

Lesson 1

Infant CPR Introduction

2 minutes



Discussion

- Describe the course agenda for Infant CPR.
 - Inform students of breaks you have scheduled during this portion of the class.
- Remind students what they will learn in Infant CPR. At the end of Heartsaver Infant CPR, students will be able to
 - Describe how high-quality CPR improves survival
 - Explain the concepts of the Chain of Survival
 - Recognize when someone needs CPR
 - Give effective breaths by using mouth-to-mouth or a mask
 - Perform high-quality CPR for an infant
 - Help a choking infant
- For further detail on the video and scenarios to be shown during the course, refer to the course path outlines in Part 4: Additional Resources in the instructor manual.
- Remind students of the course completion requirements:
 - Students must pass the Infant CPR Skills Test.
 - To pass the optional exam, students must score at least 84%.



Play Video

The video will show and discuss

- Introduction: infant CPR

Lesson 2

Infant CPR

18 minutes

Part 1: Scene Safety and Assessment

Part 2: Chest Compressions

Part 3: Giving Breaths (Mouth-to-Mouth)

Part 4: Giving Breaths (With a Mask)

Part 5: Putting It All Together

Learning Objectives

Tell students that at the end of this lesson, they will be able to

- Describe how high-quality CPR improves survival
- Explain the concepts of the Chain of Survival
- Recognize when someone needs CPR
- Give effective breaths by using mouth-to-mouth or a mask
- Perform high-quality CPR for an infant

Instructor Tips

- Practice while watching: Remind students that they will be practicing while watching a video segment so that they will be prepared and know to get in place for the practice video segment.
- Feedback: When providing feedback to students who are practicing, remember to focus on what you do want rather than what you don't want. Remember to always state feedback in a positive tone.
- Tell students to have their student workbook accessible during the course.
- When concluding a practice-while-watching session, ask all students if they are ready to move forward to the next skill or if they would like to repeat practice while watching.
- Familiarize yourself with all equipment that will be used in the class and how to assemble it so that
 - You know how to help students with the equipment during the course
 - You are able to troubleshoot any problems with the equipment
- Make sure not to interrupt the video if you have any comments to add. Instead, write them down and discuss them at the end of the video. Students do not learn well when they are trying to listen to two things at once.



Student Workbook

Students can turn to CPR for Infants in the student workbook to follow along.



Play Videos

The videos will show and discuss

- Steps leading up to infant CPR
- Infant chest compressions



Video Pauses

- Have students position themselves at the side or at the feet of their manikins per the video instructions.
- Tell students they will practice infant chest compressions and will complete 2 sets of 30 compressions. Students need to count out loud while providing compressions.



Practice While Watching: Chest Compressions

- Students will follow along with the video to complete the following steps:
 - Position yourself at the infant's side.
 - Make sure the infant is lying on their back on a firm, flat surface.
 - Quickly move bulky clothes out of the way. If an infant's clothes are difficult to remove, you can still provide compressions over clothing.
 - If an AED becomes available, remove all clothes that cover the chest. AED pads must not be placed over any clothing.
 - Use 2 fingers of 1 hand, 2 thumbs, or the heel of 1 hand to give chest compressions. Place them on the breastbone, just below the nipple line.
 - Push straight down at least one third the depth of the chest, or about 4 cm (1½ inches).
 - Push at a rate of 100 to 120 compressions per minute. Count the compressions out loud.
 - Let the chest come back up to its normal position after each compression.
- Observe students and provide positive and corrective feedback on their performance.
 - Emphasize core concepts: correct hand placement; push hard, push fast; allow complete chest recoil.
- Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.



Play Video

The video will show and discuss

- Giving breaths (mouth-to-mouth)
 - Head tilt–chin lift



Video Pauses

- Have students position themselves at the side of their manikins per the video instructions.
- Tell students they will practice giving breaths and will complete 3 sets of 2 breaths.
 - Ask students to take off lipstick and remove gum.



