HS FA START  Welcome
Hand-out: Read Agenda/objectives at top.

HS FA 1  First Aid Basics
Rescuer Duties: Deciding to provide FA; page 3 Asking to give FA; page 4. Supplying FA Kit; page 4. Discuss F/A Kit locations.


HS FA 2 First Aid Basics: Taking Off Gloves Practice
Discuss latex allergies.
Latex free gloves should be used for practice.
Have student re-use gloves for bleeding skill test later!

HS FA 3 First Aid Basics: Taking Off Gloves Test
Each student must demonstrate proper removal for testing. Notate on First Aid Skills Sheet.

HS FA 4 First Aid Basics: Continued
Phoning for help: When to phone; page 11. How to phone; page 12. Discuss delegating person to phone. If at all possible, use a land line phone—easier for 911 to trace the call, local area 911 will be contacted. Discuss chain of survival (adult). Briefly discuss why we call first when caring for adults. FYI: Emergency Dispatchers (pg. 13)

HS FA 5 First Aid Basics: Finding the Problem

HS FA 6 First Aid Basics: Finding the Problem Practice
Each student will use manikin to practice checking for response, yelling for help, assessing for breathing, and bleeding.

HS FA 7 First Aid Basics: Finding the Problem Test
Each student must demonstrate finding the problem for testing. Notate on First Aid Skills Sheet.

HS FA 8 First Aid Basics: Summary and Review
Read the review questions on page 17 & 18. Students answer out loud as a group. Summarize as needed.
Medical Emergencies

HS FA 9    Medical Emergencies
Breathing Problems: General breathing problems; page 19. Discuss 911/EMS call not always needed for an asthma attack. Call if inhaler is not available or victim doesn’t get better after medication. Assembling and using inhaler; page 20. How to help someone with breathing problems; page 21.

Choking in an Adult: Mild vs. severe choking; page 22. FYI: The Choking Sign; page 23. How to help a choking adult; page 23. Discuss when to intervene. Illustrate correct hand position, stance, and posture. Re-emphasize victims that are moderately overweight, pregnant female or too tall or short for rescuer. FYI: tell healthcare provider about choking page 25. How to help a choking adult who stops responding; page 25. Discuss when to call 911.

Allergic Reactions: page 26. Using epinephrine pens; page 26. Discuss epi-pens: Medically prescribed, avoiding pockets (cargo pants) layered clothing such as coveralls. Mild vs. severe allergic reactions; page 27. An allergic reaction causes the release of chemical mediators (such as histamines) in the body. The victim may experience symptoms such as swelling (edema) of the tongue and other places of the body. Edema or swelling of the face, neck, and tongue can block the airway and make it difficult to breathe. © 2006 AHA.

HS FA 10    Medical Emergencies: Epinephrine Pen Practice
Make sure they count to 10 after (needle) goes into victim so medication can be released.

HS FA 11    Medical Emergencies: Epinephrine Pen Test
Each student must demonstrate using the epi-pen for testing. Notate on First Aid Skills Sheet.

HS FA 12    Medical Emergencies: Continued
Heart Attack: page 28. Clot buster for heart attack-90 minutes.

Fainting: page 29.


Stroke: page 32. Clot buster for stroke-3 hours. Simple test for checking stroke: (1) Ask the victim to SMILE ☺. (2) Ask victim to extend arms out, palms up, eyes closed and watch for arm drift/drop. (3) Ask victim to repeat a simple sentence.

Seizure: page 32. Review steps after a seizure; page 33.

Shock: page 34.

HS FA 13    Medical Emergencies: Review
Read the review questions on page 35 & 36. Students answer out loud as a group. Summarize as needed.
Injury Emergencies

**HS FA 14  Injury Emergencies**

**Bleeding You Can See:** page 37. How to stop bleeding; page 37. FYI: Multiple Dressings and Antibiotic Creams; page 39.

**Bandaging:** page 39.

**HS FA 15  Injury Emergencies: Stopping Bleeding Practice**

Students practice applying gauze with pressure, adding additional gauze and bandaging.

