# MACMHB
# State Training Guidelines Workgroup
# Training/Curriculum Recommendations

The intent of this Training Guideline is for the development and presentation of training content. Curricula based on this guideline will contribute to statewide training quality, uniformity, and reciprocity.

**Topic:** *Cardio Pulmonary Resuscitation (CPR)*

**Defining Paragraph** (Vision, Boundaries, Overall Outcome Statement):

This class covers the basics skills for Cardio-Pulmonary Resuscitation including Checking a Conscious or Unconscious Victim, Conscious Choking, CPR (currently 30 – 2) and Unconscious Airway Obstruction as determined by certifying organizations (American Red Cross, American Heart Association, or National Safety Council preferred. Listing of acceptable organizations may be found at Department of Licensing and Regulatory Affairs web site. See References and Legal Authority at end of guide for link).

**Definitions:**
**Content** – These are a listing of the areas covered in the subject.
**Outcomes/Competencies** – These are statements about what participants will be able to do as a result of having participated in the course.
**Outline** – A suggested approach to meeting Outcomes/Competencies.
These three are interrelated, but not necessarily a one-to-one relationship.

**Content:**

1. Life threatening situations
2. Current skills associated with Cardio-Pulmonary Resuscitation
3. Automated External Defibrillator (AED) would be preferred

**Outcomes/Competencies:**

1. Recognize a life-threatening situation.
2. Follow the Emergency Action steps.
3. Demonstrate the care needed for a conscious choking victim.
4. Demonstrate CPR skills appropriate to population being served.
5. Demonstrate the care for an unconscious victim with an obstructed airway.

| 6. Recommended--Demonstrate appropriate use of AED |
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**Outline/Recommendations:**

1. Course outline is determined by certifying organization.
2. If CPR training is completed online, an in-person skills test must also be completed for the training to be valid. In-person skills tests must be done face-to-face. They cannot be done via webcam or with a digital mannequin. The in-person skills test must be administered by one of the approved organizations.

**Trainer Qualifications**:
Check all that apply, be specific (years, degree, skills, etc.):

☐ College Degree:
☐ License:
☐ Years' Experience (please specify below):  prefer experience in human services, specifically providing direct care supports
☐ Documented Skill Set:  able to model the introduction and development of friendships
☐ Training Experience:
☐ Trainer in Adult Learning Styles/Methods:
☒ Other: Current certification by an organization listed as approved by LARA

**Length of Training**:

3-4 hours (dependent of the size of the class and consistent with the certifying organizations standard

1-1.5 on-line: Must be accompanied by an in-person skills assessment

**Format:**
The acceptable format(s) for the class:

☒ Blended Learning (Online + Instructor-Led) (with an in-person skills assessment by a certifying organization.)
☒ Instructor-Led Class
☐ Instructor-Led Webinar

☐ Online Course
☐ Other (specify See Guide

## Teaching Methods:

These are the best teaching methods for teaching course content.  Additional methods may also enhance learning.

☒ Individual-with in-person skills assessment by a certifying organization
☒ Classroom/Group
☒ Lecture
☒ Group Discussion
☒ Skills Practice
☒ Return demonstrations
☒ Activities
☒ Videos, supplemental to other teaching methods
☒ Online Activities
☐ Individual Assignments
☐ Homework assignments
☐ Case Study
☐ Other (specify):

## Method of Assessment:

How to measure entry-level competency in this course.

☒ Written Test          Performance Indicator:  80%
☒ Return Demonstration  Performance Indicator:
☒ Online Test           Performance Indicator:  80% (must have an in-person skills assessment by a certifying organization)
☐ Skill Sheet           Performance Indicator:  80%
☐ Other:

*Online Test encompasses Review questions anchored within the training and/or an online test after the class

## Scope of Implementation:

Training recommended for:

☒ Specialized Residential direct care staff/home managers
☒ Specialized Residential Administrators
☒ Community Living Supports (CLS)

☒ Pre-Voc Skill Building / Supported Employment (i.e. Competitive Employment, volunteer)
☒ Non-Voc Skill Building
☒ Supported Living staff
☒ Adult Foster Care staff
☒ Respite Service staff
☒ Self-Determination staff
☒ In-Home service staff (children's program)
☒ Foster Family Group Home staff
☒ Child-caring Institutions (Children's Group Home) staff
☒ As identified in the Individual's Person Centered Plan
☐ Other employee group (specify):

**Frequency**:
It is recommended the content be reviewed/retaken.

☒ Initial & as needed
☐ Initial & Annual
☐ Initial & Every two (2) years
☐ Initial & Every three (3) years
☐ As directed by the Individual Plan of Service
☐ As needed as directed by employer, first-line supervisor, clinical staff
☐ Other:

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**Additional Comments:**

Updates as required by certifying organization and regionals requirements.

Can be taught in conjunction with First Aid

*A certification card from an accrediting body must include a return demonstration as part of successful completion.*

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**References/Legal Authority:**

1. MCL 400.710(3)
2. MHC R301.1801 et seq.
3. American Red Cross
4. American Heart Association
5. National Safety Council (Green Cross)
6. Prevailing State Guidelines and Practice Protocols

7. LARA CPR and First aid approved list may be found at:
   http://www.michigan.gov/lara/0,4601,7-154-
   63294_5529_49572_49583-82382--,00.html

   Note:  If training is for an adult foster care, facility/home adult foster care staff must also comply with the adult foster care administrative rules.  In addition, in those situations where the contents of the training conflict with an administrative rule, the rule prevails.