Practice While Watching: Giving Breaths (Mouth-to-Mouth)

- Students will follow along with the video to complete the following steps:
 - Put one hand on the forehead and the fingers of your other hand on the bony part of the chin.
 - Tilt the head back and lift the chin.
 - While holding the airway open, take a normal breath. Cover the infant's mouth and nose with your mouth. If you have difficulty making an effective seal, try either a mouth-to-mouth or a mouth-to-nose breath.
 - If you use the mouth-to-mouth technique, pinch the nose closed.
 - If you use the mouth-to-nose technique, close the mouth.
 - Give 2 breaths (blow for 1 second for each). Watch for the chest to begin to rise as you give each breath.
 - Try not to interrupt compressions for more than 10 seconds.
- Observe students and provide positive and corrective feedback on their performance.
 - Emphasize visible chest rise.
 - Have students reopen the airway if necessary.
 - Make sure students are careful not to overinflate the infant's lungs when giving breaths.
- Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.



Play Video

The video will show and discuss

- Giving breaths (with a mask)



Video Pauses

- Have students position themselves at the side of their manikins per the video instructions.
- During the pause, ensure that students are able to use the proper hand technique for achieving a good seal of the mask on the face. Place the hand in a "C" position to achieve this.
- Tell students they will practice giving breaths and will complete 3 sets of 2 breaths.



Practice While Watching: Using a Pocket Mask to Give Breaths

- Students will follow along with the video to complete the following steps:
 - Put the mask over the infant's mouth and nose.
 - If the mask has a narrow, pointed end, put that end on the bridge of the nose; position the wide end so it covers the mouth.
 - Tilt the head and lift the chin while pressing the mask against the infant's face. It is important to make an airtight seal between the infant's face and the mask while you lift the chin to keep the airway open.

- Give 2 breaths (blow for 1 second for each). Watch for the chest to begin to rise as you give each breath.
 - Try not to interrupt compressions for more than 10 seconds.
- Observe students and provide positive and corrective feedback on their performance.
 - Tell students they need to hold the mask firmly against the face.
 - Emphasize visible chest rise.
- Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.



Play Video

The video will show and discuss

- Putting it all together (infant CPR)



Video Pauses

- Tell students they will practice putting it all together by practicing scene safety and assessment, providing chest compressions, and giving breaths (with a mask or mouth-to-mouth). Students will complete 2 cycles of 30 compressions and 2 breaths.
 - On the Infant CPR Skills Test, you have the option to test students on giving breaths mouth-to-mouth or giving breaths with a mask. Have students practice the skill for giving breaths that they will be tested on.
- Have students position themselves at the side of their manikins to begin practice. Students need to count out loud while providing compressions.



Students Practice: Putting It All Together

- Lead students by teaching the steps of scene safety and assessment, infant compressions, and giving breaths (with a mask or mouth-to-mouth). Refer to each skill in this lesson plan for detailed steps.
- Observe students and provide positive and corrective feedback on their performance.
 - Coach students on strengthening infant high-quality CPR.
- Repeat the practice segment as many times as needed for all students to complete the practice session.

Lesson 3

Infant CPR Conclusion

2 minutes



Student Workbook

Students can turn to Putting It All Together: Infant High-Quality CPR Summary in the student workbook for further review.



Play Video

The video will show and discuss

- Infant CPR summary



Discussion

To prepare students for the Infant CPR Skills Test, review the following questions with the class.

Also encourage students to review their Infant CPR Skills Testing Checklist.

- What are the steps for assessment?
 - Make sure the scene is safe.
 - Tap and shout (check for responsiveness).
 - Shout for help.
 - Check for breathing.
- What are some characteristics of high-quality CPR?
 - Use 2 fingers of 1 hand, 2 thumbs, or the heel of 1 hand to give compressions.
 - Push down about 4 cm (1½ inches).
 - Push at a rate of 100 to 120 compressions per minute.
 - Let the chest come back up to its normal position after each compression.
 - Give breaths quickly and effectively without interrupting compressions for more than 10 seconds.
 - When giving breaths, be careful not to overinflate an infant's lungs.

Allow students enough time for review and skills practice, if needed, before beginning the skills test.