**HS FA 16  Injury Emergencies: Wounds Stopping Bleeding Test**

Each student must demonstrate stopping bleeding by using direct pressure and then bandaging for testing. Notate on First Aid Skills Sheet.

**HS FA 17  Injury Emergencies: Continued**

**Using Tourniquets:** page 40. Note: IMPORTANT: page 40. FYI: 41.

**Wounds:** page 41. Bleeding from the nose; page 42. Bleeding from the mouth; page 43. Tooth injuries; page 44. Eye injuries; page 45. Penetrating/puncturing objects; page 45. Note: IMPORTANT: page 46. Amputation; page 46.

**Bleeding You Can’t See:** page 47.

**Head, Neck, and Spine Injuries:** page 48. Note: IMPORTANT: page 49.

**Broken Bones and Sprains:** page 50. FYI: page 51. If Ice Is Not Available.

**HS FA 17A OPT  Injury Emergencies: Splinting Practice**

Splinting; page 51. OPTIONAL Practice.

**HS FA 18  Injury Emergencies: Continued**

**Burns and Electrical Injuries:** page 52. Burns; page 53. FYI: 54. Electrical injuries; page 54. FYI: page 55. Note: IMPORTANT: page 55.

**HS FA 19  Injury Emergencies: Review**

Read the review questions on page 55 & 56. Students answer out loud as a group. Summarize as needed.

Environmental Emergencies
Environmental Emergencies

Bites and Stings: page 57. Animal and human bites; page 57. Snakebites; page 58. Typically puncture marks indicate local venomous snakes and horseshoe shaped marks are non-venomous. Coral snake must chew to inject venom. Insect, bee, and spider bites and stings; page 59. Poisonous spider and scorpion bites and stings; page 60. Ticks; page 61.


Cold-Related Emergencies: page 64. Frostbite; page 64. Low body temperature (Hypothermia); page 65. FYI: Rewarming; page 65.


Environmental Emergencies: Review and First Aid Summary
Read the review questions on page 69 & 70. Students answer out loud as a group. Summarize as needed.

Course Conclusion and Optional CPR AED Modules
The video plays a course conclusion. If you are not teaching CPR AED, go to HS END 1. If you are teaching CPR AED, go to HS CPR A 1.

ADULT CPR AED

HS CPR A 1 Introduction
Give an overview of training format; starting with compressions.

HS CPR A 2 Compressions
Reference: page 74. [4]

HS CPR A 3 Prepare to Give Breaths
Hand out shields and direct students to mark shield to identify. Always use same side up.

HS CPR A 4 Give Breaths
Reference: page 75. [5] Discuss normal breathing occurs at least once every 5-6 seconds. Emphasize rate of 1 second of air, watching volume and force only enough to make chest rise, and as frequently as normal breathing. Practice by taking normal breath; give 1 second of air, break seal and finish exhaling. Take normal breath and repeat.
HS CPR A 5  Use a Mask
Reference: page 77. [7] Illustrate how to assemble mask and explain procedure for use and how it will be used during class with face shield over the mask.

HS CPR A 6  Compressions and Give Breaths (With a Mask)
Focus on transitioning between compressions and breaths taking no more than 5-10 seconds to deliver breaths and starting compressions.

HS CPR A 7  Use an AED

AED script. If using Training Center’s Medtronic trainer: use only 2 buttons [F3] after pads are connected [pause] after shock. Verbalize as AED prompt if using #1, #2, or #3 AED Trainers: “Begin CPR starting with chest compressions.

HS CPR A 8  Assess and Phone
Reference: page 80. [10] Emphasize 5-10 seconds looking for normal breathing. Discuss Gasping. 1st breath doesn’t go in re-tilt the head and try again. After 2nd attempt, go to compressions. Think about possible obstruction if repeated breaths do not go in. Discuss any questions concerning normal/abnormal breathing. Explain side position for a person who is breathing normal.

