDC), there has never been a documented case of any infectious disease transmitted through the use of CPR manikins.

The Red Cross follows widely accepted guidelines for the cleaning and decontamination of training manikins. **If these guidelines are consistently followed, and basic personal hygiene (for example, frequent hand-washing) is practiced, the risk of any kind of disease transmission during CPR training is extremely low.**

There are also some **health precautions** and guidelines that you should know. You should take these precautions if you have an acute or chronic infection or have a condition that would increase your risk or the other participants' risk of exposure to infections. Most acute infections or conditions, such as a cold, a cut on the hand, or breaks in the skin in or around the mouth, are short-lived. The safest and most practical thing to do if you have an acute infection or condition is to postpone CPR training until, for instance, your cut or abrasion heals, or your cold or influenza is over.

Other infections and conditions may be chronic, or require a longer recovery period, making it impractical to postpone CPR training. In this instance, for your safety and the safety of others, it may be appropriate for you to use a separate manikin for CPR training, after you have discussed your participation with your private physician.

You should **postpone** participation in CPR training if you—

- Have a respiratory infection, such as a cold or a sore throat.
- Believe or know you have recently been exposed to any infection, to which you may be susceptible.
- Are showing signs and symptoms of any infectious disease such as a cold, chicken pox, or mumps, or if you have a fever.
- Have any cuts or sores on your hands, or in or around your mouth (for example, cold sores or recent tooth extraction).
- Know you are seropositive (have had a positive blood test) for hepatitis B surface antigen (HBsAg), indicating that you are currently infected with hepatitis B virus.*

You should request a **separate manikin** if you—

- Know you have a chronic infection such as indicated by long-term seropositivity (long-term positive blood tests) for hepatitis B surface antigen (HBsAg)* or a positive test for anti-HIV (that is, a positive test for antibodies to HIV, the virus that causes AIDS).
- Have an acute infection or condition but are unable to postpone CPR training.
- Have a type of condition that makes you unusually susceptible to infection.

If, after you read and consider the above information, you decide that you need to have your own manikin, ask your instructor if one can be made available for your use. If you qualify under the above

conditions for the use of a separate manikin, you should discuss this with your instructor, but you will not be required to provide details in your request. The manikin will not be used by anyone else until it has been cleaned according to the recommended end-of-class decontamination procedures. The Red Cross will do its best to provide you with a separate manikin. However, please understand that it may be impossible to do so, especially on short notice, because of limited numbers of manikins for class use. In this instance, you may wish to reschedule CPR training for a later date. The more advance notice you provide, the more likely it is that the Red Cross will be able to accommodate your request.

Guidelines to Follow During Training

To protect yourself and other participants from infection, you should do the following:

- Wash your hands thoroughly before working with the manikin and repeat handwashing as often as is necessary or appropriate.
- Do not eat, drink, use tobacco products, or chew gum immediately before or during manikin use.
- Before you use the manikin, dry the manikin's face with a clean gauze pad. Next, vigorously wipe the manikin's face and the inside of its mouth with a clean gauze pad soaked with either a solution of liquid chlorine bleach and water (sodium hypochlorite and water) or rubbing alcohol. Place this wet pad over the manikin's mouth and nose and wait at least 30 seconds. Then wipe the face dry with a clean gauze pad.
- When practicing what to do for an obstructed airway, simulate (pretend to do) the finger sweep.

Physical Stress and Injury

CPR requires strenuous activity. If you have a medical condition or disability that will prevent you from taking part in the practice sessions, please let your instructor know.

Damage to Manikins

In order to protect the manikins from damage, you should do the following before you begin to practice:

- Remove pens and pencils from your pockets.
- Remove all jewelry.
- Remove lipstick and excess makeup.
- Remove chewing gum and candy from your mouth.

*A person with hepatitis B infection will test positive for the hepatitis B surface antigen (HBsAg). Most persons infected with hepatitis B will get better within a period of time. However, some hepatitis B infections will become chronic and will linger for much longer. These persons will continue to test positive for HBsAg, and their decision to participate in CPR training should be guided by their physician.

After a person has had an acute hepatitis B infection, he or she will no longer test positive for the surface antigen but will test positive for the hepatitis B antibody (anti-HBs). Persons who have been vaccinated for hepatitis B will also test positive for the hepatitis antibody. A positive test for the hepatitis B antibody (anti-HBs) should not be confused with a positive test for the hepatitis B surface antigen (HBsAg).

