COMMUNITY CPR

Estimated Time: 20 minutes

CASE STUDY OVERVIEW

Henry Foster is a 62-year-old male patient who experiences a cardiac arrest as he enters a building for an appointment. This scenario provides media to contextualize the learning experience as students perform CPR, utilize an AED, and respond to his concerned wife during the crisis.
LEARNING OBJECTIVES

1. Describe immediate actions to take when someone experiences a cardiac arrest in the community.
2. Outline the steps to initiate CPR and utilize an AED.
3. Communicate therapeutically with a family member during a crisis.

CURRICULUM MAPPING

This scenario can be used for any health care discipline. Content has been mapped to the Nursing Curriculum as an example below.

WTCS NURSING PROGRAM OUTCOMES

- Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving professional identity as a nurse committed to evidence-based practice, caring, advocacy and quality care

SIMULATION LEARNING ENVIRONMENT & SET-UP

PATIENT PROFILE
Name: Henry Foster
DOB: 09/06/19XX Code Status: Full code
Age: 62 Primary Language: English
Gender: Male

EQUIPMENT/SUPPLIES

Environment: Any community setting inside a building
Supplies:
- CPR mannequin
- Demo AED
- Phone
# QR CODES

<table>
<thead>
<tr>
<th>PATIENT</th>
<th>SPOUSE</th>
<th>AED</th>
<th>ECG</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="patient.png" alt="QR Code" /></td>
<td><img src="spouse.png" alt="QR Code" /></td>
<td><img src="aed.png" alt="QR Code" /></td>
<td><img src="ecg.png" alt="QR Code" /></td>
</tr>
</tbody>
</table>

**CONCLUSION VIDEO**

![QR Code](video.png)
This case study was designed as an interactive classroom or group experience and should be facilitator led. The experience can be led by using the Home Screen on the iPad, or by scanning QR codes with the iPad as students are ready to progress through the scenario. Directions for leading the scenario are listed below.
# TEACHING PLAN

## STATE 1

<table>
<thead>
<tr>
<th>iPad Prompts</th>
<th>Facilitator Prompts &amp; Discussion Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain how the iPad works and the general instructions for this case study.</td>
</tr>
<tr>
<td>2.</td>
<td>Scan the start code.</td>
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<tr>
<td>3.</td>
<td>Explain the Learning Objectives</td>
</tr>
<tr>
<td>4.</td>
<td>On the iPad, tap the “Home Screen” tab and then tap the Patient Icon or scan the “Patient” QR Code when you are ready for the scenario to begin</td>
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</tbody>
</table>
### Case Study

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Tap or scan the QR Code to display the “Spouse” video</td>
<td>As some students are performing CPR, display the spouse video and ask other student(s) to respond therapeutically to the spouse starting with the multiple-choice question displayed. If students select the correct answer, they will see a follow-up video of the spouse de-escalating. If they select an incorrect answer, they will see a video of the spouse escalating.</td>
</tr>
<tr>
<td>6.</td>
<td>Tap or scan the “AED” QR Code</td>
<td>As the AED arrives, student(s) should place the AED pads appropriately on the mannequin while other student(s) continue CPR. You may scan the QR code above to illustrate where to place the AED pads to the entire group.</td>
</tr>
<tr>
<td>7.</td>
<td>(Optional) Scan the ECG QR Code to display the type of rhythm the patient is experiencing.</td>
<td>The AED will only provide shocks for certain types of rhythms. Based on the students’ level of knowledge, the ECG rhythm may be displayed to emphasize that a shock would be given for a</td>
</tr>
</tbody>
</table>

**Possible Discussion Points**

- What is the best response to a frantic family member during a crisis?
- Outline the accurate use of the AED
- Explain how to safely apply the AED pads while continuing CPR with minimum interruptions
- Describe when to not touch the patient when using the AED
- Describe the components of accurate CPR: number of compressions per minute? Ratio of compressions to breaths? Depth of compressions?
- Why is it vital to have minimal interruptions of CPR while using the AED until help arrives?
### POSSIBLE DISCUSSION POINTS

- For what types of irregular rhythms will the AED provide a shock?
- If a shock is not provided in a timely manner for rhythms such as Ventricular Fibrillation, what would be the patient outcome?
- How will the electrical shock potentially resolve the rhythm?
- Will CPR resolve the rhythm?
- What is the purpose of CPR?

### 8. Arrival of the paramedics

- Five minutes after the start of the scenario, role play or describe the arrival of the paramedics.

### 9. (Optional) Resolution of scenario with patient and spouse in hospital

- A video of a grateful patient and spouse in the hospital can be displayed to provide closure for the students and provide a sense of confidence in their performance of CPR while utilizing an AED.

### POSSIBLE DISCUSSION POINTS

- For the best patient outcomes, how quickly should CPR and an AED be used when a patient experiencing chest pain becomes unconscious?

### 10. Exit

- Students can exit at any time by tapping the Exit to ARIS button and following instructions.
  - Please have each student complete the provided survey.
### Debrief

Debriefing is an important part of the learning experience. Use the following suggested questions to guide the debriefing experience:

1. Allow the students to vent emotion resulting from the learning experience:
   - How do you feel the scenario went?

2. Review the learning objectives:
   - Describe immediate actions to take when someone experiences a cardiac arrest in the community.
   - Outline the steps to perform accurate CPR.
   - Explain how to use an AED while also performing CPR.
   - Describe how to communicate therapeutically with a family member during a crisis.

3. Summarize the scenario and ask students to share take away points:
   - Today you provided CPR and utilized an AED for a community member who became unconscious while experiencing chest pain. What is one thing that you learned today that you will take away into your future practice?
Print this page and provide to students.

Students, please complete a brief (2-3 minute) survey regarding your experience with this ARISE simulation. There are two options:

1. Use QR Code: Survey
   a. Note: You will need to download a QR Code reader/scanner onto your own device (smartphone or tablet). There are multiple free scanner apps available for both Android and Apple devices from the app store.
   b. This QR Code will not work in the ARIS app.

2. Copy and paste the following survey link into your browser.
   a. https://ircvtc.co1.qualtrics.com/SE/?SID=SV_6Mwfv9ShBfRnBX
REFERENCES