HS CPR A 9  Put It All Together
Reference: page 82.[13]Discuss: 2 rescuers doing CPR; and switching after completing 5 sets of 30:2 or every time AED analyzes.

HS CPR A 10  CPR AED Practice
Each student will perform steps of CPR and perform sets of 30 compressions and two breaths. AED will arrive during third set of compressions. Students will use AED only up to the point of turning it on. Ensure students understand how to operate in correct sequence.

**HS CPR A 11  CPR AED Test**

Use Heartsaver CPR AED Skills Sheet (side 1) to check skills (side 2) to record test results. Give scenario to class for testing. Have students exit room and TEST Participants one at a time. Time student using stopwatch. No Prompts or corrections given during testing. If student is unable to complete as directed, give practice sheet and re-test during remediation.

**HS CPR A 12  Choking**

*(If teaching CPR AED. The video will skip this lesson if First Aid was taught)*


**HS CPR A 13  Summary**

Discuss any questions students may present.

**Optional Module**

After HS CPR A 13: The optional child and infant CPR modules follow. If you are not teaching child and infant CPR modules, go to HS END 1.

**Child CPR**

**HS CPR C 14  Introduction**


**HS CPR C 15  CPR AED Practice**

Each student will perform steps of CPR and perform five sets of 30 compressions and 2 breaths. Students will use AED only up to the point of turning it on.

Reference: page 95. [30] Child CPR AED Skills Summary: Step 5-AED-Use it as soon as you have it.
Use **Heartsaver CPR AED Skills Sheet** (side 1) to check skills (side 2) to record test results. Give scenario to class for testing. Have students exit room and TEST Participants one at a time. Time student using stopwatch. No Prompts or corrections given during testing. If student is unable to complete as directed, give practice sheet and re-test during remediation.

**Choking**
Mild vs. severe choking; page 96. [31] FYI: The Choking Sign; page 96. [31] How to help a choking child; page 97. [32] Discuss when to intervene. Illustrate correct hand position, stance, and posture. Re-emphasize victims that are moderately overweight or too short for rescuer. FYI: tell healthcare provider about choking page 98. [33] How to help a choking child who stops responding; page 99. [34] Discuss when to call 911.

**Summary**
Discuss any questions students may present.

**Optional Module**
After HS CPR C 18: The optional infant CPR module follows. If you are not teaching the infant CPR module, go to HS END 1.

**Infant CPR**

**Introduction**

**Compressions**

**Give Breaths**
Reference: page 102. [37] Note: IMPORTANT page 102 [37] and 103. [38]

**Compressions and Give Breaths**

**Assess and Phone**
Reference: page 105. [40] Emphasize tapping of the foot for checking for a response and airway for infants requires gentle head tilt/chin lift to avoid over extension and covering nose/mouth for breaths, watching volume of air to ensure only enough for chest to rise.

**Put It All Together**
Reference: page 107. [42]
**HS CPR INF 25**  
**CPR Practice**  
Each student will perform steps of CPR and perform five sets of 30 compressions and two breaths.

Reference: page 109. [44] Infant CPR Skills Summary

**HS CPR INF 26**  
**CPR Test**  
Use *Heartsaver CPR AED Skills Sheet* (side 2) to check skills (side 2) to record test results. Give scenario to class for testing. Have students exit room and TEST Participants one at a time. No Prompts or corrections given during testing. If student is unable to complete as directed, give practice sheet and re-test during remediation.

**HS CPR INF 27**  
**Choking**  
Mild vs. severe choking page 110. [45] How to help a choking infant page 110. [45] Explain how to maneuver infant from back to front.

How to help a choking infant who stops responding page 112. [47] Note: After 5 cycles of 30:2 go to call 911/help, may take infant with you to phone if not injured.

**HS CPR FA INF 28 OPT**  
**Optional Give Breaths With a Mask**  
Reference: page 104. [39]

**HS CPR FA INF 29**  
**Summary**  
Discuss any questions students may present.

**HS End 1**  
**Course Conclusion**

Bracket [#] represents pages in Heartsaver CPR AED Student Manual.