

Stand Alone 6 – First Aid

Session 7 – Infant CPR

LD 34 – First Aid

Date Revised: 11/19/19

Course Goal: To teach recruit officers how to provide first aid and CPR. Utilize CAPRA

Session Goal: To teach recruit officers the knowledge and skills necessary to provide high quality CPR.

Learning Objectives:

- Demonstrate Cardiopulmonary Resuscitation (CPR) for infants, following American Heart Association (AHA) Guidelines for CPR and Emergency Cardiovascular Care (ECC) at the Healthcare provider level including: [34.III.B]
 - Ventilation duration [34.III.B.1]
 - Pulse location [34.III.B.2]
 - Compression depth [34.III.B.3]
 - Compression rate [34.III.B.4]
 - Compression-to-ventilation ratio (one-person CPR) [34.III.B.5]
 - Compression-to-ventilation ratio (two-person CPR) [34.III.B.6]
 - Automated External Defibrillator (AED) [34.III.B.7]

Required Learning Activity: [34.VIII.C.2.c][34.VIII.C.3.c] [34.III.B.5] [34.III.B.6]

Session Time: 2 hours

Resources: <ul style="list-style-type: none">● Classroom with tables● Adult mannequins (6)● Infant mannequins (6)● Pocket masks (1 per student, if available)	
Session Summary: This module begins with a review of adult and child CPR. Next is a facilitated discussion of infant CPR. This module will end with a learning activity where the students will be practice high quality CPR.	
Outline	Instructor Notes
I. Infant CPR [1] A. One person [34.III.B.5] 1. Determine responsiveness 2. Pulse check a. Brachial pulse [34.III.B.2] 1) Place 2 or 3 fingers on the inside of the upper arm 2) Between the infant’s elbow and shoulder	Review (20 minutes): <ul style="list-style-type: none">● Adult CPR● Child CPR [1] Ask – Describe the ways performing CPR on an infant is different than CPR on an adult?

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<p>3) Press the index and middle fingers gently on the inside of the upper arm</p> <p>4) Check no longer than 10 seconds</p> <p>5) If no pulse, or less than 60 beats per minute with poor perfusion, start compressions</p> <p>3. Chest compressions [2]</p> <p>a. Place the infant on a firm, flat surface</p> <p>b. Place 2 fingers in the center of the infant’s chest just below the nipple line</p> <p>c. Do not press on the bottom of the breastbone</p> <p>d. At least 1/3 the depth of the chest (approximately 1 ½ inches) [34.III.B.3]</p> <p>e. Compress at a rate of at least 100 per minute [34.III.B.4]</p> <p>4. Ventilation [34.III.B.1]</p> <p>a. Give two small puffs</p> <p>b. Only the amount of air you can hold in your mouth</p> <p>c. If you see the chest rise and fall you have given enough air</p> <p>5. Compression cycle</p> <p>a. 30 compressions to 2 breaths [34.III.B.5]</p> <p>b. After 5 cycles</p> <p>1) Activate EMS</p> <p>2) Get an AED [34.III.B.7]</p> <p>3) Use the AED as soon as it is available</p> <p>4) You can leave the victim to activate EMS and get an AED</p> <p>B. Two person [34.III.B.6]</p> <p>1. Determine responsiveness</p> <p>a. Assess for breathing</p> <p>b. Send second rescuer to activate EMS and get AED</p> <p>2. Pulse check</p> <p>3. Chest compressions</p> <p>a. Place both thumbs side by side in the center of the infant’s chest on the lower half of the breastbone</p> <p>b. Encircle the infant’s chest and support the infant’s back with the fingers of both hands</p> <p>c. Use both thumbs to depress the breastbone approximately one third the depth of the infant’s chest (approximately 1 ½ inches)</p>	<p>[2] Ask – How do you think chest compressions are different for an adult/child and an infant?</p> <ul style="list-style-type: none">• What factors should you consider when giving compressions to an infant?
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<ul style="list-style-type: none">d. After every 15 compressions, pause briefly for the second rescuer to open the airway with a head tilt-chin lift and give 2 breaths4. Ventilation5. Compression cycle [3]<ul style="list-style-type: none">a. 15 compressions to 2 breaths [34.III.B.6]b. Every 5 cycles (approximately 2 minutes) duties should be switchedc. Switching duties with the second rescuer should take less than 5 seconds	<p>[3] Ask – Why does the compression cycle change during two officer CPR on an infant?</p> <p>Run learning activity [34.VIII.C.2.c][34.VIII.C.3.c] (1 hour) – <u>CPR - Infant</u></p>
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Learning Activity – Basic Life Support – Cardiopulmonary Resuscitation (Infant)

Purpose: Peace officers may be required to provide basic life support for a victim, fellow officer, or themselves until additional medical service become available. This may include performing cardiopulmonary resuscitation for a victim until emergency medical services arrive. This learning activity will reinforce the students' knowledge and give them an opportunity to physically practice giving high quality CPR to an infant. **[34.VIII.C.2.c][34.VIII.C.3.c] [34.III.B.5] [34.III.B.6]**

Description: The instructor will begin the activity by explaining the purpose and expectations. Next, the instructor will demonstrate the proper execution of treatment for the CPR scenario that the students will practice. The instructor should demonstrate it at least once in full speed, and once slowly, explaining each step. The instructor will then break the class into the smallest groups possible based on the number of mannequins available. Each group should be give one infant mannequin. One or two at a time, the students will play the role of police officers treating an infant who is not breathing and does not have a pulse **[34.VIII.C.2.c]**. The students will use an infant CPR mannequin for demonstration and practice. The officers should provide care as they have been taught, demonstrating high quality CPR on the mannequins.

Each student in the group will play the role of the responding officer a minimum of 4 times. Of those 4 repetitions, 2 should be conducted alone, demonstrating one person CPR **[34.III.B.5]**, and 2 should be with a partner, demonstrating two-person CPR **[34.III.B.6]**. The students not participating will direct and oversee the scenario, advising the officer of the result of their treatment.

The students should use only the space immediately around their table. The student may choose to perform the technique on the table, on the floor, or cradling the infant. When not participating in the scenario, students should observe and make notes of questions or issues noticed during the scenario. Students will need their pocket masks.

Scenario #1: Cardiopulmonary resuscitation (CPR) on an infant. **[34.VIII.C.3.c]**

The responding officer conducts a primary survey on an infant and finds the victim with no pulse and not breathing. The responding officer will use an infant mannequin for the victim. As the officer proceeds, another student in the group will provide details where various options are available.

Resources needed:

- Classroom with tables
- Infant mannequins (6 of each)
- Pocket masks (one per student – if available)

Key learning points:

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- Check the brachial pulse
- Give compressions with two fingers or thumbs
- 30:2 ratio for 1 person, 15:2 for 2-person for infant CPR
- Rate of compressions is 100 per minute
- Cardiopulmonary resuscitation (CPR) is: providing external chest compressions to circulate the victim's blood, maintaining an open airway and providing rescue breaths.

Time required: 1 hour