**CPR and AED Skill Drill**

**Instructions**

**Why?**

Effective July 1, 2016 and according to T.C.A. 49-2-122, schools are required to conduct an annual CPR/AED drill.  The purpose of the drill is for school personnel to practice the use of life saving measures (those trained in CPR and the automatic external defibrillator training) and to evaluate the school’s preparedness in the event of a sudden cardiac arrest.

**What are “skill drills?”**

This is a system of role-play that provides periodic practice of skills rarely performed but which is, at the same time, essential. Periodic skill practice is necessary to the overall quality of a program. Without opportunity to practice, responders may not be able to perform at an optimal level when an emergency happens. In addition, planned drills allow for review to assure that the essential elements of optimal response are operational such as prompt notification of EMS, knowledge of AED location and time required to deploy AED to the scene both proper sequence and timely implementation of efforts to maintain circulation, airway and breathing.

**Preparation for drill:**

1. Team members should go to <https://youtu.be/_Qd_3C09RWY> to view the training video. This will prep you for the in-person drill.
2. Inform all staff that a drill will be run in the next 2 weeks. Ideally, the drill should be done at a time when students are present.
3. Determine how this will be announced.
4. Select a time and place for the drill. If front office staff is not part of the team, inform them of their role and of drill time. Inform teachers who are team members to assign backup to cover their classrooms if done during school hours.
5. Inform team members that though they may be assigned a specific task, they will need to be aware of all responses.

1. Assign members to roles**:**

|  |  |  |
| --- | --- | --- |
| **Role** | **Assigned Staff member** | **Duty** |
| **Rescuer 1**CPR trained employee |  | Assess safety of scene, victim and situation, directs someone to call 9-1-1 and requests AED, initiate emergency response team, alert to victim’s location, assure victim is on a firm surface, initiate CPR |
| **Rescuer 2**AED |  | Brings AED to location of victim, leaving the AED cabinet door open so it will alarm and others will know it has been retrieved. |
| **Rescuer 3**CPR trained employee |  | Assist with CPR |
| **Rescuer 4**Crowd Control Designee |  | Keep others from getting in the way, traffic control of the area, verify no one is recording with a cell phone, etc. |
| **Rescuer 5**Timekeeper |  | Document event on proper paperwork. |
| **Rescuer 6**Student Information Gatherer |  | Obtain student emergency information and contact parent/guardian. |
| **Front Office** |  | Calls 9-1-1 and will announce “This is a DRILL. Code AED on/in the \_\_\_\_\_\_\_. Emergency Response team members please report to the location”. REPEAT |
| **EMS receiver** |  | Await arrival of EMS and direct them to the scene |

**The Drill:**

1. Select a skill drill from scenario examples or make up your own. Review the details of the drill together.
2. Place a manikin on the floor near CPR trained employee. Ideally, teachers/staff closest to the victim should alert front office to make their announcement.
3. If you are not a team member, you will keep your students in the classroom and stay out of hallways. If your classroom is near a team member, you will make sure their students are supervised so the team member can attend to the victim. All staff should make every effort to protect the privacy and dignity of the victim, while also protecting their students from the drama and trauma of such an incident.
4. Designated team members will respond based on the chart above indicating assigned member roles.
5. When AED arrives, substitute AED trainer for your real AED. Apply appropriate pads and follow prompts. Continue CPR while attaching pads.
6. When EMS arrives, direct them to the scene. Send emergency information with EMS.
7. Debrief and address any problems or concerns.

**Skill Drill Scenarios**

The following scenarios may be utilized to make practice of CPR and AED skills more realistic for the responders within a school public access defibrillation program. They are useful for both initial training and periodic “skill drills.”

Skill Drill Scenario 1

It is a big game. John leaves the house early to head to school for practice. As he goes out the door, he tells his mom that he has never felt this good in all his life. While practicing, John feels a little short of breath and thinks, “I’m probably just a little nervous” but does not mention it to the coach. Near the end of the game, John’s team is up by 10 points. Suddenly, John has another episode of shortness of breath. He collapses and begins to have some seizure activity. You (Rescuer 1) are attending the ball game. You and a coach (Rescuer 2) are the first people to reach the fallen player. Begin to assess and manage this victim now.

**Instructor actions and victim information:**

* The victim has what appears to be a seizure. The seizure has stopped. There is no breathing.
* There is no pulse. (Note: seizures have often been noted in actual events and are related to hypoxia. **This is an important point to make with the learners).**
* Rescuer 2 returns with AED. Before attaching AED, remind students that a teen that has been playing basketball may be sweaty (wet chest). Chest may need to be dried before pads are attached.

**Expected Learner Actions**

**Rescuer 1 – CPR trained employee**
Assess safety of scene, victim and situation, directs someone to call 9-1-1 and requests AED, initiate emergency response team, alert to victim’s location, assure victim is on a firm surface, initiate CPR

**Rescuer 2 – AED**

Brings AED to location of victim, leaving the AED cabinet door open so it will alarm and others will know it has been retrieved. Substitute AED trainer for your real AED. Apply pads appropriately and follow prompts. Continue CPR while attaching pads. May assist with CPR if needed.

**Rescuer 3 – CPR trained employee**

Assist with 2-person rescue CPR as needed or will change out with Rescuer 1 as needed.

**Rescuer 4 – Crowd control**

Control crowd as necessary.

**Rescuer 5 – Timekeeper**

Documents event.

**Rescuer 6 – Student information gatherer**

Obtain student emergency information and contact parent/guardian.

**Instructor actions and victim information:**

• Initial rhythm “Shock Advised.”
• Delivered shock and continue CPR for 2 minutes

• Rescuer 3 is now available. Will take over compressions after next analysis.
• Analyzing rhythm, “Shock Advised.”
• Deliver 2nd shock and continue CPR for 2 minutes

• “Analyzing rhythm”, “Shock Advised.”
• Deliver 3rd shock and continue CPR for 2 minutes

Local EMS arrives and takes over

**Debrief:**

**Taking time immediately after implementing the scenario to review actions taken will provide a richer learning experience.**

1. What did we do well?
2. What could we do better? If needed, discuss with students how the time from delivery of the AED to delivery of the first shock might be made shorter.
3. What was easy to remember to do?
4. What was hard to remember to do?

Skill Drill Scenario 2

Robert’s soccer game is tonight. Robert’s parents and grandparents are all attending. Arriving at the field, the family finds a vantage point that will give them a great view of the game. During the first half of the game, Robert’s grandfather suddenly sits down and states, “I don’t feel very well.” He collapses almost immediately. You are a part of the coaching staff for the soccer team and hear someone call for assistance. You look around and see another teacher (Rescuer 1) beginning CPR. There is a cell phone and AED on the sideline at the game. Begin to assess and manage the victim now.

**Instructor actions and victim information:**

* The victim has no pulse and there is no breathing.
* Rescuer 1 calls out for an AED.
* AED is brought to the victim. AED is placed on the victim while rescuer 1 is doing CPR.

**Expected Learner Actions**

**Rescuer 1 – CPR trained employee**
Assess safety of scene, victim and situation, directs someone to call 9-1-1 and requests AED, initiate emergency response team, alert to victim’s location, assure victim is on a firm surface, initiate CPR

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**Rescuer 4 – Crowd control**

Control crowd as necessary.

**Rescuer 5 – Timekeeper**

Documents event.

**Appendix B**

**Rescuer 6 – Student information gatherer**

Obtain student emergency information and contact parent/guardian.

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