

Section

3 Conducting the class

Sample agendas

Below are two suggested agendas for the Lifesaver: Baby class. The first agenda is for single family training. The second is an extended class for groups that includes parenting and safety sections. The remainder of this section gives details about each item.

Single family CPR training

Topic	Minutes
Introduction to CPR	5
Lifesaver: Baby skills using video	20
Injury prevention and heart health (optional, but highly recommended)	30
Post-test, Q & A, and evaluation (optional)	5
TOTAL	25 minutes to 1 hour

Extended CPR training

Topic	Minutes
Introduction to CPR	5
Lifesaver: Baby skills using video (allows extra time for multiple learners)	50
Injury prevention and heart health	30
Break	5
Post test	15
Question and answer session	10
Class evaluation	5
TOTAL	2 hours

Introduction to CPR

1

Introduce yourself and have students introduce themselves. You may want to ask about students' experience with emergency medical procedures. Their prior knowledge may provide a good foundation for the training. On the other hand, it may mean that you need to clear up incorrect assumptions.

Tip: Remind students that this class teaches them to do everything they may need to do for their infants in an emergency.

Go over the goals and expectations for the class. Ask students to share why they are taking the class and what they hope to learn. You may find that some students are curious and want to learn about CPR, whereas others are looking for only what they need to know to complete the class so their babies can go home from the hospital. Let them know that by the time they leave, they should be able to recognize the need for and administer CPR, clear an obstructed airway, and make an effective 9-1-1 call. If this is a group class, you will also introduce proactive strategies to reduce the risk of an emergency.

2

Define CPR and obstructed airway maneuver. CPR is an effective way to restore breathing and heartbeat. An obstructed airway maneuver means treating choking in a conscious or unconscious victim.

Emphasize that there is usually a difference between adults and infants needing CPR. In adults, it is usually related to the heartbeat stopping. In infants, on the other hand, it is usually a problem with breathing that leads to the heart stopping. Tell students that they have a much better chance to save a baby if they restore his breathing *before* the heart stops.

Be careful to use terms and analogies students will understand. Remember that you are trying to demystify the process and give students confidence they can do it. Therefore, simple language is helpful.

3

Introduce the ABCs of CPR. At this point, simply tell students that ABC stands for Airway, Breathing, Compression. Remind students that you will return to the ABCs during the video. Explain that taking action to avoid injuries is much preferable to saving an infant after an injury.

Lifesaver: Baby skills using video

This section gives instructions on viewing the video and stopping it for students to practice their new skills. If students need additional demonstration, do not redemonstrate the skills on the video. Instead, replay that section of the video.

1

Play the first section of the video, which defines CPR and the ABCs of CPR. It also covers steps A and B (Airway and Breathing) in detail. Pause the video when prompted, and have students practice Airway and Breathing on manikins.

Tip: *The video replaces the need for instructor demonstration. Therefore, do not redemonstrate the steps shown in the video or try to add new skills not covered in the video. Do not hesitate, though, to give guidance or suggestions.*