

► Appendices

Course Introduction

Use the first 5 to 7 minutes of the course to briefly introduce yourself and to welcome the participants to the course. Use the following guidelines for the course introduction:

1. Consider using one of the getting acquainted activities found in the following section to help participants warm up to each other.
2. Provide a brief overview of the course, including:
 - Length of course (total number of hours; class schedule)
 - Break schedule
 - General content to be covered
 - Course completion requirements

Note: To successfully complete the course and qualify for a completion certification, a participant must (1) attend all class sessions, (2) demonstrate skill competencies, and (3) participate in all course activities. No final written exam is required unless an employer or regulatory agency requires it. If required, a written exam will be given at the end of the course; otherwise, no exams other than the Skill Check-off Sheets will be given.
3. Ask the participants not to eat or drink in class.
4. Point out the locations of fire exits, restrooms, and drinking fountains.
5. Instruct participants to consider the following health precautions:
 - Wash hands before and after class.
 - Remove jewelry, lipstick, chewing gum, etc. Place jewelry and other valuables in a safe place, such as a deep pocket or purse.
 - Remove pencils and pens from pockets when practicing skills.
 - Participants with long hair may need to pull back their hair to keep it from falling over their face or into their mouth while practicing CPR.
 - Participants should notify the instructor if allergic to latex.
 - Participants should notify the instructor of any medical concern or disability. For example, a participant with a back problem or knee injury may be unable to kneel next to a manikin; a participant with a heart or respiratory condition may need to abstain from giving chest compressions, which can require a great deal of exertion.
 - Participants should see the instructor about postponing training or having a separate manikin in the event of any of the following:
 - Participant has a respiratory infection (eg, cold or sore throat).
 - Participant has been recently exposed to an infection or is showing signs and symptoms of any infectious disease (eg, cold, chickenpox, mumps, fever).
 - Participant has cuts or sores on the hands or in or around the mouth (eg, cold sores, tooth extractions).
 - Participant has tested positive for hepatitis B.

- During training, participants should protect themselves and other students from infection by doing the following:
 - Wash hands before working with a manikin or performing another skill.
 - Do not eat, drink, chew gum, use smokeless tobacco products, or smoke before or during manikin use.
 - Before using the manikin, vigorously wipe the manikin’s face and inside of its mouth with a clean gauze pad soaked with either a solution of liquid chlorine bleach and water or rubbing alcohol. Place the wet pad over the manikin’s mouth and nose and wait at least 30 seconds before wiping the face dry with a clean gauze pad.
- Participants should NOT make mouth-to-mouth contact, give actual rescue breaths, or perform abdominal or chest thrusts or chest compressions on another person—ONLY on a manikin.
- Inform participants of the location of the first aid kit, AED, and fire extinguisher.
- During skill practice, participants should not “horse around” or engage in inappropriate behavior.

Getting Acquainted Activities

Consider using one of the following activities to warm the class up and help participants meet each other. If the participants already know each other, you may choose not to use any of these activities; however, getting to know each individual participant will prove useful to you and the other class members.

Paired Information

Pair off participants and instruct them to learn each other’s names and one unique bit of personal information (eg, hobby, favorite movie, last vacation trip, favorite food) about their partner. Reassemble the class and have the participants introduce their partners to the rest of the group.

Find Someone Who . . .

Print off the worksheet titled “Finding Someone Who . . .” for each participant. Instruct participants to circulate and mingle with other classmates to locate a person who matches the description of each question found on the worksheet. When a match is found, the participant should write the person’s first name next to the question. A person’s name can be used twice if he or she matches more than one of the questions. For small classes, using the same person’s name three times might be a good idea.

If time allows, reconvene the class and have a participant identify who he or she found for the first question. Then, the identified person cites who was found for the second question. Continue this process until reaching the last question.