1 ***How to Deal With an Emergency (Emergency Action Principles)***



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How to Deal With an Emergency (Emergency Action Principles)

*This workbook will tell you what to do for respiratory emergencies, choking, heart attack, and cardiac arrest. You will also learn how you can prevent some of these emergencies from happening. Before you learn about first aid for these emergencies, you should know certain principles that you should follow in every emergency situation. These are called the **emergency action principles**, and they are discussed in this chapter.*

Objectives

By the time you finish reading this chapter, you should be able to do the following:

- 1. List the four emergency action principles (steps you should take in every emergency).*
- 2. Explain why you should follow the same steps in every emergency situation.*
- 3. Give two reasons why you should identify yourself as a rescuer.*
- 4. Describe the purpose and steps of a **primary survey**.*
- 5. Explain why you should finish a primary survey before phoning the emergency medical services (EMS) system for help.*
- 6. List at least four important facts you should give an EMS dispatcher when phoning for help.*
- 7. Describe the purpose and steps of a **secondary survey**.*
- 8. Explain why you should ask a conscious victim's permission before giving first aid.*
- 9. Explain when you should get permission before giving first aid to a child or an infant.*

Emergency Action Principles

This chapter gives you a four-step plan of action to use in an emergency. The steps—the emergency action principles—are the same whether the victim is an adult, a child, or an infant. Follow these steps so you don't forget anything that might affect personal safety (yours and the victim's) and the victim's survival. Always do the steps in the order given below. The rest of the chapter will explain more about them.

1. Survey the scene.
2. Do a primary survey of the victim.
3. Call the emergency medical services (EMS) system for help.
4. Do a secondary survey of the victim.

To see why you need to know the emergency action principles, think about this: *You are at home watching television when you hear a cry from outside. You run outside and see a child lying face-down on the side of the road.*

What should you do?

Most people would run straight to the child. But think first. Is there anything wrong with doing that? Is there something you might miss if you ran straight to the child? Look around quickly for someone who was with the child and who could tell you what happened. Is there a parent nearby?

Could the situation be dangerous to you or others nearby? Could there be someone else who is more seriously hurt? A quick look around might give you an idea of what happened.

If you run straight to the child and start to deal with the first problem you see, many things could go wrong. You could get injured, too. You could be hit by a car or injured in some other way. Also, you might not notice others who are hurt.

Review Questions

Check the best answer or fill in the blanks with the right number.

1. Why is it important to follow the same basic steps in every emergency?
 - ☐ a. So that you don't forget anything that might affect personal safety (yours and the victim's) and the victim's survival.
 - ☐ b. So that you will be able to give a complete medical history to the EMS personnel who come to help.
 - ☐ c. So that bystanders will know exactly what you are doing.
2. Put the following four steps of the emergency action principles in the right order.

Order

- _____ Phone the EMS system for help.
- _____ Survey the scene.
- _____ Do a primary survey of the victim.
- _____ Do a secondary survey of the victim.

How to Deal With an Emergency (Emergency Action Principles)

Answers

1. a. It is important to follow the same steps in every emergency so **that you don't forget anything that might affect personal safety (yours and the victim's) and the victim's survival.**
2. Emergency action principles—correct order:
 3. Phone the EMS system for help.
 1. Survey the scene.
 2. Do a primary survey of the victim.
 4. Do a secondary survey of the victim.

Survey the Scene

When you hear a call for help, there are certain things that you should always do. As you go to the victim, take in the whole picture. Don't look only at the victim. Take a look all around the victim. This should take only a few seconds and should not delay your caring for the victim. Here are the things to look for:

- **Is the scene safe?** Is the area safe enough for you to approach the victim? For example, is there an exposed electric wire? Are there harmful fumes? Is there danger from passing vehicles? Once you reach the victim, decide if it is safe for you and the victim to stay where you are. Unless you or the victim is in immediate danger from a hazard at the scene, such as leaking gas or fire, don't move the victim.
- **What happened?** What really happened? Look around for clues to tell you the kind of injuries the victim might have. The scene itself often gives you some answers (*Fig. 1*). If a person is lying next to a ladder, you might assume that he or she has fallen off the ladder and might have broken some bones. An electric wire on the ground next to the victim might mean that the victim has received an electric shock. This information is important, especially when the victim is unconscious and cannot tell you what is wrong and there are no bystanders to give you information.
- **How many people are injured?** Look beyond the victim you see at first glance. There may be other victims. One person may be screaming in pain while another, who may be more seriously injured, is unnoticed because he or she is unconscious. In an auto accident, car doors that are open may mean that there are more victims nearby who were thrown out of or walked from the car.
- **Are there bystanders who can help?** If there are people nearby, use them to help you find out what happened. Maybe someone saw what happened. If a bystander knows the victim, ask if the victim has any medical problems. This information can help you figure out what is wrong with the victim. Bystanders can also phone for help.

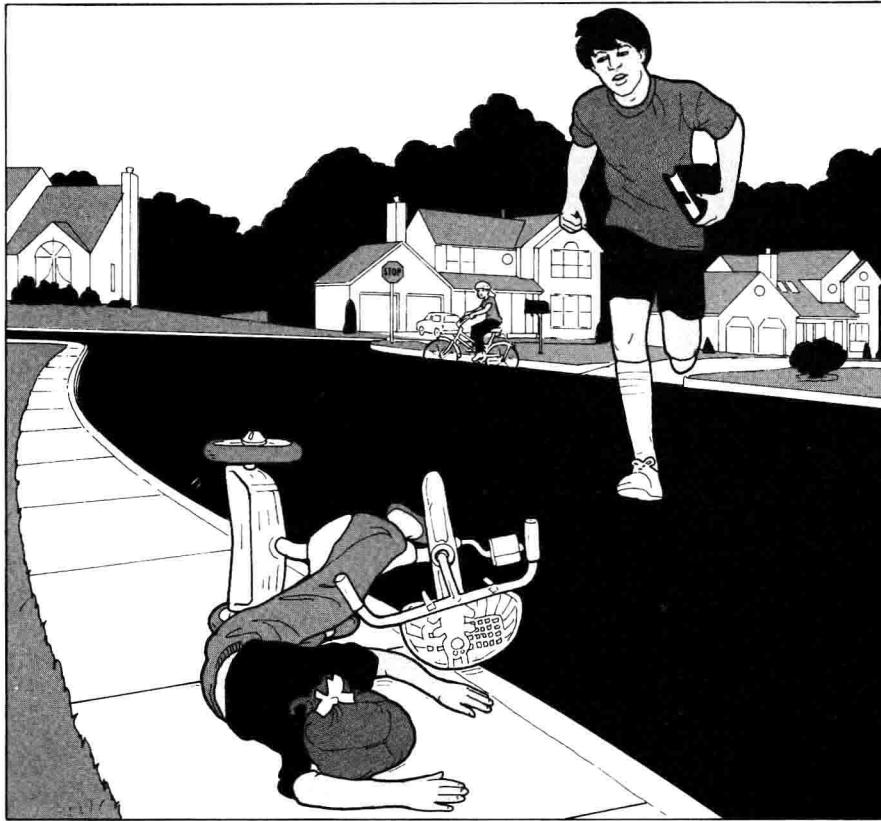


Figure 1
Survey the Scene

Identify Yourself as a Trained Rescuer

Tell the victim and bystanders who you are and that you are trained in first aid. This may help to comfort the victim. It may also help you to take charge of the situation and let someone who may already be caring for the victim know that you are trained in first aid and can help.

Before giving first aid to a person who is conscious, it is important that you ask permission to help the person. Legally, the person must give consent to your offer to give help. If the person is unconscious, consent is implied. This means that the law assumes that an unconscious victim would have given consent if conscious.

How to Deal With an Emergency (Emergency Action Principles)

Before you give first aid to a child who is conscious, tell the child who you are, and that you have training in first aid. If the child's parent or guardian is present, ask for permission to help the child. If present, the parent or legal guardian of a conscious or unconscious victim under the age of 18 should give consent before you give first aid.

If a child or infant is conscious but requires immediate emergency treatment, and a parent or guardian is not present, you do not need to wait for permission to help the child. The same is true if the child is unconscious. As with an adult, consent to give first aid is presumed. *Note:* The above advice is based on general principles of law. If you are interested in becoming informed about specific laws where you live, consult an attorney who is qualified to give legal advice in your state or jurisdiction.