Lesson 4

Infant CPR Skills Test

12 minutes

Instructor Tips

- For skills testing, it is important to be prepared and organized with student skills testing checklists. Review these before class, and have all materials ready to properly test students on every step.
- During skills testing, be efficient with the use of multiple instructors in the room, assigning each a different role, especially when there is a high volume of students in the classroom. This will ensure effective remediation, a smooth process, and efficiency for completing the class on time.
- Make sure students are provided a private setting for skills testing.



Discussion

Before the Infant CPR Skills Test, read the following testing script aloud to the student (may be read to all students at once):

“This test is like a realistic emergency situation: You should do whatever you think is necessary to save the infant’s life. You will have to determine for yourself what you need to do. For example, if you check the response on the manikin and there is no response, then you should do whatever you would do for a person who is not responding. I will read a short scenario to you, but I won’t be able to answer any questions. You can treat me like another rescuer who has arrived with you and tell me to do something to help you. If you make a mistake or forget to do something important, you should not stop. Just do your best to correct the error. Continue doing what you would do in an actual emergency until I tell you to stop. Do you have any questions before we start?”



Skills Test

- Refer to the Understanding the Infant CPR Skills Testing Checklist section and the critical skills descriptors for specific direction on how to test students on infant CPR skills. These are found in Part 4: Additional Resources in the instructor manual.
 - Check off each skill as the student demonstrates competency per the critical skills descriptors.
- After starting, if the student asks any questions about the skills or sequences, you should not give them the answer. Rather, tell the student, “Do what you think is best right now.” If the student asks questions about what to do with the manikin, tell the student, “Check the manikin yourself and do what you think is needed to save a life.” If the student seems unsure, do your best to explain that they will be assessing the manikin and doing whatever is necessary.

Remediation

For students who need remediation, follow these steps and refer to the remediation lesson plan.

- Determine where the students are having trouble during their Infant CPR Skills Test.
- If needed, replay sections of video or practice skills to ensure learning.
- Retest skills as necessary.
- Some students may need additional practice or may need to repeat the course to demonstrate skills competency and to achieve a course completion card.

Lesson 5

Infant Choking

3 minutes

Learning Objective

Tell students that at the end of this lesson, they will be able to

- Demonstrate how to help a choking infant



Student Workbook

Students can turn to Choking in an Adult, a Child, or an Infant in the student workbook to follow along.



Play Video

The video will show and discuss

- Relief of choking in a responsive infant



Video Pauses

- Have students position themselves per the video instructions.
- Tell students they will practice the relief of choking on a responsive infant and will complete 1 set of 5 back slaps and 5 chest thrusts.



Practice While Watching: Relief of Choking in a Responsive Infant

- Students will follow along with the video to complete the following steps:
 - Kneel or sit with the infant in your lap.
 - Hold the infant facedown on your forearm. Support the infant's head and jaw with your hand.
 - With the heel of your other hand, give up to 5 back slaps with the heel of your other hand between the infant's shoulder blades.
 - If the object does not come out after 5 back slaps, turn the infant onto their back, supporting the head.
 - Give up to 5 chest thrusts by using 2 fingers of your other hand to push on the chest in the same place you push during CPR.
 - Repeat giving 5 back slaps and 5 chest thrusts until the infant can breathe, cough, or cry or until they become unresponsive.
- Observe students and provide positive and corrective feedback on their performance.
- Repeat the practice-while-watching segment as many times as needed for all students to complete the practice session.
- If teaching additional topics, skip the conclusion at this time and go to the First Aid Lesson Plans.



Play Video

The video will show and discuss

- Relief of choking in an unresponsive infant

Lesson 6

Conclusion

2 minutes

Instructor Tips

- When summarizing what the course has covered, allow students to lead this discussion at times by asking 1 or 2 students (maximum, for class time efficiency) what they observed/learned during the course.
- During the summary and closing, provide students with clear direction on how they can further study and seek out additional resources provided by the AHA to help with postclassroom training.



Play Video

The video will show and discuss

- Conclusion



Discussion

To conclude the course:

- Thank students for their participation.
- Summarize what students learned during the course. Refer to the course path outlines found in Part 4: Additional Resources in the instructor manual.
- Make sure that students complete the evaluation form.